

Santa Barbara County Education Office

BOARD BOOK and AGENDA



March 2023



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
March 2, 2023 – 2:00 p.m.

AGENDA

Online Viewing Option

Individuals who are unable to attend the board meeting in person may view the board meeting online by clicking on the link below or by copying and pasting it into a web browser:

<https://us02web.zoom.us/j/89788769909?pwd=eCs1czVtSi9CMUtVOEI2eFIHc2JhQT09>

Public Comment Procedure

Public comment may be made in person at the board meeting. Persons wishing to address the board are requested to complete a “Request to Address Board” form, available at the meeting room entrance, and deliver it to the secretary prior to the time the meeting is called to order. During the time for public comment specified on the agenda, the board will acknowledge requests to speak on agenda items as well as topics not on the agenda, but within the subject matter jurisdiction of the board. The total amount of time for public comments will be 15 minutes. The amount of time an individual speaker may speak is typically 5 minutes but may be adjusted upon consent of the board depending on the total number of persons wishing to be heard. If the speaker needs more time, they may submit written comments.

Interpretation/Interpretación

Spanish interpretation of the board meeting will be available at the meeting. Live simultaneous interpretation will also be provided for those viewing online. Se proporcionará interpretación al español para la reunión de la junta directiva. También se ofrecerá interpretación simultánea en directo para quienes lo vean a través de Internet.

Video Recording

The board meeting will be video recorded. The video recording will be made available online at <https://www.sbceo.org/board/materials>.

Assistance with Meeting

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

GENERAL FUNCTIONS

1. Call to Order

2. Spanish Interpretation/Interpretación

The president will announce that Spanish interpretation of the board meeting is available. La presidente anunciará que hay interpretación en español disponible durante la reunión de la junta directiva.

3. Pledge of Allegiance

4. Roll Call

5. Changes to the Agenda

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

6. President and Board Comments

7. Public Comments

The total amount of time for public comments will be 15 minutes. The amount of time an individual speaker may speak is typically 5 minutes, however, with board consent, and depending on the number of persons wishing to be heard, the president may increase or decrease the time allowed for individual speakers. If the speaker needs more time, they may submit written comments.

PRESENTATIONS

8. Student Advisory Council Presentation [Time Approximate: 2:20 p.m.]

The superintendent will introduce members of her Student Advisory Council, listed below, to share a little about themselves, why they signed up for the Student Advisory Council, and some of their reflections about education.

- Ada Degollado, grade 12, Santa Ynez Valley Union High School
- Angel Pineda Santana, grade 10, Carpinteria High School

9. Presentation on Universal Pre-Kindergarten

Early Care and Education Director Janelle Willis, Early Care and Education Manager Christian Patterson, and Early Learning Support Director Cristina Ortega will provide a presentation on the collaborative work happening between the Early Care and Education Program, the Local Planning Council, and the Curriculum and Instruction Division to support districts with Universal Pre-Kindergarten implementation.

10. Presentation on the State of the Education Workforce in Santa Barbara County

Associate Superintendent of Human Resources Mari Baptista and Director of Human Resources Amy Ramos will provide a presentation on the state of the education workforce in Santa Barbara County.

SUPERINTENDENT'S REPORT

11. Superintendent's Report
(Attachment)

The superintendent's report is presented as an information item.

CONSENT AGENDA

At this time, the board will consider all of the items below together and can act upon them with a single vote. These items are considered to be routine and do not require separate discussion. Individual consent items may be removed and considered separately at the request of a board member or staff. The superintendent recommends approval of all consent items.

12. Minutes of Meeting Held February 2, 2023
(Attachment)

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

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from January 7, 2023 to February 6, 2023, and the issuance of temporary county certificates for that same time period.

14. Declaration of Surplus
(Attachment)

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

- Information Technology Services

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

ACTION ITEMS

15. Recommended Approval of Second Interim Report

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

MOVED:

SECONDED:

VOTE:

16. Accept and File Annual Financial (Audit) Report

Copies of the 2021-22 Annual Financial (Audit) Report prepared by Eide Bailly LLP have been received. The superintendent recommends that the board acknowledge receipt of the audit report and order it filed.

MOVED:

SECONDED:

VOTE:

17. Recommended Adoption of Emergency Resolution – Award of Contract without Bidding and Advertising
(Attachment)

Late December 2022 and through January 2023, Santa Barbara County communities experienced historic rainfall levels causing significant flooding and infrastructure damage. President Biden declared a Federal Natural Disaster for multiple counties in California on January 14 and added Santa Barbara County to the list on January 18, 2023. Governor Newsom also declared a Disaster State of Emergency for all of California on January 4, 2023, which was followed by an Executive Order of January 16, 2023 to support communities impacted by the storm event.

SBCEO's Hope Center was affected by the storms and repair work needs to be done immediately. Staff that work in the Hope Center have had to vacate the facility due to the damage. Repair work needs to be done so that staff can return to offices. In its current state, the condition of the building presents serious safety concerns, and SBCEO has no alternate facilities to place employees.

Pursuant to Government Code section 53850, and the competitive bid requirements contained in Public Contract Code section 20111, in order for this repair work to be conducted in an expedited manner, the board is required to pass a resolution unanimously and with the approval of the County Superintendent of Schools. SBCEO's immediate need to remediate mold resulting from the storms is a qualifying event for this exemption.

The superintendent recommends adoption of Resolution No. 2316, which recognizes an emergency exists and authorizes SBCEO to enter into a contract without bidding and advertising to repair the Hope Center facility immediately.

[Roll Call Vote:]

MOVED:

SECONDED:

VOTE:

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

The board will consider whether to approve the reimbursement of actual and necessary expenses for board members to attend the Santa Barbara County School Boards Association (SBCSBA) Annual Dinner, April 27, 2023, in accordance with Board Policy 9250.

MOVED:

SECONDED:

VOTE:

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

The California School Boards Association (CSBA) has written to the County Board of Education and the superintendent with information about the CSBA Delegate Assembly election. The County Board of Education may vote, by March 15, for 1 candidate to represent county boards of education in our region for the CSBA Delegate Assembly. There is 1 candidate on the attached ballot. Additional supporting materials are also attached for information. The board may take action to vote for 1 candidate to represent county boards of education in our region for the CSBA Delegate Assembly.

MOVED:

SECONDED:

VOTE:

20. California School Boards Association (CSBA) Delegate Assembly Election – Delegates for School District Boards
(Attachment)

The California School Boards Association (CSBA) has written to the County Board of Education and the superintendent with information about the CSBA Delegate Assembly election. The County Board of Education may vote, by March 15, for up to 2 candidates to represent school district boards in our region for the CSBA Delegate Assembly. There are 3 candidates on the attached ballot. Additional supporting materials are also attached for information. The board may take action to vote for up to 2 candidates to represent school district boards in our region for the CSBA Delegate Assembly.

MOVED:

SECONDED:

VOTE:

INFORMATION ITEMS

21. 2021-22 School Accountability Report Cards – Juvenile Court and Community Schools, and Special Education
(Attachment)

The 2021-22 School Accountability Report Cards for Juvenile Court and Community Schools, and Special Education are presented to the board for review/information.

22. Correspondence
(Attachment)

Letter dated February 9, 2023, announcing that SBCEO's Juvenile Court and Community Schools (JCCS) are now fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), is presented as an information item.

23. Personnel Report
(Attachment)

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

FUTURE AGENDA ITEMS

24. Future agenda items

ADJOURNMENT

25. Adjournment to the next regular meeting to be held April 6, 2023.

MOVED:

SECONDED:

VOTE:

Superintendent's Report



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education Superintendent's Report March 2, 2023

SBCEO's Juvenile Court and Community Schools (JCCS) programs receive initial accreditation!

The Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) notified SBCEO/JCCS that we were awarded Initial Accreditation Status through June 30, 2026. This three-year accreditation is the maximum length of time that can be awarded for initial candidates. This approval entitles JCCS to place "Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges" on transcripts and diplomas and will provide opportunities for students to take accredited A-G courses from all the JCCS schools.

Student Enrollment in SBCEO Schools and Programs

	Sept. 2022	Oct. 2022	Nov. 2022	Dec. 2022	Jan. 2023	Feb. 2023
JCCS – FitzGerald Community School	9	11	18	18	22	22
JCCS – Dos Puertas School	15	14	22	25	26	28
JCCS – Los Robles High School	6	3	2	3	4	8
Early Care & Education (preschools and infant/toddler centers)		278	279	281	288	274
Special Ed – JCCS		7	7	11	11	16
Special Ed – Early start (infants)		101	99	98	102	100
Special Ed – Direct service districts		97	97	98	101	102
Special Ed – Regional: TK-12 extensive support needs program		56	58	59	59	56
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program		75	81	78	80	78
Special Ed – Preschool		416	437	494	526	560

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

Administrative Services Division

Form J-13A: School Business Advisory Services (SBAS) District Financial Advisors are in the process of reviewing districts' J-13A Requests for Allowance of Attendance Due to Emergency Conditions. Santa Barbara County schools closed due to the state of emergency resulting from the storms on January 9th and 10th. The Form J-13A is used by LEAs to obtain approval of attendance and instructional credit for the days in which schools were closed. The County Superintendent of Schools verifies the information

contained within the Form J-13A and forwards the documentation to the CDE for approval.

Director of Facilities: We have offered the Director of Facilities position to an individual with extensive facilities experience and hope to announce a new director shortly, and possibly at the March County Board of Education meeting.

Curriculum and Instruction Division

Computer Science: SBCEO was featured as a case study as pioneers in supporting implementation of Computer Science with a focus on equity on the *CS for CA* website (<https://csforca.org/resources/>). Our Computer Science team also developed and led a statewide team to deliver the “Winter of CS” training modules on January 24 and February 13 for administrators in our county, region and across the state. Through the grant we received as regional lead, we will provide an entire week of professional learning (with stipends) for educators in our 6-county region this summer.

ChatGPT and the Expansion of Artificial Intelligence (AI): Since its release at the end of 2022, Chat GPT, (the generative artificial intelligence chatbot that can answer questions in clear, well-punctuated prose and do so much more) has catalyzed conversations about its impacts on schools and the way we interact with data, information, and media. The C&I team has curated resources and facilitated multiple conversations with Curriculum Council, superintendents, and others to support our schools in understanding the benefits, limitations, opportunities, and potential threats of the expansion of AI and Large Language Models in our schools. We will be providing additional dialogue sessions and workshops in the next few months.

Local Control and Accountability Plans (LCAP) support: The LCAP review and approval process is a collaboration between the school support team in the SBCEO Curriculum and Instruction (C&I) Division and School Business Advisory Services (SBAS) Department in the Administrative Services Division. After a three-part workshop series in the fall, the full-day training and workshop for LEA teams on the LCAP template, changes, and requirements was held on February 15 in the SBCEO Auditorium. Our team prepared customized resources for each LEA and provided both strategic and technical guidance. LCAP program and business leads will continue to provide regular support to their assigned districts and charters throughout the spring development process. As a reminder, district LCAPs are approved by the County Superintendent and the SBCEO LCAP is approved by the County Board of Education.

Differentiated Assistance: Associate Superintendent of Curriculum and Instruction Ellen Barger, SELPA Executive Director Ray Avila, and I met with the Superintendents’ Council to discuss trends and outcomes for **students with disabilities** across the county and throughout the state and build agreement to engage our collective efforts to restart collaborative work (as we had begun before the pandemic) to address the structural, instructional, and cultural elements impacting the outcomes for students with disabilities. Additionally, the Differentiated Assistance (DA) team has begun the process

of scheduling and co-creating the customized continuous improvement processes for each district receiving tier 2 DA support.

Federal Accountability: On February 2, the CDE released the list of schools that qualify for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) through the accountability system tied to federal funding. The C&I Division is providing technical support to LEAs in meeting the requirements for supporting their schools.

Compliance and Improvement Monitoring (CIM) for Special Education: The federal monitoring and accountability system for special education programs is based on 17 indicators and is delivered and supported through the SELPA and Statewide System Improvement Leads (SIL). Our C&I Division and our county SELPA have been working at the local, regional, and state levels to create alignment and reduce redundancy in the processes. Even though the annual reports for this accountability will be delayed until the end of March (and the plans are not due until November), SELPA and C&I are working to integrate the processes for our LEAs until the full state cycles come into alignment.

Student Events:

- We are in the middle of our **County Mock Trial Competition**. Six high school teams will compete on Saturday, February 25 in the preliminary rounds for the right to move on to the semifinal and final competitions on Saturday, March 4. A total of 22 trials in the case of *People v. Franks* will have students playing the parts of attorneys, witnesses, clerks, and bailiffs at the Santa Barbara County Courthouse over the course of the two weekends. More than 40 local attorneys score their arguments, performances, and knowledge of the law as Superior Court Judges preside over the cases. Students will earn individual medals and the winning team will represent our county at the state competition in mid-March.
- **Poetry Blitz:** The first event in our spring poetry series will take place on Tuesday, February 28 via Zoom. High school teachers and their students will be treated to a free, spoken word poetry exhibition by the performing artists from LA-based *Get Lit*, *Words Ignite* to generate interest in the tutorial sessions, training, office hours and coaching we are providing throughout March and April to prepare students for our county Poetry Slam/Spoken Word competition in May.
- **Spelling Bee:** The elementary and junior high spelling bees will take place at the SBCEO Auditorium on Thursday, March 9. Parents will be able to listen to the broadcast outside the Auditorium. The top three places in each division will be awarded and our county winners will move on to the state spelling bee in San Joaquin County later in the spring.

Educational Services Division

Career Technical Education (CTE)

Middle School to High School Transition: CTE Awareness Presentations:

Numerous middle schools have career exploration courses that are designed to expose 7th and 8th grade students to a variety of careers through hands-on learning experiences. These courses strengthen students' self-awareness and build their occupational identity which enables them to make informed decisions when choosing which CTE courses to take in high school. SBCEO's CTE department recently worked with 1,800 8th grade students to provide transitional support into high school. We also created a presentation for Santa Maria Valley schools, Guadalupe schools, and Santa Ynez Valley schools, including displaying CTE course pathways for SYVUHS and SMJUHSD – please see these documents at the end of this report.

Santa Maria Business Expo 2023: The Santa Maria Valley Chamber hosted a [Business Expo and Job Fair](#) on February 23, 2023. SBCEO's CTE department showcased middle school and high school Career Technical Education programming (e.g., what is CTE, career exploration courses vs a CTE course/pathway, what does CTE look like in the schools) to share how industry and community members can support these programs. Because our CTE department supports CTE teachers and students through the facilitation of teacher tours, teacher externships, and apprenticeships, the Business Expo is an excellent platform to establish and strengthen business partnerships with and for our local schools.

Children and Family Resource Services (CFRS)

CFRS Implementation of Salesforce: CFRS has implemented Salesforce (database system) to track progress on their state and federal Medi-Cal outreach and enrollment programs. Their goal is to ensure all eligible children in the county are insured and able to access health services. As a non-profit, CFRS secured a free license and received grant funding to custom design programs in the platform which will enhance and upgrade their ability to improve work performance and outcomes.

Special Education Division

Family and Community American Sign Language classes: After a multi-year hiatus due to COVID, the Family and Community American Sign Language classes have returned. SBCEO staff teach these courses at no cost to families of deaf/hard of hearing children and community members. There are two sessions offered. Each session lasts seven weeks and meets on Thursdays from 6-7 p.m. at Ralph Dunlap Elementary School. The first session began February 23, and the second session begins April 20.

New preschool classrooms added: To accommodate the growing number of preschool students with Individualized Education Plans (IEPs), the division is opening three new preschool classrooms. These three new classrooms are New Horizons, on the Clarence Ruth School campus in Lompoc; Valley Preschool, on the Santa Ynez

Elementary Preschool campus in Santa Ynez; and Libbon Preschool on the Bill Libbon Elementary School campus in Santa Maria.

Fire Station No. 4 at Ontiveros School: On February 2, the Santa Maria City Fire Department visited the Learning Autism and Enrichment Program (LEAP) preschool program at Ontiveros Elementary School in Santa Maria-Bonita School District. The firefighters' visit was incorporated into circle time, which included a book, song, and activity. One of the firefighters dressed in full gear, with the goal being to help the students understand not to be afraid of firefighters, and to view them as safe in an emergency. The students enjoyed the visit, particularly the opportunity to sit in the fire engine. Thank you to Captain Chad Wennerstrom and the team at Station 4 for the visit!

SBCEO Education Job Fair: Members of the Special Education Leadership Team joined other SBCEO staff at the SBCEO countywide education job fair in Santa Barbara on February 3. We shared information about available positions at SBCEO for special education teachers, paraeducators, speech and language pathologists, Occupational Therapists, school psychologists and other general positions in the field of special education. The Special Education Leadership Team will attend the SBCEO countywide education job fair in Santa Maria on February 25.

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

- 2/2 Santa Barbara County School Boards Association Executive Committee meeting; "Reading for Our Lives" by Maya Payne Smart, La Cumbre Junior High
- 2/3 Juvenile Justice Coordinating Council meeting; Community Corrections Partnership meeting
- 2/4 SBCEO countywide education job fair, south county
- 2/6 Superintendents' Council meeting; SELPA JPA board meeting
- 2/7 County of Santa Barbara recognition meeting
- 2/8 Fighting Back Leadership Coalition meeting
- 2/8 Present at SBCEO Clear Administrative Services Credential (CASC) program
- 2/9 Santa Barbara County Housing Affordability Advisory Committee meeting, Santa Barbara Foundation
- 2/10 Chair First 5 Fiscal Committee meeting
- 2/13 Women in Sports recognition: Adrienne Smith
- 2/14 Hope School District site visits: Monte Vista and Vieja Valley elementary schools
- 2/15 Partners in Education Executive Committee meeting
- 2/16 CDE School Recognition Awards Ceremony, Anaheim, CA

SANTA YNEZ HIGH SCHOOL

Career Technical Education (CTE) Pathways & Courses



Created by SBCEO CTE Department

SYHS CTE

6 INDUSTRY SECTORS
REPRESENTED

8 CTE PATHWAYS
OFFERED

CTE PATHWAY
SEQUENCE: INTRO,
CONCENTRATOR &
CAPSTONE

7 A-G COURSES

5 ALLAN HANCOCK
COURSES

What is CTE?

- Classes focusing on specific industries & career fields
- Classes providing YOU with academic, technical, and real-world knowledge
- Classes preparing YOU to be ready for college/career

Why is CTE important?

- YOU choose courses/pathways that align to your interests & strengths
- YOU will learn using workforce tools, equipment, & machinery
- YOU can earn industry certifications and participate in competitions
- YOU will practice & apply job readiness skills
- YOU will learn from industry experts



Agriculture & Natural Resources Industry

If you like working with your hands, are interested in mechanics and welding, enjoy taking care of animals or are interested in the agriculture workforce, then check out the Agriculture Pathways!

AGRICULTURE CTE PATHWAYS & COURSES



Ag Mechanics/Welding:

Intro, Grades 10, 11, or 12

Learn how to use shop tools, machines, & equipment safely. You will complete hands on & project design in woodworking, electricity, plumbing, concrete, and rope-work activities. Welding skills are taught & used including ARC, MIG, oxyacetylene welding, the cutting torch, and plasma.



Advanced Ag Mechanics/Welding 1:

Concentrator, Grades 11 or 12

Become further prepared for employment in agriculture mechanics as you learn about farm power, construction, machinery, equipment, welding, electrical wiring, & irrigation. Design, fabrication, & student projects will be a focus in this course.

Advanced Ag Mechanics/Welding 2:

Capstone, Grades 12 only

Widen your understanding of the Agriculture Industry as you explore and research various occupations and professional organizations. Continue developing & perfecting your woodworking, welding, project design & fabrication, equipment operation, repair, and construction skills. Practice job readiness by building a portfolio, create budgets & billing, work with tentative clients, and interview for jobs.



Livestock Management 1:

Intro, Grades 9, 10, 11 or 12

You will learn about market livestock production, feeding management, grooming, & showmanship.

Livestock Management 2:

Concentrator, Grades 10, 11, or 12

Both small & large livestock care including livestock production, feeding management, grooming, & showmanship.



Livestock Management 3:

Capstone, Grades 11 or 12

Care of large & small livestock continues while advanced methods are taught & practiced. You will also use marketing & sales techniques to learn about profiting in the livestock enterprise.

All students in the Livestock Management courses will participate in the Santa Barbara County Fair and will meet outside regular school hours in the spring semester and summer.

OR

Veterinary Science:

Capstone, Grades 10, 11, or 12, & meets "D" requirement

You will gain a broad understanding of vet science and agriculture as you study anatomy & physiology of mammals, nutrients, animal behavior. Common disease causing agents & health practices will also be taught.



Arts, Media, & Entertainment (AME) Industry

Explore the world of Visual Arts, Film, Photography, Graphic Design, and Yearbook Production!



AME CTE PATHWAYS & COURSES



Intro to Arts & Media:

Intro, Grades 9, 10, 11, or 12, & meets "F" requirement

Be introduced to a variety of arts & media including line, shape, color, texture, & sound/still/motion photography. Create projects using ceramics, drawing, ink, pastels, watercolors, portraits, paint, animation & photography. Participate in school shows and the annual chalk festival.

Intermediate Media Arts:

Concentrator, Grades 10, 11, or 12, meets "F" requirement, & Allan Hancock

Explore how to use camera equipment, computer programs, lighting, sound, photo/video editing & graphic design in multimedia projects. Creating flyers, posters, photo slide shows, & video productions are part of the coursework.

Advanced Media Arts:

Capstone, Grades 11 or 12, meets "F" requirement, & Allan Hancock

Build upon skills learned in this project based course. Using Adobe applications will allow you to produce more advanced work. Learn the creative side of film, video, computer, and live productions which will allow you to experience the world of work in the AME industry.



Yearbook Production 1:

Intro, Grades 9, 10, 11, or 12, & meets "F" requirement

Explore art/copy prep, printing, graphic design, image generation & assembly, production photography, binding, and digital production. Gain a basic understanding of digital design, tools, and processes used in the graphic arts and digit production industry.



Yearbook Production 2:

Concentrator, Grades 10, 11, or 12

Having more exposure and experience using the digital design tools and processes will allow you to strengthen your skill set and deepen the knowledge learned in Yearbook 1. Examining the career of print enterprising will give you a broader scope of this occupation.

Yearbook Production 3:

Capstone, Grades 11 or 12

You will take a deep dive into this career field and perfect your skills in graphic design, graphic reproduction operations, and all the final production processes.



Engineering & Architecture Industry



Do you play Minecraft? Do you often wonder how building & bridges are designed and built? Do you enjoy drawing? If so...

ARCHITECTURE CTE PATHWAY & COURSES



Drafting 1:

Intro, Grade 9, 10, 11, or 12

You will learn the basics of mechanical drawing including single & multi-view drawing, dimensioning, auxiliary view, working drawings, & be introduced to architecture computer aided drawing (CAD).

CAD/Manufacturing A:

Introduction, Grade 10, 11, or 12

This course is a continuation of Drafting 1 with a deeper dive into mechanical & architectural drafting using the computer.

CAD/Manufacturing B:

Concentrator, Grade 11 or 12

Explore the world of Architecture through advanced mechanical drawing, solid modeling, and creation of working drawings. Using AutoCad & Solidworks software to create 2 and 3 dimensional designs will also be taught & practiced.

CAD Manufacturing C:

Capstone, Grade 12 only

Become an architect as go through the process of goal setting, job skills training, CAD report writing.



HEALTH SCIENCE & MEDICAL TECHNOLOGY INDUSTRY

If you enjoy sports and helping others,
this CTE Pathway is a combo of both...



PATIENT CARE CTE PATHWAY & COURSES

Kinesiology:

Concentrator, Grades 11 or 12, & meets "D" requirement

Sports medicine and health sciences collide in this course as you learn about kinesiology, personal training, physical therapy, chiropractic care, physical education & fitness instruction. Hands-on labs will give you a view of the medical field

Sports Medicine:

Capstone, Grade 12 only, meets "G" requirement, & Allan Hancock

You will explore sports medicine and related health occupations while learning about anatomy, physiology, healing process, CPR/First Aid/AED training, injury evaluation, athletic training and basic knowledge of sports medicine. Part of your hands on training will be outside the classroom at various sports &/or fitness facilities.

Hospitality, Tourism, & Recreation Industry

Experience the Culinary World and the Restaurant Business!



FOOD SERVICE & HOSPITALITY CTE PATHWAY & COURSES



Restaurant Occupations:

Concentrator, Grades 10, 11, or 12

You will gain real work experience as you prepare and serve lunch to the staff and students at SYHS. Sharpen your skills while participating in paid training stations in local restaurants.

Advanced Restaurant Occupations:

Capstone, Grades 11 or 12

This course is designed to strengthen your skills with continued work experience/internship and expand your knowledge on topics such as advanced food prep & service, restaurant management, and accounting.



Transportation Industry

This Pathway is for those who like classic cars or the newest models...
Already know or want to learn about service & repair....
Want to experience the Automotive Career Field...



SERVICE & REPAIR CTE PATHWAY & COURSES

Intro to Auto:

Introduction, Grades 10, 11, or 12

Learn how to own and operate a modern automobile as you learn about proper maintenance, repair, purchasing of a vehicle, & auto laws. Exploring careers within this industry is also part of the coursework.

AHC Auto 100 Fundamentals:

Concentrator, Grades 11 or 12, & Allan Hancock course

Gain advanced training and be prepared for an entry level job in auto repair & service.

You will learn technique and apply skills in the following areas: 1. mechanic helper/service station 2. tune up/electrical 3. brakes/suspension/steering 4. fuel/smog systems.

AHC Auto Suspensions:

Capstone, Grades 11 or 12, Allan Hancock course

The auto industry is always changing & evolving. Learning about suspension design, repair, alignment, McPherson Struts, Solid Axle, & Twin I Beams will prepare you for what lies ahead. Having the opportunity to explore Automotive Service of Excellence areas will give you an idea of working life at car dealerships and independent shops.





OCCUPATIONS

Agriculture Careers: Veterinarian, Vet Tech, Livestock Technician, Ranch Manager, Agriculture Mechanic, Ag Operations Manager/Coordinator, Tank Farm Agent, Ag Machinist, Maintenance Manager, Welder, Designer

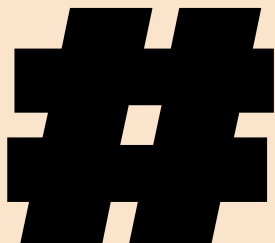
Arts/Media/Entertainment Careers: Commercial Artist, Camera Operator, Film Producer/Director, Graphic Designer, Audio Technician, Video or Print Editor, Print Shop Machine Operator, Photographer, Journalism, Presenter Designer

Engineering & Architecture: CAD Drafter or Technician, Graphic Designer, Surveyor, Interior Designer, Architectural Technologist, 3D Artist, Urban Designer, Project Engineer or Manager, Project Architect, Restoration Architect

Hospitality/Restaurant Careers: Chef/Head Cook, Restaurant/Shift Manager, Assistant Manager, Pastry Chef, Sous Chef, Food Scientist, Dietitian, Food/Beverage Production, Event Planner, Line Cook, Host, Server

Health Care Careers (Sports/Athletic focus): Athletic Trainer, Sports Physiologist, Orthopedic Nurse, Physical or Occupational Therapist, Sports Medicine Doctor or Nurse, Coach, Sports Psychologist, Kinesiotherapist

Transportation/Automotive Careers: Tire Technician, Car Detailer, Vehicle Inspector, Auto Mechanic, Auto Electrician, Auto Body Repair Tech, Dealership Agent/Salesperson, Quality Testing Engineer, Auto Designer



CTE SCAVENGAR HUNT

List 3 **Industries** you can learn about at **Santa Ynez High School**.

- 1.
- 2.
- 3.

What are 3 **CTE courses** you can take in the **Agriculture Pathway**?

- 1.
- 2.
- 3.

List 2 **Allan Hancock Courses**

- 1.
- 2.

List 3 **benefits** of CTE

- 1.
- 2.
- 3.

MY INTERESTS & GOALS

I like to.....

I am good at...

Jobs/Careers that interest me.....

I would like to take these SYHS CTE Courses/Pathways....

Questions for SYHS Counselor

SMJUHSD Career Technical Education

Learn about a specific *industry/career field*, preparing you for *college & career*.



Agriculture and
Natural Resources



Arts, Media, and
Entertainment



Building and
Construction Trades



Business and Finance



Education, Child
Development &
Family Services



Energy, Environment,
and Utilities



Engineering and
Architecture



Fashion and Interior
Design



Health Science and
Medical Technology



Hospitality, Tourism,
and Recreation



Information and
Communication
Technologies



Manufacturing and
Product
Development



Marketing Sales and Service



Public Services



Transportation



PIONEER VALLEY CTE COURSES

There are many opportunities in the field of Agriculture, see what Pathways are available...

Agriculture & Natural Resources CTE Pathways & Courses:

Ag Leadership/Communication/Ag Sales, Concentrator, A-G & Allan Hancock: *Develop & practice leadership skills by running meetings, coordinating school & community activities, volunteerism, public speaking, & teamwork. Experience the day-to-day life in the agribusiness sector.*

Adv Ag Leadership, Capstone: *Your knowledge, understanding of Agriculture leadership and communication will deepen.*

Ag Business Communications, Concentrator, A-G & AHC: *Discover how to make change happen in your community through projects and planning of events.*

Ag Government/Ag Econ, Capstone, A-G & AHC: *Learn about government, economics, pricing & marketing problems, & production in agriculture.*

Ag Mechanics/Intro Mechanized Ag, Concentrator, A-G, AHC: *In a lab setting work w/power tools, wood/brick work, plumbing, electricity, & safety protocols.*

Advanced Ag Mechanics, Capstone, A-G: *You will begin plan reading & creating bill of materials/cut lists. Refine your welding and fabrication skills.*

Ag Biology, Concentrator, A-G: *Study molecules, cells, growth/reproduction of plants & livestock, plant & animal genetics, animal behavior, nutrition/health/disease.*

Ag Chemistry, Capstone, A-G: *Get ready for a career, where agriculture & chemistry meet, with hands-on learning of matter & energy, the periodic table, & chemical reactions.*

Animal Science/Intro Animal Science, Concentrator, A-G, AHC: *Prepare for a career in agriculture while learning about livestock production, anatomy, physiology, nutrition, genetics, breed identification, environmental issues while working w/ livestock.*

Vet Science, A-G: *Scientific study of animals & vet care, preparing you to earn an industry certification as a Level 1 Certified Assistant Vet Tech.*

Students enrolled in any of the Agriculture courses will participate in FFA (Future Farmers of America) group & SAE (Supervised Agricultural Experience) activities.



Explore your creative side....

Arts, Media, & Entertainment CTE Pathways & Courses:

Digital Arts 1, Concentrator, A-G:

Explore the field of fine arts and digital imaging technology. Learn ways to express your creative side using electronic equipment.

Digital Arts 2, Capstone, A-G:

Your creative expression skills will deepen and strengthen, preparing you for college and giving you an idea of the workforce in this field.

Technical Arts 1, Concentrator, A-G:

You will learn to use sound & lighting equipment, stage management, & costume design, and applied to the school production.

Technical Arts 2, Capstone, A-G:

If you are interested in theater design, this course will deepen your skills & knowledge, which will be used in the school production.

Theater Arts 1 Concentrator, A-G:

Introduction to the theater world of acting/performance skills, history, play reading/writing, set/costume/make-up design, & musical theater.

Theater Arts 2, Capstone, A-G:

Deepen your understanding and skill development of theatrics while exploring the variety of careers in this field.



This Pathway is for those who want to learn about woodworking and those who would like to refine their skills...

Building & Construction Trades CTE Pathway & Courses:

Wood, Concentrator, A-G:

Introduction to woodworking while making projects in the woodshop. Learn about safety while using hand & power tools & woodworking machinery.

Wood Tech, Capstone, A-G:

Become more skilled, increase your foundational knowledge, & become ready for work as you build wood projects & theater sets. Your learned knowledge and skills will be used in further training, education, & the workforce.



Accounting, Business, & Finance...oh my!

Business & Finance CTE Pathway & Courses:

Accounting & Finance, Concentrator, A-G:

Learn about real work finance including: checking/saving accounts, managing credit, budgeting, investments, taxes, & paying for college.

Be prepared for work at a financial organization when you earn an Precision Certification.

Personal Finance, Capstone, A-G:

Deepen your knowledge & understanding of the world of finance as you practice accounting. You will learn how to keep financial records using spreadsheets, practice accounting while preparing payroll and income statements and use decision making skills to evaluate career choices & set personal goals.



If you are considering a career involving children &/or family/community services, this pathway is for you...

Education, Child Development, & Family Services CTE Pathway and Courses:

Developmental Psychology of Children, Concentrator & A-G:

If you are interested in a career involving children, this pathway is for you. In this class you will study the developmental stages of children from conception through early adolescence.

Relationships and Family, Concentrator & A-G:

Develop abilities & a skill set for parenting, maintaining your own and family health & safety. Be prepared for the roles/responsibilities of marriage, family & making family living related decisions. Those furthering their education and working in the field of Family & Human Services, use skills and knowledge that are taught in this class.

Careers in Family & Human Services, Capstone:

This course provides background knowledge & occupation-specific training focusing on the development of counseling, mental health & family/community services careers.





PIONEER VALLEY CTE COURSES

If you want to learn how to sew or are passionate about fashion, find out what this Pathway has to offer...



Fashion & Interior Design CTE Pathway & Courses:

Apparel Construction & Design 1, Concentrator & A-G:

Learn about garment construction using a sewing machine and other basic equipment.

Apparel Construction 1, Concentrator & Allan Hancock:

Introduction to the fashion industry & employment opportunities. Learn about processes, principles, & techniques for making woven garments, fit/care of both current custom and industrial techniques.

Apparel Construction & Design 2, Capstone & A-G:

You will operate a small clothing business where you will use a variety of techniques including sewing repairs, pattern construction, window display, & specialty sewing machines. Become prepared for further education, training, and the world of work.

If you have dreams about working in the medical field, there are 4 Pathways to consider...



Health Science & Medical Technology CTE Pathways & Courses:

Sports Medicine Kinesiology, Concentrator & A-G:

Learn about kinesiology, biomechanics, anatomy, physiology, healing process, injury evaluation, sports medicine, personal training, physical therapy, & fitness.

Become trained in CPR, First Aid, & AED.

Intro to Athletic Training, Capstone & A-G:

This hands-on course will give you an idea of what is like to be a coach, athletic trainer, health/PE teacher as you learn how human body systems interact with each other through sports and how to evaluate and take care of sports related injuries.

Forensics 1, Concentrator & A-G:

Use biology & chemistry to learn about the connection between science & the criminal justice system.

Forensics 2, Capstone & A-G:

From the lens of a forensic scientist, learn about crime scene investigating, practice forensic analysis & procedures, trace evidence and law/courtroom procedures.

Medical Health Careers, Concentrator, Capstone, A-G:

Learn medical terms, first aid, CPR, anatomy & physiology. Job shadow to gain an understanding of healthcare organizations & the life of a healthcare professional.

Medical Assisting, Concentrator, Capstone, A-G:

Learn & practice medical assistant skills including infection control, sterilization, prepare patients for exams/treatments, perform lab tests/EKGs, take vitals signs, & use correct terms.

Check out these classes if you like to cook for family, want to learn basic skills, or are interested in a career in culinary...



Hospitality, Tourism, & Recreation CTE Pathway & Course Options:

Culinary Arts 1, Concentrator & A-G:

Become prepared to cook at home and as a professional. Learn about nutrition, food science, safety practices, and how to measure properly.

Culinary Arts 2, Capstone & A-G:

This course will further your skill development as you use professional equipment, study and practice advanced food prep, meal management techniques, the catering business.

Explore a wide variety of career and education/training options.

Successful completion of course and exam will qualify you for a Food Handlers Certification.

Whether it is a hobby or a potential career, the world of Gaming and Website Programming and Design is exciting...



Information & Communication Technologies CTE Pathway & Courses:

Gaming Technology Concentrator & A-G:

Explore the purpose of games in society. Participate in game development, coding & design. Evaluate mobile apps, gaming models and create a multimedia project.

Website Programming & Design, Capstone & A-G:

You will use HTML, JavaScript & Dream Weaver which will further your strengthen your skill set giving you a higher level of computer concepts, programming techniques, and web design. Learning the steps to research, development, and publishing will also be taught and applied in this class.

You will earn a Precision Certification at course completion.

If you are interested in the inner working of the world of Media these courses will be a good fit...



Marketing Sales & Service CTE Pathway and Courses:

Media, Marketing, & Publications 1, Concentrator & A-G:

You will gain an understanding to news writing for the web, broadcast, photojournalism, social media news production, digital citizenship, ethics, & media law. Apply what you have learned as you are part of the publishing team of the Panther Tales & Panther Tales Annual.

Media, Marketing, & Publications 2, Capstone & A-G:

This course builds on the skills learned giving you a broad scope of the Media, Marketing, and Publishing industry and giving you guidance on where to go post HS.

If you are interested in an engineering or automotive career path &/or what to learn about small engines these classes are for you.



Transportation CTE Pathway & Courses:

Small Gas Engines, Concentrator & A-G:

You will learn how an engine works while practicing basic maintenance, troubleshooting, and repair procedures while working on lawn mowers, water pumps, & generators.

Advanced Small Engines, Capstone & A-G:

Gain an understanding of engine systems and develop your skills as you work with small air cooled engines including diagnostics & repairs.



RIGHETTI CTE COURSES

There are many opportunities in the field of Agriculture, see what Pathways are available...



Agriculture & Natural Resources CTE Pathways & Courses:

Viticulture, Concentrator:

Learn about grapevines, starting & maintaining a vineyard, fertilization, watering, & proper equipment. Participate in student leadership organizations.

Viticulture Operations, Capstone & Allan Hancock:

You will harvest, prune, breed plants & learn how to control weeds/erosion. Take field trips to established vineyards.

Ag Leadership/Communication & Ag Sales, Concentrator, A-G, & Allan Hancock:

Participate in community projects & apply leadership/communication skills.

Adv Ag Leadership, Capstone:

Your knowledge, understanding of Agriculture leadership and communication will deepen.

American Government AND **Ag Econ**, Capstone, A-G, & Allan Hancock:

Take a deep dive in American Government & the business side as it relates to agriculture & agribusiness industries.

Ag Mechanics, Concentrator:

You will learn agriculture repair, farming, and shop skills. Become prepared to work with farmers by testing and repairing farm machines.

Ag Building Construction, Concentrator:

Using industry equipment you will learn how plans are developed for construction projects from designing to procedures to billing.

Advanced Ag. Mechanics, Capstone:

Learn what it would be like to have a career in farm power, construction, machinery, welding, & setting up a business (entrepreneurship).

Ag Welding, Concentrator:

Welding shop experiences include tool safety, metal joining, & welding. Use math while sharpening tools, plumbing, & working w/ rope, wood, & electrical materials.

Adv Ag Welding, Capstone:

Completing small welding projects, show drawings, sketch fabrications & layout schemes will allow you to experience this side of the agriculture industry.

Ag Bio, Concentrator & A-G:

This lab connects life science & agriculture. Learn the evolution of plants, animal behavior/nutrition & the relationship between plants, animals, & humans

Ag Chemistry, Capstone & A-G:

Learn about the environment & agriculture through chemistry. Develop and practice leadership while creating & presenting a research project.

Animal Science, Concentrator & Allan Hancock:

Learn about animal anatomy, nutrition, genetics, health, & disease. See first hand the livestock industry through field trips.

Vet Science, Capstone & A-G:

Practice veterinary care, earn an industry certification, and be prepared to become a Level I Certified Assistant Vet Tech.

Ornamental Horticulture, Concentrator & A-G:

Develop entry level skills in: plant growing/potting/tending, floral design, hydroponics, & greenhouse structures & operations

Environmental Horticulture & Intro to Fruit Science, Capstone & AHC:

Learn about environmental horticulture, nursery operations, landscaping, botany, pest management, and floral industry.

Students enrolled in any of the Agriculture courses will participate in FFA (Future Farmers of America) group & SAE (Supervised Agricultural Experience) activities.

Where CTE and Lab Sciences Meet...



Energy, Environment, & Utilities CTE Pathway & Courses:

Geology, Concentrator:

Learn about the Earth's surface through this hands-on inquiry based lab class. You will identify rocks, minerals, study maps & landforms to see how geology affects everyday lives, local communities, & areas around the world.

AP Biology, Concentrator & A-G:

Boost your scientific mind as you ask questions, make observations/predictions, design experiments, analyze data, & make arguments to learn about living organisms & biological systems in a lab classroom setting.

Physical Geology, Concentrator, Allan Hancock & A-G:

Study the process that shapes & changes the earth through a hands-on, inquiry based approach.

AP Environmental Science, Capstone & A-G:

Examine natural & man-made environmental problems, seek solutions or develop preventions. Look at real-life issues from a scientific, sociological & political lens, giving you opportunity to make changes for the future.



RIGHETTI CTE COURSES

If you are considering a career involving children &/or family/community services, this pathway is for you...



Education, Child Development, & Family Services, CTE Pathway & Courses:

Development Psych of Child, Concentrator & A-G:

If you are interested in a career involving children, this pathway is for you. class you will study the developmental stages of children from conception through early adolescence.

Careers with Children, Capstone:

This course provides background knowledge, occupation-specific training, and furthering education options that focuses on counseling, mental health services, & family/community services careers.

Dance, Music, Theater, and Film! Oh my...



Arts, Media & Entertainment CTE Pathway & Courses:

Ballet Folklorico 1, Concentrator & A-G:

You will learn and practice traditional Mexican dances & footwork, regional styles, stage presence, & choreography. Share your talents by performing on & off campus.

Ballet Folklorico 2, Capstone & A-G:

Express cultural pride as you refine footwork & stage presence, apply choreography skills, learn production elements, & study the historical background of different Mexican dance styles.

Marimba Band 1, Concentrator & A-G:

Explore Latin American & Mexican music genres while learning & practicing. You will perform both on and off campus.

Marimba Band 2, Capstone & A-G:

Expand your knowledge of musical arrangement, how to manage musical business, & gain career experience through performances.

Theater Art 1, Concentrator & A-G:

Experience a career in theater career as you perform, build set designs, create costumes, practice make-up artistry, & write theatrical pieces.

Theater Art 2, Capstone & A-G:

You will build your theater knowledge & technical skills by focusing on acting, theater history, play reading/writing, & preparing audition materials.

Intro to Video & Film, Concentrator & A-G:

Learn the art of filmmaking using professional equipment & editing software. Apply skills in the creation of video projects.

Intro to Motion Picture & Film Production, Capstone & Allan Hancock:

Use the latest editing software, professional camera, & scriptwriting software to produce a film.

Experience the Culinary World preparing you for a variety of jobs & how to continue your studies after HS



Hospitality, Tourism, & Recreation CTE Pathway & Courses:

Culinary Arts 1, Concentrator & A-G:

Gain a general overview of food & nutrition. Learn about kitchen safety, sanitation, food prep terms. Practice following a recipe, different cooking methods, & analyzing eating habits/diet 1st semester. 2nd semester you will practice prepping fruits, beverages and learn about regional foods.

Culinary Arts 2, Capstone & A-G:

Experience the world of work in the food industry including: meal management, food prep techniques, & table service. Gain an appreciation of local, global, holiday, and special occasion foods. At the end of this course you will be ready for an entry level job, including earning ServSafe industry recognized certification.

If you enjoy sports and helping others, this CTE Pathway is a combination of both...



Health Science & Medical Technology CTE Pathways & Courses:

Sports Med/Kinesiology, Concentrator & A-G:

Build upon your interest in sports & patient care in this class, be prepared for a career in sports medicine. Learn about kinesiology, healing process, physical therapy, muscle groups & skeletal system. Become trained in CPR, First Aide, and AED devices.

Intro Athletic Training/AHC Care & Prevention of Athletic Injuries, Capstone & Allan Hancock:

Work with actual Righetti athletes & athletic trainers during practice and games. Sharpen your skills by assessing and identifying types of sports injuries & practicing proper wrapping & taping techniques.



SANTA MARIA CTE COURSES

There are many opportunities in the field of Agriculture, see what Pathways are available...



Agriculture & Natural Resources CTE Pathways & Courses:

Ag Mechanics, Concentrator & A-G:

You will learn what skills and education is necessary to pursue a career in Agriculture. Basic shop skills will be taught and applied while exploring farm power, construction, machinery, equipment, and welding.

Adv Ag Mechanics, Capstone & A-G:

Deepen your knowledge of agriculture & entrepreneurship and strengthen your skill set as you study electricity, masonry, surveying & forklift operations, create fabrication projects & use a variety of equipment.

Ag Welding, Concentrator & Allan Hancock:

The focus of this class is metal joining including oxy-fuel welding, brazing, flame cutting, electric, & safety processes. You will also learn & practice woodworking, rope work, plumbing, electrical & tool sharpening.

Adv. Ag Welding, Capstone:

This course builds upon the Welding course giving you a broader understanding of this career field.

Biology Sustainable Ag, Concentrator & A-G:

Biology will be combined with sustainable agriculture in this class. The big project is developing a sustainable farm model based on your research.

Chemistry & Agriscience, Capstone & A-G:

Explore the physical & chemical nature of soil, relationship between soil, plants, animals, & agriculture process. You will examine properties of soil/land & their connections to animal production.

Animal Science, Concentrator & A-G:

Learn about animal nutrition, physiology & proper care of animals. Animal health and management processes will be taught and practiced.

Vet Medicine, Capstone & A-G:

At the end of this course you will have the academic knowledge, technical skills, & have a basic understanding of Vet Medicine field & any further education/training.

Ornamental Horticulture, Concentrator & Allan Hancock:

You will develop entry-level skills in plant production, growing, & tending and floral design, green house structures will be explored. Learn about soil mixtures, irrigation, potting, plant identification, hydroponics, & pest control.

Adv Ornamental Horticulture, Capstone & A-G

You will be responsible business management and ordering and continue to build your horticulture skills and knowledge.

Ag Floral Design, Concentrator AND **Adv Floral Design**, Capstone:

Artistic talent and visual arts design are combined to create floral based projects. Plants, pencils, flowers, glass, & a variety of papers are used to create our projects. The first course is an introduction to Floral Design. You will build your skills and abilities in the Advance Floral Design course.

Students enrolled in any of the Agriculture courses will participate in FFA (Future Farmers of America) group & SAE (Supervised Agricultural Experience) activities.

Express yourself through Digital Arts and Photography...



Arts, Media & Entertainment CTE Pathways & Courses:

Digital Arts 1, Concentrator & A-G:

You will use fine arts, digital imaging technology, digital equipment, and a variety of expression methods in this course.

Digital Arts 2, Capstone & A-G:

Build on your interest in the field of fine arts, deepen your understanding, strengthen your skill set, and learn about options, education, and training after HS.

Photography 1, Concentrator & A-G:

You will study photographs that showcase the history and range of photography which you will use as inspiration for your creative work and learn about artistic elements in different cultures and time period while linking them to your ideas.

Photography 2, Capstone & A-G:

An enhanced understanding of the photographic process, continued development of your ability to discuss, produce, & enjoy art is the focus of this class.

Find out how building, drawing, or drafting is connecting to Engineering...



Engineering & Architecture CTE Pathway & Courses:

Foundations of Technology & Engineering, Concentrator & A-G:

Gaining advanced drafting skills and computer knowledge of CAD will prepare for entry level employment as a draftsman or manufacturer. You can also continue learning about the field of engineering after high school.

Advanced Technology & Engineering, Capstone & A-G:

This courses builds on the skills and knowledge learned in the Foundations of Technology & Engineering course.



SANTA MARIA CTE COURSES

Business, Finance, and Accounting..oh my!



Business & Finance CTE Pathways & Courses:

Accounting & Finance, Concentrator & A-G:

You will learn to analyze, record, & interpret business transactions in the accounting cycle; learn about economic systems & develop a personal investment portfolio using internet activities & accounting activities.

Personal Finance, Capstone & A-G:

Learn lifetime skills about how to make decisions related to financial issues and personal finance. Topics include financing a career/college, banking, money management, being a smart consumer, buying a car/home, use of credit, savings, and investments.

Intro to Business AND Intro to Entrepreneurship, Concentrator & Allan Hancock

Examine how culture, society, economic systems, politics, & legal/international policy influence a business organization. Discover your role as a consumer, employee, & citizen in the business world first semester. Second semester you will learn what it is like to run a business.

Professional Business Communication, Capstone & A-G:

Important skills needed to run your own business will be taught and practiced. These include composing workplace/research documents letters, blogs, job applications, & newsletters.

Integrated Marketing & English, Capstone & A-G:

As your gain work experience operating & working in the Student Store, you will see first hand the nuances of business management & entrepreneurship and learn about products/services, pricing, and promotions.

If you want to learn how to sew or are passionate about fashion, find out what this Pathway has to offer...



Fashion & Interior Design CTE Pathway & Courses:

Apparel/Construction & Design, Concentrator & A-G:

At the end of this class you will have a basic understanding of sewing, the function of a sewing machine, and other sewing tools. Construction of simple garments & the appropriate use of fabric will also be taught and practiced.

Fashion Design, Capstone:

Deepen your skills set and level of confidence in garment construction as you learn and practice sewing principles & techniques.

Experience the Culinary World preparing you for a variety of jobs & how to continue your studies after HS...



Hospitality, Tourism, & Recreation CTE Pathway & Courses:

Culinary Arts 1, Concentrator & A-G:

You will learn how to buy and store foods, nutrition and advanced food prep techniques.

Culinary Arts 2, Capstone & A-G:

Experience the culinary workforce through job shadowing, student internships, and operating a student run business. You will study all aspects of the industry, including safety regulations & safe food handling, nutrition, and the newest technology in food prep/service. You will gain entrepreneurial experience in building customer relationships, cost & profits analysis, employment & management skills. These will set you up for an entry level job & continued learning after high school.

Whether it is a hobby or a potential, the world of Gaming, Website Programming and Design is exciting...



Information, Communication Technologies CTE Pathway & Courses:

Writing Games for Social Change Concentrator & A-G:

Become introduced to game/simulation development and development through the use of software, literature, internet and other multimedia applications. This course prepares you for further education and career opportunities in the field of Information, Communication, and Technology (ICT).

Web Design Programming, Capstone & A-G:

Your knowledge and understanding of the ICT industry will increase as you create, design, and maintain a website using coding and programming skills. Programming techniques & web page design using HTML and JavaScript will add to your computer knowledge and skill set.

Are interested learning the ins and outs of the modern automobile and working in the field of auto diagnostics, service & repair..?



Transportation CTE Pathway & Courses:

Auto Fundamentals, Concentrator:

Covering the entire modern automobile including engines, engine systems, brakes, tires, suspensions, steering, transmissions, electrical systems & air conditioning will be taught and practiced in this course.

Advanced Auto Mechanics, Capstone:

You will be expected to work independently on advanced automotive work in this class which is a continuation of the Auto Fundamentals course.



Agriculture & Natural Resources

Agriculture Farm Learning Experience

Gain agriculture experience while applying skills and knowledge learned in class to the on-campus farm including learning how to start your own small-scale farm. You will have the opportunity to harvest, cultivate, design & implement basic farming techniques, learn about the business & management side of farming and produce safety.

CTE Pathway Courses:

Intermediate Agriculture Farm, Concentrator
Advanced Agriculture Farm, Capstone

Industry Certifications: OSHA 10 Safety, NCCER, Trade Craft Certification (you will choose one of the major trades)



Building & Construction Trades

Residential & Commercial Construction Learning Experience

Be prepared for a career in both residential & commercial construction field. Learn a variety of trades and skills in framing, electrical, plumbing, weatherization, blueprint reading, drywall, tile setting, and roofing just to name a few.

CTE Pathway Courses:

Intermediate Residential & Commercial Construction: Concentrator
Advanced Residential & Commercial Construction: Capstone

Industry Certifications: OSHA 10 Safety, NCCER Trade Certification (you will choose which one of the major trades)



Manufacturing & Product Development

Machining and Forming Learning Experience

You will be prepared for a variety of careers in the manufacturing industry including CNC operator, CAD/CAM designer, or manufacturing programmer. Learn basic tool geometry, blueprint reading, shop math, precision measuring, & how to safely use equipment. You will also be introduced and operate CNC machines, CAD/CAM systems, and 3-D printers which will allow you to bring your projects to life.

CTE Pathway Courses:

Survey of Machining & Manufacturing: Concentrator, Allan Hancock, & A-G
SolidWorks 1: Concentrator, Allan Hancock, A-G
Master Cam: Capstone, Allan Hancock, A-G

Industry Certifications: OSHA 10 Safety, HAAS Machinery Operator, Solidworks



Hospitality, Tourism & Recreation

Culinary Learning Experience

At the end of the class you will be ready for entry level positions such as line cook, food & beverage service positions, or food preparation. Further your studies at Allan Hancock or a university to become a chef, food scientist, or develop menus. In class apply culinary techniques, food science technology, and nutritional science principles to the production of quality food.

CTE Pathway Courses:

AHC Intro to the Hospitality Industry: Concentrator, Allan Hancock, & A-G
AHC Sanitation, Safety, & Equipment: Concentrator, Allan Hancock, & A-G
AHC Principles of Foods 1: Capstone, Allan Hancock, A-G

Industry Certifications: Food Handler's, SafeServ, OSHA 10



Transportation

Diesel Learning Experience

You will be prepared for a variety of entry-level positions involving medium/heavy duty diesel repair. Practicing on road trucks, tractors, and construction equipment will prepare you for those jobs. Learning about diesel sales & repair will deepen your understanding. Local partners include Quinn CAT, John Deere & Santa Maria Truck Center.

CTE Pathway Course

Automotive Fundamentals: Concentrator
Automotive Electricity: Capstone

Industry Certifications: OSHA 10 Safety, Automotive HVAC, ASE Level 1 Diesel

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING

February 2, 2023 – 2:00 p.m.

MINUTES

The Santa Barbara County Board of Education held this meeting on Thursday, February 2, 2023 at the North County Liaison Office, 402 Farnel Road, Santa Maria, CA.

UNAPPROVED

GENERAL FUNCTIONS

1. Call to Order

The regular meeting of the County Board of Education was called to order at 2:03 p.m. by Board President Frost.

2. Spanish Interpretation/Interpretación

Spanish interpretation of the board meeting was announced.

3. Pledge of Allegiance

Board Vice President Porter led the Pledge of Allegiance.

4. Roll Call

Board Members Present

Maggi Daane
Nadra Ehrman
Judith Frost
Joe Howell
Bruce Porter

Board Members Absent

Marybeth Carty
Michelle de Werd

Staff Members Present

Susan Salcido, superintendent
Austin Payne, legal counsel
Anna Freedland, executive assistant

Mari Baptista	Summer Ellis	Debra Hood	Steve Torres
Ellen Barger	Kirsten Escobedo	Luis Medina	
Camie Barnwell	Matt Evans	Christine Petrone	
Bridget Baublits	Nicole Evenson	Pete Sherlock	

Others Present

Antonio Garcia, superintendent, Santa Maria Joint Union High School District
Tanja Heitman, chief probation officer (via Zoom), County of Santa Barbara
Edwin Hodges, Allan Hancock College Rising Scholars Program team member
Michael Jackson, director, Allan Hancock College Rising Scholars Program
Jesse Jimenez, high school student & member of Student Advisory Council
Andrea Martinez, high school student & member of Student Advisory Council
Grisela Martinez, Allan Hancock College Rising Scholars Program team member
Teya Nastaskin, high school student & member of Student Advisory Council
Gabriel Ochoa, Allan Hancock College Rising Scholars Program team member
Mike Ostini, Personnel Commissioner
Hugo Santos-Gomez, interpreter
Regina Santos-Moreno, interpreter
Lisbeth Tovar, high school student & member of Student Advisory Council
Members of the public

5. Changes to the Agenda

None.

6. President and Board Comments

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

- The board meeting being held at SBCEO's North County Office
- The tour for the board of the Allan Hancock College new Fine Arts Complex, which took place just prior to the board meeting
- The recent Education Spotlight hosted by Dr. Salcido on the youth opioid and fentanyl epidemic
- The superintendent's monthly email newsletter
- The recent Santa Barbara County School Boards Association (SBCSBA) Executive Committee meeting
- The upcoming general membership meeting of the SBCSBA in April

- The upcoming open house for the Allan Hancock College new Fine Arts Complex on February 24

7. Public Comments

None.

PRESENTATIONS

8. Presentation on Allan Hancock College Rising Scholars Program

Rising Scholars at Allan Hancock College is a support program of Hancock's Extended Opportunity Programs and Services (EOPS). The Rising Scholars team works directly with Central Coast youth, including Peter B. FitzGerald Community School students, to expand opportunities and build strong pathways to educational achievement. The team provided a brief presentation about the program.

9. Student Advisory Council Presentation

The superintendent introduced some members of her Student Advisory Council, listed below. The students present all attended high schools in the Santa Maria Joint Unified High School District. The students shared a little about themselves, why they signed up for the Student Advisory Council, and some of their reflections about education.

- Jesse Jimenez, grade 11, Ernest Righetti High School
- Andrea Martinez De Jesus, grade 12, Santa Maria High School
- Teya Nastaskin, grade 11, Ernest Righetti High School
- Lisbeth Tovar, grade 12, Delta High School

SUPERINTENDENT'S REPORT

10. Superintendent's Report

The superintendent's report was presented as an information item. The superintendent also briefly reported on the following items:

- New Associate Superintendent of Administrative Services Steven Torres
- Update on the Los Prietos Boys Camp transition to the Juvenile Justice Center in Santa Maria – Chief Probation Officer Tanja Heitman provided a brief update via Zoom
- Update on the Welcome Every Baby (WEB) program – Associate Superintendent of Educational Services Bridget Baublits provided a brief

update on the program. Despite tremendous efforts to sustain funding, the program will sunset at the end of the fiscal year.

- Virtual board meetings after the end of California's COVID-19 State of Emergency, planned for February 28, 2023 – Austin Payne, legal counsel, reported that the ability to meet virtually is largely going away, with a few caveats: the ability to meet via teleconference under the old Brown Act rules and the ability to meet virtually via new legislation, AB 2449, that went into effect on January 1, 2023. In general, AB 2449 allows for a board member to attend a board meeting virtually if they have a medical emergency or disability or caregiving situation.
- Education Spotlight on the youth opioid and fentanyl epidemic held via Zoom webinar in January
- Author-Go-Round event for students in grades 5-8 held in the SBCEO Auditorium all week
- SBCEO staff that had to unexpectedly stay overnight at the Los Prietos Boys Camp during the rainstorm in early January and the multi-agency collaboration to get them out the next day
- Governor's budget proposal including information about arts and music funding, the equity multiplier, and the timeline of the budget process

CONSENT AGENDA

The board approved all consent agenda items:

11. Minutes of Meeting Held January 5, 2023

12. Registration of Credentials and Other Certification Documents: Issuance of Temporary County Certificates

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from December 7, 2022 to January 6, 2023, and the issuance of temporary county certificates for that same time period.

13. Acceptance of Donations

Acceptance of donations for the following department:

- Teacher Programs and Support

14. Declaration of Surplus

Declaration of surplus for the following departments:

- Administrative Services
- Information Technology Services

Motion to approve all consent items:

MOVED: **Mrs. Daane**

SECONDED: **Mr. Howell**

VOTE: **Passed 5-0**

ACTION ITEMS

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

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

MOVED: **Mr. Porter**

SECONDED: **Mrs. Daane**

VOTE: **Passed 5-0**

16. Board Policies, Reading and Adoption

The following board policies were presented for reading and adoption. The board adopted all of the board policies.

New board policies:

Board Policy (BP) Title	BP Number – Certificated Personnel	BP Number – Classified Personnel	BP Number – Management Personnel
Assignment	4113		
Demotion/Reassignment			4313.2
Temporary Modified/Light-Duty Assignment	4113.4	4213.4	4313.4
Transfers			4314
Early Retirement Option	4117.13		4317.13
Resignation	4117.2	4217.2	4317.2
Personnel Reduction	4117.3		
Dismissal/Suspension/Disciplinary Action	4118	4218.1	
Civil And Legal Rights	4119.1	4219.1	4319.1
Professional Standards	4119.21	4219.21	4319.21
Dress And Grooming	4119.22	4219.22	4319.22
Unauthorized Release Of Confidential Privileged Information	4119.23	4219.23	4319.23
Maintaining Appropriate Adult- Student Interactions	4119.24	4219.24	4319.24
Collective Bargaining Agreement	4141	4241	
Concerted Action/Work Stoppage	4141.6	4241.6	
Negotiations/Consultation	4143	4243	

Revised board policies:

- BP 4040 – Employee Use of Technology
- BP 5022 – Student and Family Privacy Rights
- BP 5030 – Student Wellness
- BP 5141.4 – Child Abuse Prevention and Reporting
- BP 5145.2 – Freedom of Speech and Expression
- BP 9270 – Conflict of Interest

MOVED: **Mr. Porter**

SECONDED: **Mrs. Daane**

VOTE: **Passed 5-0**

17. Reimburse Expenses for Board Member(s) to Attend the California County Boards of Education (CCBE) County Governance Workshop, March 2023

The board approved the reimbursement of actual and necessary expenses for a board member(s) to attend the California County Boards of Education (CCBE) County Governance Workshop, March 10-11, 2023, in Sacramento, in accordance with Board Policy 9250.

MOVED: **Mr. Porter**

SECONDED: **Mr. Howell**

VOTE: **Passed 5-0**

18. Recommended Adoption of Resolution Recognizing a State of Emergency and Reauthorizing Teleconferenced Meetings

In accordance with AB 361, the board adopted Resolution No. 2315 recognizing a state of emergency and reauthorizing teleconferenced meetings for a period of thirty (30) days.

Ayes: 5

Noes: 0

Absent: 2

Abstain: 0

MOVED: **Mr. Howell**

SECONDED: **Mrs. Daane**

VOTE: **Passed 5-0-2-0**

INFORMATION ITEM

19. Personnel Report

The classified personnel report was presented as an information item.

FUTURE AGENDA ITEMS

20. Future agenda items

None.

ADJOURNMENT

21. Adjournment

The meeting was adjourned at 3:59 p.m. to the next regular meeting to be held March 2, 2023.

MOVED: Ms. Ehrman

SECONDED: Mrs. Daane

VOTE: Passed 5-0

Judith Frost, President
County Board of Education

Dr. Susan Salcido, Secretary
County Board of Education

**Registration of Credentials or Other Certification Documents
Issuance of Temporary County Certificates
January 7, 2023 - February 6, 2023**

Name**Type of Credential / Permit****Expiration Date: 2023**

Jaslynn	Abbott	Specialist Instruction Credential (Agriculture)
Rick	Aguilar	Education Specialist Instruction Credential
Johnny	Brunz	Crosscultural, Language, & Academic Devel Permit
Denise	Cardenas	30-Day Substitute Teaching Permit
Stephanie	Clevenger	Provisional Internship Permit
Katherine	Emery	30-Day Substitute Teaching Permit
Jessica	Hernandez	Short-Term Staff Permit
Gregory	Kornman	30-Day Substitute Teaching Permit
Emma	Kuykendall	Short-Term Staff Permit
Latosha	Massey	Crosscultural, Language, & Academic Devel Permit
Fred	McCree	Provisional Internship Permit
Osiris	Murillo	30-Day Substitute Teaching Permit
Jessica	Peet	Short-Term Staff Permit
John	Rodriguez	Short-Term Staff Permit

Expiration Date: 2024

Nicholas	Almaguer	30-Day Substitute Teaching Permit
Alex	Austin	30-Day Substitute Teaching Permit
Lauren	Avey	30-Day Substitute Teaching Permit
Amber	Barnard	30-Day Substitute Teaching Permit
Vanessa	Belmontez	30-Day Substitute Teaching Permit
Saul	Botello	30-Day Substitute Teaching Permit
Jennifer	Bravo	30-Day Substitute Teaching Permit
Anthony	Bruemmer	Administrative Services Credential
Joan	Cahill	30-Day Substitute Teaching Permit
Shantel	Camacho	30-Day Substitute Teaching Permit
Christopher	Chien	30-Day Substitute Teaching Permit
Denice	Cora	30-Day Substitute Teaching Permit
Nathaniel	Cornelius	30-Day Substitute Teaching Permit
Andrew	Crittenden	30-Day Substitute Teaching Permit
Danielle	Del Valle	30-Day Substitute Teaching Permit
Elisa	Drelie	30-Day Substitute Teaching Permit
Marcelo	Duarte	30-Day Substitute Teaching Permit
Erika	Dutton	30-Day Substitute Teaching Permit

Jennifer	Edwards	30-Day Substitute Teaching Permit
Theresa	Fagnan	30-Day Substitute Teaching Permit
Brook	Feldman	Multiple Subject Teaching Credential
Rachel	Fields	30-Day Substitute Teaching Permit
Callie	Fisher	30-Day Substitute Teaching Permit
Daniel	Fraats	30-Day Substitute Teaching Permit
Rebecca	Fredrickson	30-Day Substitute Teaching Permit
Amanda	Furst	30-Day Substitute Teaching Permit
Alexis	Garcia	30-Day Substitute Teaching Permit
Vanessa	Gomez	30-Day Substitute Teaching Permit
Anthony	Grossini	30-Day Substitute Teaching Permit
Jeannie	Grummitt	30-Day Substitute Teaching Permit
Fernando	Hernandez	30-Day Substitute Teaching Permit
Yvette	Hernandez	Teaching Permit for Statutory Leave
Mason	Hock	30-Day Substitute Teaching Permit
Linda	Honsberger	30-Day Substitute Teaching Permit
Angel	Hoyos	30-Day Substitute Teaching Permit
Claire	Hyatt	30-Day Substitute Teaching Permit
Yazmin	Jimenez	30-Day Substitute Teaching Permit
Sara	Kamali	30-Day Substitute Teaching Permit
Lillian	Kies	30-Day Substitute Teaching Permit
Olga	Kovalchuk	30-Day Substitute Teaching Permit
Michelle	Laggren	30-Day Substitute Teaching Permit
Kalea	Lanza	30-Day Substitute Teaching Permit
Elaina	Leddon	30-Day Substitute Teaching Permit
Michael	Lehman	30-Day Substitute Teaching Permit
Roseanne	Luis	30-Day Substitute Teaching Permit
John	MacDonald	30-Day Substitute Teaching Permit
Emily	Mar	30-Day Substitute Teaching Permit
Wendy	Marin	30-Day Substitute Teaching Permit
Asma	Mazraoui	30-Day Substitute Teaching Permit
Kamryn	McDaniel	30-Day Substitute Teaching Permit
Charles	Miller	30-Day Substitute Teaching Permit
Hannah	Miller	30-Day Substitute Teaching Permit
Mitchell	Modlin	30-Day Substitute Teaching Permit
Angel	Molina	30-Day Substitute Teaching Permit
Cory	Molzahn	Single Subject Teaching Credential
Yesenia	Mundo	30-Day Substitute Teaching Permit
Alexia	Nevitt	30-Day Substitute Teaching Permit
Bianca	Oropeza	30-Day Substitute Teaching Permit
Brenna	Osterhout	30-Day Substitute Teaching Permit
Megan	Pecile	30-Day Substitute Teaching Permit
Nahrin	Powell	30-Day Substitute Teaching Permit
Vanessa	Reyes	30-Day Substitute Teaching Permit
Jackson	Reynosa	30-Day Substitute Teaching Permit
Dana	Rock	30-Day Substitute Teaching Permit

Joel	Rodriguez	30-Day Substitute Teaching Permit
Theresa	Rowley	30-Day Substitute Teaching Permit
Jennifer	Saldana	30-Day Substitute Teaching Permit
Alexandra	Sims	30-Day Substitute Teaching Permit
Melissa	Sobczak	30-Day Substitute Teaching Permit
Elisa	Soto	30-Day Substitute Teaching Permit
Alyssa	Speaks	30-Day Substitute Teaching Permit
Claire	Stancer	30-Day Substitute Teaching Permit
Carol	Starbuck	Multiple Subject Teaching Credential
Kathleen	Stevenson	30-Day Substitute Teaching Permit
David	Stott	30-Day Substitute Teaching Permit
Savanna	Sustaita	30-Day Substitute Teaching Permit
Devin	Uyesaka	30-Day Substitute Teaching Permit
Gianna	Varner	30-Day Substitute Teaching Permit
Raymond	Ventura	30-Day Substitute Teaching Permit
Isabelle	Walker	30-Day Substitute Teaching Permit
Haining	Wei	30-Day Substitute Teaching Permit
Elaine	Yompian	30-Day Substitute Teaching Permit
Kaitlyn	Zubiate	30-Day Substitute Teaching Permit

Expiration Date: 2025

Jeanet	Herrera	Administrative Services Credential
Sylvia	Ojeda	Single Subject Teaching Credential
Diego	Patricio	Single Subject Teaching Credential
Rachel	Saragosa	Education Specialist Instruction Credential
Jacques	Wolf	Multiple Subject Teaching Credential
Julissa	Zarate	Multiple Subject Teaching Credential

Expiration Date: 2026

Clara	Finneran	Administrative Services Credential
Clara	Finneran	Single Subject Teaching Credential
Candace	Vosburg	Career Technical Education Teaching Credential
Emily	Zanoni	Multiple Subject Teaching Credential

Expiration Date: 2027

Laci	Andrich	Education Specialist Instruction Credential
Sylvia	Baeza	Education Specialist Instruction Credential
Paul	Cleveland	Single Subject Teaching Credential
Joanne	Cloutier	Education Specialist Instruction Credential
Jessica	Davis	Child Development Site Supervisor Permit

Kelsey	Dudding	Single Subject Teaching Credential
Marina	Gindis	Single Subject Teaching Credential
Emily	Hallett	Single Subject Teaching Credential
Loida	Lacaste	Child Development Master Teacher Permit
Gloria	Mahoney	Multiple Subject Teaching Credential
Brittany	McCalman	Multiple Subject Teaching Credential
Gabriel	Perez	Multiple Subject Teaching Credential
Gabriel	Perez	Single Subject Teaching Credential
Bethany	Rosenberg	Education Specialist Instruction Credential
Steven	Schuck	Single Subject Teaching Credential
Jenae	Slater	Single Subject Teaching Credential
Allison	Smith	Multiple Subject Teaching Credential
Courtney	Smith	Education Specialist Instruction Credential
Jessica	Solorio	Child Development Site Supervisor Permit
Mary	Williams	Education Specialist Instruction Credential
Stuart	Young	Education Specialist Instruction Credential

Expiration Date: 2028

Jaslynn	Abbott	Single Subject Teaching Credential
Sam	Adams	Multiple Subject Teaching Credential
Susan	Allen	Education Specialist Instruction Credential
Romanda	Andrade	Child Development Site Supervisor Permit
Kimberly	Aragon	Multiple Subject Teaching Credential
Dixie	Arthur	Single Subject Teaching Credential
Kelley	Baeza	Single Subject Teaching Credential
Stephanie	Barlev	Career Technical Education Teaching Credential
Kimberley	Bennett	Multiple Subject Teaching Credential
Barbara	Biggs	Multiple Subject Teaching Credential
Barbara	Biggs	Specialist Instruction Credential (Reading)
Barbara	Biggs	Specialist Instruction Credential in Special Education
Carolyn	Blum	Multiple Subject Teaching Credential
Kimberly	Bruzzese	Administrative Services Credential
Kimberly	Bruzzese	Multiple Subject Teaching Credential
Elizabeth	Bush	Single Subject Teaching Credential
Daryle	Butson	Single Subject Teaching Credential
Katherine	Cantu	Multiple Subject Teaching Credential
Brendan	Carroll	Multiple Subject Teaching Credential
Nathan	Casas	Single Subject Teaching Credential
Dean	Castellino	Single Subject Teaching Credential
Raffaella	Cattaneo	Multiple Subject Teaching Credential
Jennifer	Dana	Multiple Subject Teaching Credential
Jennifer	Dana	Specialist Instruction Credential in Special Education
Amanda	Daniels	Education Specialist Instruction Credential
Nicole	DeMatteo	Single Subject Teaching Credential

Nicole	DeMatteo	Multiple Subject Teaching Credential
Monica	Di Vito	Single Subject Teaching Credential
Amanda	Domingues	Career Technical Education Teaching Credential
Robin	Dornon	Single Subject Teaching Credential
Claudia	Echavarria	Administrative Services Credential
Claudia	Echavarria	Education Specialist Instruction Credential
Gretchen	Flaherty	Single Subject Teaching Credential
Gretchen	Flaherty	Specialist Instruction Credential (Agriculture)
Barbara	Flynn	Single Subject Teaching Credential
Alfonso	Gamino	Administrative Services Credential
Alfonso	Gamino	Multiple Subject Teaching Credential
Alfonso	Garagarza	Administrative Services Credential
Alfonso	Garagarza	Multiple Subject Teaching Credential
Adriana	Garza	Pupil Personnel Services Credential
Adriana	Garza	Single Subject Teaching Credential
Gloria	Hatherly	Multiple Subject Teaching Credential
Anthony	Jackson	Single Subject Teaching Credential
Brianne	Jory	Pupil Personnel Services Credential
Christina	Karlen	Single Subject Teaching Credential
Christina	Karlen	Multiple Subject Teaching Credential
Samantha	Kephart	Education Specialist Instruction Credential
Carley	Krull	Education Specialist Instruction Credential
Jennifer	Lamberton	Multiple Subject Teaching Credential
Jennifer	Lawler	Single Subject Teaching Credential
Cassy	Lee	Teacher Librarian Services Credential
Cassy	Lee	Single Subject Teaching Credential
Daniel	Lemes	Multiple Subject Teaching Credential
Nakia	Lent	American Indian Language-Culture Credential
Daisy	Lima	Administrative Services Credential
Daisy	Lima	Multiple Subject Teaching Credential
Jennifer	Lindsay	Multiple Subject Teaching Credential
Herlindo	Magana	Single Subject Teaching Credential
Amy	Martel	Multiple Subject Teaching Credential
Veronica	Martinez	Single Subject Teaching Credential
Christina	Mavaro	Multiple Subject Teaching Credential
David	Meister	Administrative Services Credential
David	Meister	Education Specialist Instruction Credential
Shilpa	Menon	Speech-Language Pathology Services Credential
Kristina	Munoz	Multiple Subject Teaching Credential
Yesenia	Munoz	Career Technical Education Teaching Credential
Annette	Muse	Child Development Program Director Permit
Nancy	Myers	Multiple Subject Teaching Credential
Erin	Nelson	Single Subject Teaching Credential
Eva	Neuer	Administrative Services Credential
Eva	Neuer	Multiple Subject Teaching Credential
Margaret	Nicholson	Multiple Subject Teaching Credential

Margaret	Nicholson	Specialist Instruction Credential in Special Education
Daisy	Ochoa	Administrative Services Credential
Daisy	Ochoa	Multiple Subject Teaching Credential
David	Ogden	Single Subject Teaching Credential
Cassandra	Ornelas	School Nurse Services Credential
Jeffrey	Pawley	Single Subject Teaching Credential
Karen	Pearson	Multiple Subject Teaching Credential
Dana	Perry	Speech-Language Pathology Services Credential
Michelle	Poquette	Single Subject Teaching Credential
David	Preston	Single Subject Teaching Credential
David	Riley	Single Subject Teaching Credential
Sylvia	Rivas	Multiple Subject Teaching Credential
Regina	Rizzo	Single Subject Teaching Credential
Regina	Rizzo	Multiple Subject Teaching Credential
Christin	Roessler	Multiple Subject Teaching Credential
Scott	Schaller	Career Technical Education Teaching Credential
Julie	Scott	Pupil Personnel Services Credential
Misty	Sedehi	Education Specialist Instruction Credential
Vartkes	Semerdjian	Career Technical Education Teaching Credential
Sarah	Sheehy	Education Specialist Instruction Credential
Heather	Shennum	Multiple Subject Teaching Credential
Carolyn	Sherry	Single Subject Teaching Credential
Edward	Siemens	Career Technical Education Teaching Credential
Thomas	Stoddard	Multiple Subject Teaching Credential
Maria	Suarez	Child Development Program Director Permit
Laura	Svoboda	Multiple Subject Teaching Credential
Julie	Tabacchi	Education Specialist Instruction Credential
Cecilia	Valdovinos	Pupil Personnel Services Credential
Donna	Vordale	Multiple Subject Teaching Credential
Debra	Waller	Multiple Subject Teaching Credential
Hilary	White	Single Subject Teaching Credential
Hilary	White	Specialist Instruction Credential in Special Education
Letisha	Wilson	Child Development Site Supervisor Permit
Lisa	Wilson	Administrative Services Credential
Lisa	Wilson	Multiple Subject Teaching Credential
Lynette	Wyller	Single Subject Teaching Credential
Samantha	Yewell	Education Specialist Instruction Credential
Emily	Zanoni	Single Subject Teaching Credential
Claudia	Zepeda	Education Specialist Instruction Credential
Elizabeth	Zimmerman	Multiple Subject Teaching Credential
Valerie	Zukowski	Education Specialist Instruction Credential

Certificates of Competence

Gabriel	Perez	Crosscultural, Language, & Academic Devel Cert
Steven	Schuck	Crosscultural, Language, & Academic Devel Cert
Catherine	Vengel	Crosscultural, Language, & Academic Devel Cert

Waivers

Rina	Campos	Pupil Personnel Services Credential
Rebekah	DeGraw	Adapted Physical Education
Marina	Gindis	Adapted Physical Education

Name**Type of Credential / Permit****Temporary County Certificates**

Nicole	Craviotto	Child Development Associate Teacher Permit
Crystal	Dolan	Provisional Internship Permit
Kaitlyn	Howell	Provisional Internship Permit
Casey	McKeen	Administrative Services Credential
Laura	Pavlich	Single Subject Teaching Credential
Emilio	Velez	Short-Term Staff Permit
Ebony	Young	Short-Term Staff Permit



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
March 2, 2023

Information Technology Services

- SB 17607 – APC UPS w/Transformer and External Battery Pack
- SB 14635 – Cisco 2950 Catalyst 48 Port Switch
- SB 16099 – Dell Power Edge 2850 Server
- SB 15764 – Dell Server with TOE Cards

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

Action Items



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Resolution No. 2316

Emergency Resolution

Award of Contract without Bidding and Advertising

WHEREAS, pursuant to California Public Contract Code §20113, the Board may, by unanimous resolution, by vote of members present, determine that an emergency exists wherein certain repairs, alterations, work, or improvements are necessary to permit the continuation of existing programs and services, or to avoid danger to life or property; and

WHEREAS, a resolution regarding such circumstances permits the Santa Barbara County Education Office (SBCEO) to make a contract for the performance of labor and furnishing of materials or supplies for the purpose of addressing the existing situation without advertising for or inviting bids; and

WHEREAS, the emergency is described in detail below:

In late December 2022 and early January 2023, an atmospheric river event swept through California resulting in a state of emergency being declared by the Governor on January 4, 2023 and a subsequent January 16 Executive Order to support communities impacted by the severe winter storms. The severe rain and windstorms caused significant damage to the SBCEO Hope Center campus. The building sustained substantial water damage in the interior of the building. Measures were taken immediately to divert water away from the building and remove water from walls and other surfaces. However, air quality tests conducted throughout the building indicated that mold spores were present in the air and on structures rendering the spaces unusable and unsafe for staff. In order to decontaminate the air and all surfaces and be able to resume various programmatic services as soon as possible, it is essential to begin work immediately to vaporize the air and apply a microbial treatment to all surfaces. A delay in treatment would result in the expansion of mold growth and further property loss through additional structural damage to the facilities. In addition, because the current condition of the building presents a health and safety risk, staff cannot safely occupy the building before the required treatment for mold spores is performed. SBCEO does not have alternate facilities available to temporarily relocate staff and the length of the bidding process would cause a delay and/or discontinuation of services to students and families throughout the county.

WHEREAS, in order to promptly continue essential programming and services, and to avoid further health risks or continued property loss, it is essential to perform the mold remediation work immediately; and

WHEREAS, the estimated cost to resolve this emergency is expected to exceed \$15,000; and

WHEREAS, this resolution does not set aside any bonding or security otherwise required by law;

NOW THEREFORE, BE IT RESOLVED, that the Santa Barbara County Board of Education declares an emergency and with approval of the County Superintendent of Schools authorizes the SBCEO Associate Superintendent of Administrative Services or Administrator of Internal Services to enter into a contract or contracts for the mold remediation and other work required to resolve the building impact without advertising or inviting bids that may include additional work required by local and state agencies.

PASSED AND ADOPTED by the Santa Barbara County Board of Education on **March 2, 2023**, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Judith Frost, President
Santa Barbara County Board of Education

Dr. Susan Salcido, Clerk/Secretary
Santa Barbara County Board of Education



California School Boards Association

RECEIVED

REQUIRES BOARD ACTION

FEB 03 2023

January 31, 2023

MEMORANDUM

Santa Barbara County Education Office
Office of the Superintendent

To: Odd-numbered County Board Presidents and Superintendents — CSBA Member Boards
From: Susan Markarian, CSBA President
Re: 2023 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Weds. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2023.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. Results will be published by May 11, 2023.

For County Boards of Education Only:

Per Standing Rule 52, each county board of education located in one of CSBA's 21 regions has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of: 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate



*biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2023.***

*The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. The results for the county board seat in each region will also be published by May 11, 2023.*

Per the Bylaws of the California County Boards of Education (CCBE), in addition to being elected to the Delegate Assembly, the Delegate elected by county boards in their region will also serve on CCBE's Board of Directors. For information about CCBE, please contact CCBE President Gina Cuclis at gcuculis@csba.org or you may access CCBE's website at theccbe.org.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2023 – March 31, 2025. The next meeting of the Delegate Assembly takes place on Saturday, May 20 and Sunday, May 21, 2023. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
 Ballot on green paper and watermarked "copy" of ballot on white paper
 List of all current Delegates on reverse side of ballot
 Candidate(s)' required Biographical Sketch Forms and optional resumes
 CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY, MARCH 15, 2023**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 11
(Santa Barbara and Ventura Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025

**denotes incumbent*

☐

Arleigh Kidd (Ventura COE)

Provision for Write-in Candidate Name

COE

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 11 – 9 Delegates (9 elected)

Director: Sabrena Rodriguez (Ventura USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 11-A (Santa Barbara)

Wendy Sims-Moten (Santa Barbara USD), term expires 2023

Peter Wright (College ESD), term expires 2024

Vacant, term expires 2023

Subregion 11-B (Ventura)

Darlene Bruno (Hueneme SD), term expires 2024

Lauren Gill (Conejo Valley USD), term expires 2024

Shelly Griffen (Ojai USD), term expires 2024

Daniel Sandoval (Santa Paula USD), term expires 2024

Vacant, term expires 2023

County Delegate:

Rachel Ulrich (Ventura COE), term expires 2023

<u>Counties</u>

Santa Barbara (Subregion A)

Ventura (Subregion B)

View results

Respondent

52

Anonymous

10:20

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Agreed

3. Full name *

Arleigh Kidd

4. Region/subregion *

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B

11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE *

Ventura County Board of Education

6. Years on board *

one

7. Profession

Retired

8. Contact number *

805-428-3564

9. Primary email address *

arleighk@prodigy.net

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I have been in public education since 1988. I started out as a substitute teacher for 2 year and then became a classroom teacher for 15 years. In 2005 I went to work for the California Teachers Association before retiring this year. I also served a four year term on the Simi Valley School Board from 2010 to 2014.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

As a member of the Simi Valley Board and now the Ventura County Board I have regularly attended the local Ventura County School Board Association meetings.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I believe in the next 5 years declining enrollment will be the greatest challenge we face.



REQUIRES BOARD ACTION

Due: Weds. March 15—return ballot in enclosed envelope

January 31, 2023
MEMORANDUM

To: All District Board Presidents and Superintendents — CSBA Member Boards
From: Susan Markarian, CSBA President
Re: 2023 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Weds. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2023.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. Results will be published by May 11, 2023.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2023 – March 31, 2025. The next meeting of the Delegate Assembly takes place on Saturday, May 20 and Sunday, May 21, 2023. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)' required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY, MARCH 15, 2023**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-A
(Santa Barbara County)

Number of seats: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025

**denotes incumbent*

☐

William "Franky" Caldeira (Lompoc USD)

☐

Wendy Sims Moten (Santa Barbara USD)*

☐

Melanie Waffle (Orcutt Union SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 11 – 9 Delegates (9 elected)

Director: Sabrena Rodriguez (Ventura USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 11-A (Santa Barbara)

Wendy Sims-Moten (Santa Barbara USD), term expires 2023

Peter Wright (College ESD), term expires 2024

Vacant, term expires 2023

Subregion 11-B (Ventura)

Darlene Bruno (Hueneme SD), term expires 2024

Lauren Gill (Conejo Valley USD), term expires 2024

Shelly Griffen (Ojai USD), term expires 2024

Daniel Sandoval (Santa Paula USD), term expires 2024

Vacant, term expires 2023

County Delegate:

Rachel Ulrich (Ventura COE), term expires 2023

Counties

Santa Barbara (Subregion A)

Ventura (Subregion B)

View results

Respondent

2

Anonymous

1224:02

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Melanie Waffle

3. Full name *

Melanie Waffle

4. Region/subregion *

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B

11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE *

Orcutt Union School District

6. Years on board *

4

7. Profession

Manager

8. Contact number *

805-680-1606

9. Primary email address *

mwaffle@orcutt-schools.net

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am very interested in becoming a CSBA Delegate because I want to be involved in the conversations and decisions affecting the students of my district, county, and state.

I would bring several skills to the Delegate Assembly, including empathy, leadership, and communication. In 2021 I graduated with my MA in Public Administration which I have found very valuable in assisting me as a Board Trustee, an Office Manager, and navigating life in general. I am also a CSBA MIG Graduate, class of 2019.

My experience includes working with several dynamic, effective leadership teams within the school district and community. Also, I am a parent of 2 awesome children, 1 of whom is still young enough to be in my school district. I think the experience of being a leader in the community and a parent in this complicated time makes my insight and experience very valuable.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am involved in several community committees and nonprofits, such as Orcutt Children's Arts Foundation (OCAF) where I am president, the Santa Barbara County School Board Association where I am Vice President, and the Santa Barbara County Stand Down in which am an Executive Committee member. I also am an integral part of the NAMI North County Steering Committee, SOAAR (Supporting Orcutt Academy's Academic Resources), and the Santa Barbara County School Wellness Council.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Special education is one of the biggest challenges facing governing school boards today. Whether it be lawsuits or staffing shortages, special education costs continue to rise exponentially which affects a district's ability to support other programs and puts a strain on the district's budget. CSBA can address this issue by continuing to advocate for increased funding at the state level, and fully funding special education at the federal level on behalf of school districts. CSBA should also partner with our elected leaders to sponsor, or at the very least support balanced legislation which provides protection for districts against frivolous litigation.

[View results](#)

Respondent

71

Anonymous

29:53

Time to complete

1. I have been... *

☐ Appointed☐ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

3. Full name *

4. Region/subregion *

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B

11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE *

6. Years on board *

7. Profession

Executive Director

8. Contact number *

8054533452

9. Primary email address *

wsimsmoten@sbunified.org

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested to still serve as delegate. Its has served our local Board well to have representation and better understanding of legislation that impacts our students. In additon I bring my 20 plus years experience of Early Care and Education and finance to this the assembly. I look forward to the opportunity to be a part of this dedicated group of folks.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am currently serving as Board President, serving on audit committe, board liaison to Santa Barbara Ed Foundation and many other community organizations that are important to the stability and community support of our local District

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I see the biggest current threat is a lack of community understanding of the role of the Board and important to me personally, the lack of policy and funding connection to Early Care and Education. I feel that CSBA can be huge conduit in more advocacy in bringing them together. There's still this disconnect on the strength of ECE and K-12 together that can truly change the trajectory of a community.

View results

Respondent

42

Anonymous

39:19

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

William Franklin Caldeira

3. Full name *

William Franklin Caldeira

4. Region/subregion *

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B

11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE *

Lompoc Unified School District

6. Years on board *

~1 year (appointed February 2022)

7. Profession

Certified Public Accountant (CPA)

8. Contact number *

8057576410

9. Primary email address *

caldeira.william@lusd.org

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

First and foremost - I want to do more work for our kids. I have found my work on my school board to be very fulfilling, and I think this is a great opportunity to expand my focus a bit and work hard for all kids in California. As a change agent, deep listener, relationship builder, and finance professional I think I would be an asset to the Delegate Assembly. I understand the importance of listening and building relationships, and how that can effect future progress. In addition as a finance professional and CPA, I am able to understand funding and economic conditions at a deep level. Lastly, I think representation is important. As the first gay board member and first gay board president in my school district, I want to bring that experience to the Delegate Assembly as well. Overall - I want to do more for our kids. As for certifications, I have a Bachelors of Science in Management from UC Merced, and a Masters of Business Administration with a concentration in Finance from UMassGlobal/Brandman University. I am also a California Licensed Certified Public Accountant (license number 136063).

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

The last ~1 year I have been on the board has been an interesting time. Relations with our unions were terrible. The community did not trust the board or the superintendent, and soon after I started the superintendent and deputy both resigned. So one of my focus's in my tenure is to repair the relationships with the unions, and identify our next superintendent. Of course I am one of five, but I held regular meetings with union leaders to answer any questions I could, and update them on the superintendent search process. We just announced our next superintendent, and I received a call from one union president saying thank you, and that she trusts me. We have made a lot of progress in the last year, and I look forward to the progress we will continue to make. Aside from the board, I did serve as Treasurer of Youth Leadership Lompoc Valley, a group that aimed to identify and train the future leaders of our community. I did take a step back once I was appointed to the board because I wanted to focus on that role. In the past I also served at my local church.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I think across the board funding is going to be a huge problem in the next couple of years. I know there is ongoing efforts to work with Sacramento to change our funding from ADA to enrollment which is a huge step in the right direction, but districts are struggling financially. The other thing I think is crucial is to network more with other local boards. I think building that network and having periodic meeting will make all of our districts stronger. We will be able to learn from each other, and give advice. CSBA is already working on the first initiative, but the second would be to help organize these meetings either via zoom or in person.

William “Franky” Caldeira, CPA

Lompoc, California • caldeira.william@lUSD.org

Reliable, organized, detail-oriented professional who excels at prioritizing task, project management, working towards a deadline, and continuous improvement initiatives.

Master of Business Administration, Concentration in Finance
Brandman University/UMass Global

Completed May 2022

B.S. Management, minor in Cognitive Science
University of California, Merced

Completed May 2015

Member of Board of Education (President starting 12/13/2022)

February 2022-Present

Lompoc Unified School District

Note: I am one member of a five person board. The items below are the responsibilities of the board in which I participate and engage, however, the board acts as one unit.

- Hire and supervise the District Superintendent
- Review, approve, and oversee the district's budget
- Create policy for the school district ranging from curriculum, student achievement, diversity, equity, and inclusion, etc.
- Liaise with all stakeholders and work to resolve stakeholder concerns
- Work with other local community leaders on collaborative project effecting our community

Accounting Manager: Brand Accounting

May 2022-Present

Deckers Outdoor Corporation

- Manage, lead, and mentor a team of six accountants
- Work closely with internal and external parties on special projects
- Oversee the consolidation of companywide financial statements, ensuring accurate reporting of financial information
- Liaise with our auditing firm to provide support on financial information
- Plan departmental wide teambuilding activities once a quarter

Senior Accountant II: Corporate Accounting

October 2021-May 2022

Deckers Outdoor Corporation

- Subject matter expert on Blackline, and critical to the successful adoption of Blackline reconciliations
- Review quarterly 10Q and annual 10K documents, and ensure accurate accounting treatment
- Work with cross functional teams to ensure alignment on Stock Compensation, including applicable accounting, SEC filing forms (including Proxy, Form 3 and Form 4), and release of shares
- Oversee the preparation of quarterly disclosures sent to the Audit Committee
- Partner with SEC Reporting team to ensure current accounting policies are in line with accounting guidance
- Serve as a bridge between the SEC team and Accounting, translating guidance into accounting procedures

Accountant II/Accountant III/Senior Accountant I

April 2018-October 2021

Deckers Outdoor Corporation

- Provide training and support to accounting team
- Ensure accounting treatment of equity compensation is accurate and in compliance with accounting guidance
- Provide guidance to senior leadership on impacts of equity compensation decisions
- Transitioned manual stock compensation processes to automated increasing efficiency and saving employee time
- Identified internal controls that were not in line with current processes and implemented change that saved over 100 hours of manual work each year
- Perform high level actuals vs budget analysis and identify key drivers for any variances identified
- Participates in the quarterly tie-out process for annual forms 10Q and 10K, ensuring disclosures are in compliance with SEC requirements and agree to accounting records
- Lead the consolidation process to ensure complete and accurate reporting of company financials
- Develop and adjust reports to meet ongoing company needs, and to improve efficiency while increasing financial visibility

Assurance Experienced Associate

January 2016-April 2018

PwC

- Assist in planning an audit, including identifying likely sources of potential misstatement
- Create and monitor an engagement team budget involving identifying variances from the budget and implementing process improvements to reduce added time and expenses
- Execution of an audit in accordance with AICPA, PCAOB, US GAAS, US GAAP, and US GASB Standards
- Review financial statements, including forms 10K and 10Q
- Perform various analyses over balance sheets, income statements, statement of equity, and statement of cash flows

Information Items

Santa Barbara County Office of Education

Santa Barbara County Juvenile Court

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Rene Wheeler
rwheeler@sbceo.org

SCHOOL INFORMATION

42104214230157
4400 Cathedral Oaks Road
Santa Barbara, CA 93110
(805) 967-5307
<https://www.sbceo.org/domain/27>

SUPERINTENDENT

Susan Salcido
ssalcido@sbceo.org

DISTRICT INFORMATION

Santa Barbara County Office of Education
4400 Cathedral Oaks Road
Santa Barbara, CA 93110
(805) 964-4711

BOARD OF EDUCATION

Judy Frost
President
Bruce Porter
Vice President
Marybeth Carty
Member
Nadra Ehrman
Member
Michelle de Werd
Member
Weldon U. Howell Jr.
Member
Maggi Daane
Member
Dr. Susan C. Salcido
Clerk

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.
- To view our SARC online, please visit our website or scan the QR code above.



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).

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>.

SCHOOL PROFILE

The Santa Barbara County Education Office (SBCEO) serves students in the Juvenile Court and Community Schools (JCCS). At any given time, the SBCEO JCCS program serves up to 100 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Justice Center and Los Robles High School located on the campus of the Los Prietos Boys Camp. JCCS operates one Community School on behalf of neighboring districts: Peter B. Fitzgerald Community School serving Santa Maria. The majority of the students served by JCCS are designated as English learners and/or low socio-economic. Approximately a quarter of students are identified as students with special needs. JCCS served a small number of foster youth in group homes. The JCCS programs work collaboratively with Santa Barbara Probation Department, Santa Barbara County Department of Behavioral Wellness Care and Recovery System, Council on Alcoholism and Drug Abuse (CADA), and other community-based partners to ensure consistency in the support of students and families while enrolled in one of the court and/or community schools.

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

MESSAGE FROM THE ADMINISTRATOR

Our goal is to provide the coursework and supports that will allow our students to successfully return to their school of residence. We also provide in-house counseling support for our students. Some students may remain longer or graduate from our program if they are unable to return to their home school district in their fourth year of high school. Our school supports a variety of students: those who have been expelled, are in need of credit recovery, or those who may need a smaller classroom environment without the social pressures found in a traditional school setting. We continue to seek out partnerships within our community that offer support and benefits to our students. Our community schools continue to be a special place where students can get a quality education in an alternative setting.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	9.1
Male	90.9
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	
White	9.1
Two or More Races	
EL Students	18.2
Foster Youth	
Homeless	40.9
Military	
Socioeconomically Disadvantaged	100
Migrant Education	
Students with Disabilities	50

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	6
10th	8
11th	7
12th	1
Total	22

CONDITIONS OF LEARNING

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.8	30.2	36.6	70.5	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.9	1.9	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.4	6.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.9	66.3	6.2	12.0	12,115.8	4.4
Unknown	0.2	3.3	4.7	9.1	18,854.3	6.9
Total Teaching Positions	6.0	100.0	51.9	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	3.9	N/A
Total Out-of-Field Teachers	3.9	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.1	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	12/01/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

About the Facilities

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.

The Santa Maria Juvenile Justice Center

Dos Puertas School in The Santa Maria Juvenile Justice Center was built in 2005. Facilities span 7,200 square feet, and include permanent classrooms and staff rooms.

Los Prietos Boys Camp

Dos Puertas 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.

INSTRUCTIONAL MATERIALS

All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The Santa Barbara Education Office determines that each program within has 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 program does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 7-12 / Course: English Language Arts / Santa Clara University / 2016	Yes	0
Mathematics	Grades: 7-12 / Course: Mathematics / National Geographic / Cengage Learning / 2018	Yes	0
History / Social Science	Grades: 7-12 / Course: History/Social Sciences / Pearson / 2020	Yes	0
Science	Grades: 7-12 / Course: Science / Discovery Education / 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7-12 / Course: Health / Addison Wesley Prentice Hall / 2008	Yes	0
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at

<https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The 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).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	0	2	47
Mathematics (Grades 3-8 and 11)	0	0	33
Science (Grades 5, 8, and 10)	--	--	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	11	8	72.73	27.27	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	12	9	75.00	25.00	--
Male	11	9	81.82	18.18	--
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	0	0	0.00	0.00	0.00
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	0

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	23
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	--
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	--

CAREER TECHNICAL EDUCATION PROGRAMS

The school's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at the school direct efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

OTHER OUTCOMES

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 ASSESSMENT

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	--	--	--	--	--

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	97	50	3	6
Female	13	8	1	12.5
Male	84	42	2	4.8
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	2	0	0	0
Filipino	1	0	0	0
Hispanic or Latino	84	46	3	6.5
Native Hawaiian or Pacific Islander	0	0	0	0
White	10	4	0	0
Two or More Races	0	0	0	0
EL Students	26	14	0	0
Foster Youth	7	2	1	50
Homeless	25	17	0	0
Military				
Socioeconomically Disadvantaged	97	50	3	6
Migrant Education	1	0	0	0
Students with Disabilities	33	19	0	0

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	39.3	--	27.3	50.0	--	63.6
District	37.5	55.0	30.8	43.8	25.0	53.8
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	7	63.6
Female	--	--	--
Male	--	--	--
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	11	7	63.6
Native Hawaiian or Pacific Islander	0	0	0
White	0	0	0
Two or More Races	0	0	0
EL Students	--	--	--
Foster Youth	0	0	0
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	11	7	63.6
Migrant Education	0	0	0
Students with Disabilities	--	--	--

DROPOUT PREVENTION

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

PARENT ENGAGEMENT

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

PARENT INVOLVEMENT

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.

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.

SCHOOL SAFETY

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 2022.

SUSPENSIONS AND EXPULSIONS

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 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	1.54	1.64	9.28	0	0	0
District	2.22	0.96	10.99	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	9.28	0
Female	0	0
Male	10.71	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.33	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	15.38	0
Foster Youth	0	0
Homeless	8	0
Military		
Socioeconomically Disadvantaged	9.28	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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.sbpblibrary.org.

PROFESSIONAL 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. Recent professional development topics include Newslea ELA and strategies for integrated and designated ELD instruction and strategies for credit recovery.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	2	1

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the 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 and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	As Needed
Library Media Teacher (Librarian)	As Needed
Library Media Services Staff (Paraprofessional)	As Needed
Psychologist	As Needed
Social Worker	As Needed
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
Other	As Needed

COUNSELING AND SUPPORT SERVICES

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

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.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	3	2	2	39	19	21						
Mathematics	3	2	2	17	9	10						
Science	4	2	2	10	11	9						
Social Science	2	2	2	28	10	8						

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 376
School: From Supplemental/Restricted Sources	\$ 86
School: From Basic/Unrestricted Sources	\$ 290
District: From Basic/Unrestricted Sources	\$ 0
Percentage of Variation between School & District	%
State: From Basic/Unrestricted Sources	\$ --
Percentage of Variation between School & State	%

TEACHER AND ADMINISTRATIVE SALARIES

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. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$	\$ --
Mid-Range Teachers	\$	\$ --
Highest Teachers	\$	\$ --
Elementary School Principals	\$	\$ --
Middle School Principals	\$	\$ --
High School Principals	\$	\$ --
Superintendent	\$	\$ --
Teacher Salaries	%	-- %
Administrative Salaries	%	-- %

SCHOOL SITE TEACHER SALARIES

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.

2020-21 Average Teacher Salary	
School	\$ 79,906
District	\$ 79,906
Percentage of Variation between School & District	0 %
All Similar School Districts	\$ --
Percentage of Variation between School & State	%

Santa Barbara County Office of Education
Santa Barbara County Community
2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Rene Wheeler
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SCHOOL INFORMATION
42104214230207

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Santa Barbara, CA 93110
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<https://www.sbceo.org/domain/27>

SUPERINTENDENT

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DISTRICT INFORMATION

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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.
- To view our SARC online, please visit our website or scan the QR code above.



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).

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>.

SCHOOL PROFILE

The Santa Barbara County Education Office (SBCEO) serves students in the Juvenile Court and Community Schools (JCCS). At any given time, the SBCEO JCCS program serves up to 100 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Justice Center and Los Robles High School located on the campus of the Los Prietos Boys Camp. JCCS operates one Community School on behalf of neighboring districts: Peter B. Fitzgerald Community School serving Santa Maria. The majority of the students served by JCCS are designated as English learners and/or low socio-economic. Approximately a quarter of students are identified as students with special needs. JCCS served a small number of foster youth in group homes. The JCCS programs work collaboratively with Santa Barbara Probation Department, Santa Barbara County Department of Behavioral Wellness Care and Recovery System, Council on Alcoholism and Drug Abuse (CADA), and other community-based partners to ensure consistency in the support of students and families while enrolled in one of the court and/or community schools.

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

MESSAGE FROM THE ADMINISTRATOR

Our goal is to provide the coursework and supports that will allow our students to successfully return to their school of residence. We also provide in-house counseling support for our students. Some students may remain longer or graduate from our program if they are unable to return to their home school district in their fourth year of high school. Our school supports a variety of students: those who have been expelled, are in need of credit recovery, or those who may need a smaller classroom environment without the social pressures found in a traditional school setting. We continue to seek out partnerships within our community that offer support and benefits to our students. Our community schools continue to be a special place where students can get a quality education in an alternative setting.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	25
Male	75
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	100
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
EL Students	25
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	100
Migrant Education	
Students with Disabilities	

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	3
10th	0
11th	1
12th	0
Total	4

CONDITIONS OF LEARNING

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.7	25.0	36.6	70.5	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.9	1.9	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.4	6.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.2	74.7	6.2	12.0	12,115.8	4.4
Unknown	0.0	0.0	4.7	9.1	18,854.3	6.9
Total Teaching Positions	3.0	100.0	51.9	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	2.2	N/A
Total Out-of-Field Teachers	2.2	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	12/01/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

About the Facilities

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

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

INSTRUCTIONAL MATERIALS

All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The Santa Barbara Education Office determines that each program within has 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 program does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 7-12 / Course: English Language Arts / Santa Clara University / 2016	Yes	0
Mathematics	Grades: 7-12 / Course: Mathematics / National Geographic / Cengage Learning / 2018	Yes	0
History / Social Science	Grades: 7-12 / Course: History/Social Sciences / Pearson / 2020	Yes	0
Science	Grades: 7-12 / Course: Science / Discovery Education / 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7-12 / Course: Health / Addison Wesley Prentice Hall / 2008	Yes	0
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at

<https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The 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).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	8	2	47
Mathematics (Grades 3-8 and 11)	0	0	33
Science (Grades 5, 8, and 10)	--	--	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	13	12	92.31	7.69	8.33
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	12	12	100.00	0.00	8.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	12	11	91.67	8.33	0.00
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	11	11	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	0

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	14
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	--
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	--

CAREER TECHNICAL EDUCATION PROGRAMS

The school's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at the school direct efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

OTHER OUTCOMES

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 ASSESSMENT

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	--	--	--	--	--

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	30	21	18	85.7
Female	10	5	4	80
Male	20	16	14	87.5
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	29	21	18	85.7
Native Hawaiian or Pacific Islander	0	0	0	0
White	1	0	0	0
Two or More Races	0	0	0	0
EL Students	5	5	5	100
Foster Youth	2	1	1	100
Homeless	3	3	3	100
Military				
Socioeconomically Disadvantaged	28	20	18	90
Migrant Education	0	0	0	0
Students with Disabilities	2	2	2	100

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	--	--	--	--	--	--
District	37.5	55.0	30.8	43.8	25.0	53.8
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
EL Students	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Military	--	--	--
Socioeconomically Disadvantaged	--	--	--
Migrant Education	--	--	--
Students with Disabilities	--	--	--

DROPOUT PREVENTION

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 graduation and dropout rates displayed in the SARC report do not accurately reflect the school's program.

PARENT ENGAGEMENT

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

PARENT INVOLVEMENT

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.

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.

SCHOOL SAFETY

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 2022.

SUSPENSIONS AND EXPULSIONS

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 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	7.14	0	36.67	0	0	0
District	2.22	0.96	10.99	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	36.67	0
Female	0	0
Male	35	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	34.48	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	39.29	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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.

PROFESSIONAL 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. Recent professional development topics include Newslea ELA and strategies for integrated and designated ELD instruction and strategies for credit recovery.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	2	1

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the 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 and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	As Needed
Library Media Teacher (Librarian)	As Needed
Library Media Services Staff (Paraprofessional)	As Needed
Psychologist	As Needed
Social Worker	As Needed
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
Other	As Needed

COUNSELING AND SUPPORT SERVICES

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

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.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	3	3	1	10	8	4						
Mathematics	3	4	2	5	4	2						
Science	2	3	3	2	4	4						
Social Science	2	2	2	8	6	3						

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 30,741
School: From Supplemental/Restricted Sources	\$ 3,911
School: From Basic/Unrestricted Sources	\$ 26,830
District: From Basic/Unrestricted Sources	\$ 0
Percentage of Variation between School & District	%
State: From Basic/Unrestricted Sources	\$ -
Percentage of Variation between School & State	%

TEACHER AND ADMINISTRATIVE SALARIES

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. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$	\$ --
Mid-Range Teachers	\$	\$ --
Highest Teachers	\$	\$ --
Elementary School Principals	\$	\$ --
Middle School Principals	\$	\$ --
High School Principals	\$	\$ --
Superintendent	\$	\$ --
Teacher Salaries	%	-- %
Administrative Salaries	%	-- %

SCHOOL SITE TEACHER SALARIES

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.

2020-21 Average Teacher Salary	
School	\$ 79,906
District	\$ 79,906
Percentage of Variation between School & District	0 %
All Similar School Districts	\$ --
Percentage of Variation between School & State	%

Santa Barbara County Office of Education
Santa Barbara County Special Education
2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Kirsten Escobedo
kescobedo@sbceo.org

SCHOOL INFORMATION

42104216069223
4400 Cathedral Oaks Road
Santa Barbara, CA 93110
(805) 964-4711

<https://www.sbceo.org/site/Default.aspx?PageID=91>

SUPERINTENDENT

Dr. Susan Salcido
ssalcido@sbceo.org

DISTRICT INFORMATION

Santa Barbara County Office of Education
4400 Cathedral Oaks Road
Santa Barbara, CA 93110
(805) 964-4711

BOARD OF EDUCATION

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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.
- To view our SARC online, please visit our website or scan the QR code above.



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).

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>.

SCHOOL PROFILE

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

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

SCHOOL VISION STATEMENT

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

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

DESCRIPTION OF SERVICES

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

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	40
Male	60
Non-Binary	
American Indian or Alaska Native	
Asian	1.7
Black or African American	
Filipino	1.7
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	
White	13.3
Two or More Races	3.3
EL Students	38.3
Foster Youth	
Homeless	3.3
Military	
Socioeconomically Disadvantaged	68.3
Migrant Education	1.7
Students with Disabilities	100

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	5
1st	2
2nd	1
3rd	3
4th	5
5th	10
6th	10
7th	4
8th	7
9th	1
10th	2
11th	1
12th	9
Total	60

CONDITIONS OF LEARNING

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.0	79.3	36.6	70.5	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.9	2.3	0.9	1.9	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.4	7.9	3.4	6.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	6.2	12.0	12,115.8	4.4
Unknown	4.5	10.5	4.7	9.1	18,854.3	6.9
Total Teaching Positions	42.9	100.0	51.9	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	3.4	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	3.4	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	0.0	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.0	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/08/2022
Data Collected:	November 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

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

INSTRUCTIONAL MATERIALS

All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The Santa Barbara Education Office determines that each program within has 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 program does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Core: Houghton-Mifflin, Holt Literature Supplemental: SRA Corrective Reading, Scholastic Read 180, Computer software and internet access, SANDI, Unique Learning Systems	Yes	0
Mathematics	Core: Harcourt Math, Houghton-Mifflin Supplemental: Saxon, Pacemaker, AGS, Computer software and internet access, SANDI	Yes	0
History / Social Science	Core: Harcourt, McGraw Hill, Houghton-Mifflin Supplemental: Pacemaker series, Computer software and internet access	Yes	0
Science	Core: Harcourt, Houghton-Mifflin Supplemental: Pacemaker, Computer software and internet access	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Positive Prevention Plus	Yes	0
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at

<https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The 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).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	0	2	47
Mathematics (Grades 3-8 and 11)	0	0	33
Science (Grades 5, 8, and 10)	--	--	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	40	36	90.00	10.00	0.00
Male	21	20	95.24	4.76	0.00
Female	19	16	84.21	15.79	0.00
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	14	13	92.86	7.14	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	30	26	86.67	13.33	0.00
Migrant Education	--	--	--	--	--
Students with Disabilities	40	36	90.00	10.00	0.00

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	40	36	90.00	10.00	0.00
Male	21	20	95.24	4.76	0.00
Female	19	16	84.21	15.79	0.00
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	14	13	92.86	7.14	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	30	26	86.67	13.33	0.00
Migrant Education	--	--	--	--	--
Students with Disabilities	40	36	90.00	10.00	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	0

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	--
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	--
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	--

CAREER TECHNICAL EDUCATION PROGRAMS

The school's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at the school direct efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

OTHER OUTCOMES

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 ASSESSMENT

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	55	55	55	64	64
7th	--	--	--	--	--
9th	--	--	--	--	--

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	63	50	34	68
Female	26	20	14	70
Male	37	30	20	66.7
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	1	1	1	100
Black or African American	0	0	0	0
Filipino	1	1	1	100
Hispanic or Latino	51	43	30	69.8
Native Hawaiian or Pacific Islander	0	0	0	0
White	8	4	1	25
Two or More Races	2	1	1	100
EL Students	23	16	14	87.5
Foster Youth	0	0	0	0
Homeless	3	3	2	66.7
Military				
Socioeconomically Disadvantaged	47	38	27	71.1
Migrant Education	1	1	1	100
Students with Disabilities	63	50	34	68

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	--	--	--	--	--	--
District	37.5	55.0	30.8	43.8	25.0	53.8
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0	0	0
Male	--	--	--
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0
White	0	0	0
Two or More Races	0	0	0
EL Students	--	--	--
Foster Youth	0	0	0
Homeless	0	0	0
Military			
Socioeconomically Disadvantaged	--	--	--
Migrant Education	0	0	0
Students with Disabilities	--	--	--

DROPOUT PREVENTION

The Santa Barbara County Special Education program supports students of all ages. The program supports students and their families on their path to complete their education. In an effort to reduce the student dropout rate, the program continuously develops alternatives for the difficulties that students face.

PARENT ENGAGEMENT

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

PARENT INVOLVEMENT

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

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.

SCHOOL SAFETY

The Santa Barbara County Education Office Comprehensive School Safety Plan (SBCEO Safety Plan) has been developed through a collaborative process involving school personnel, community partners including law enforcement, and other stakeholders. The intent of this comprehensive plan is to establish preventative and reactive protocols and practices surrounding potentially dangerous or harmful scenarios in an effort to maintain the safety and well-being of students, staff, and community members. The SBCEO Safety Plan focuses on developing a culture where students feel safe to fully engage in all aspects of the learning community. This plan provides the legal basis for school involvement in providing a safe, secure, and positive learning environment and provides resources for establishing and maintaining the physical and emotional health and safety of all members of our schools and programs.

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

The Santa Barbara County Education Office Comprehensive School Safety Plan was most recently updated and reviewed with staff in February 2022.

SUSPENSIONS AND EXPULSIONS

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 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0	0	0	0
District	2.22	0.96	10.99	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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.

PROFESSIONAL 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. Recent professional development topics include Newslea ELA and strategies for integrated and designated ELD instruction and strategies for credit recovery.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the 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 and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	As Needed
Library Media Teacher (Librarian)	As Needed
Library Media Services Staff (Paraprofessional)	As Needed
Psychologist	10.2
Social Worker	As Needed
Nurse	2.0
Speech/Language/Hearing Specialist	19.5
Resource Specialist (non-teaching)	2.0
Other	5.8

COUNSELING AND SUPPORT SERVICES

The Santa Barbara County Special Education program makes every effort to meet the academic, emotional, and physical needs of all students enrolled in the program. The Santa Barbara County Special Education program works to provide qualified personnel for support services to students who are in need of additional support.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	1	4	3	1	1	2						
1st			2			1						
2nd			1			1						
3rd			2			2						
4th		8	2		1	3						
5th			3			4						
6th	2		3	2		3						
Other	8	7		5	5							

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English												
Mathematics												
Science												
Social Science												

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 89,618
School: From Supplemental/Restricted Sources	\$ 89,618
School: From Basic/Unrestricted Sources	\$ 0
District: From Basic/Unrestricted Sources	\$ 0
Percentage of Variation between School & District	%
State: From Basic/Unrestricted Sources	\$ --
Percentage of Variation between School & State	%

TEACHER AND ADMINISTRATIVE SALARIES

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. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 48,939	\$ --
Mid-Range Teachers	\$ 78,340	\$ --
Highest Teachers	\$ 107,872	\$ --
Elementary School Principals	\$ --	\$ --
Middle School Principals	\$ --	\$ --
High School Principals	\$ --	\$ --
Superintendent	\$ 154,813	\$ --
Teacher Salaries	23 %	-- %
Administrative Salaries	5 %	-- %

SCHOOL SITE TEACHER SALARIES

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.

2020-21 Average Teacher Salary	
School	\$ 80,309
District	\$ 80,309
Percentage of Variation between School & District	0 %
All Similar School Districts	\$ --
Percentage of Variation between School & State	%



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Association of California School
Administrators

LIVINGSTON (JACK) WONG
Public Member, Hawaii

February 9, 2023

Rene Wheeler, Director, Juvenile Court & Community School
Santa Barbara COE Court and Community Schools

PO BOX 6307

Santa Barbara, California 93160

Dear Rene Wheeler:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2023 Commission Meeting. The ACS WASC Commissioners have determined Santa Barbara COE Court and Community Schools (7-12) meets the ACS WASC criteria for initial accreditation. It is the decision of the Commission to grant Initial Accreditation Status through June 30, 2026. This decision is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the initial visit visiting committee. Self-study training will be provided and Centers/Programs will be expected to have key staff participate in these training sessions. An ACS WASC visiting committee will conduct a site visit to review the self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the programs and operations and the impact on student learning.

Accreditation status is conditioned upon Santa Barbara COE Court and Community Schools's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see linked enclosures).

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC website at www.acswasc.org. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: **Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges**, until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the programs or grade levels accredited, i.e., "Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the program or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools, Western Association of Schools and Colleges in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The WASC Communication Toolkit is accessible on the home page of the School Portal at <https://acswasc.force.com/schoolportal/s/login/>. The toolkit provides resources for schools to share their accreditation status with their community and also provides access to the WASC "Accredited" logos and merchandise order forms.

The Commission looks forward to Santa Barbara COE Court and Community Schools's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,



R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson

Linked

Enclosure(s): [Visiting Committee Report](#)
[ACS WASC Substantive Change Policy and Procedures](#)
[ACS WASC Merchandise Order Form](#)

Santa Barbara County Board of Education
Santa Barbara County Education Office

Certificated Personnel Report
March 2, 2023

Appointments

Effective Date

Offer of Employment

Page, Leila

School Psychologist

February 6, 2023

Separations

Effective Date

Resignations

Vang, Cecilia

Early Care and Education Coach

April 28, 2022

Santa Barbara County Board of Education

Classified Personnel Report

March 2, 2023

Appointments

Limited Term/Substitute

Andrade , Gabriela January 17, 2023
Paraeducator • Special Education • Various Sites
• Hourly as needed

Arrieta Jacinto, Maria February 2, 2023
Paraeducator • Special Education • Various Sites
• Hourly as needed

McGowan, Laura January 20, 2023
Paraeducator • Special Education • Various Sites
• Hourly as needed

Probationary

Barthel, Justin February 9, 2023
Computer/Network Technician, Information Technology Services • ITS • Cathedral Oaks
100% • 12 months

Sawyer, Erin Lane January 30, 2023
Program Associate • Children's Creative Project • Children's Creative Project
75% • 12 months

Sherlock, Jennifer January 26, 2023
Paraeducator • Special Education • Robert Bruce Preschool
67.5% • 10 months

Changes

Anniversary Increase

Aguilera, Jesus February 1, 2023
Custodian • Internal Services • Operations South
62.5% • 12 months

Burquez, Patricia February 1, 2023
Paraeducator • Special Education • Cabrillo High School
81.25% • 10 months

Garcia, Breanna
Accounting Technician • Early Care and Education • Early Care and Education - Hope Center 5
100% • 12 months
February 1, 2023

Gomez Sanchez, Grisel
Program Associate • Partners In Education • Partners in Education - Program Services
100% • 12 months
February 1, 2023

Gomez, Berenize
Child Care Assistant • Early Care and Education • Santa Ynez Valley State Preschool
75% • 10 months
February 1, 2023

Gonzales, Selena
Office Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School
100% • 12 months
February 1, 2023

Hokedo, Paul
Senior Administrative Assistant • Special Education • Special Education Support Staff North
100% • 12 months
February 1, 2023

Smith, Randy
Computer/Network Support Supervisor • Information Technology Services • Information Technology Services
100% • 12 months
February 1, 2023

Taylor, Michael
Delivery Specialist I • Internal Services • Operations South
100% • 12 months
February 1, 2023

Van Gundy, Samuel
Senior Software Engineer • Information Technology Services • Information Technology Services
100% • 12 months
February 1, 2023

Yamasaki, Katherine
Program Associate • Children's Creative Project • Children's Creative Project
100% • 12 months
February 1, 2023

Differential - Add

Esparza, Carrie
Paraeducator • Special Education • Manzanita Charter School
81.25% • 10 months
Specialized Health Care x 2
February 9, 2023

Sherlock, Jennifer

February 15, 2023

Paraeducator • Special Education • Robert Bruce Preschool
67.5% • 10 months
Specialized Health Care

Solorio, Maria

February 10, 2023

Paraeducator • Special Education • Arellanes Junior High School
87.5% • 10 months
Specialized Health Care

Increased Time (Voluntary)

Valencia Sherratt, Lisa

February 3, 2023

Manager, Health Linkages Program • Children and Family Resource Services • Health Linkages Administration
75% • 12 months
From 50%

Probation to Permanent

Ayala, Carolina

February 1, 2023

Office Assistant • Early Care and Education • Early Care and Education - Hope Center 3
100% • 12 months

Barajas-Rodriguez, Carolina

February 1, 2023

Clerical Assistant • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months

Carroll, Jaime

February 1, 2023

Paraeducator • Special Education • Orcutt Academy H.S.Preschool
67.5% • 10 months

Flores, Julie

February 1, 2023

Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages - South County
100% • 12 months

Grimaldo, Monica

February 1, 2023

Alternative Payment Program Supervisor • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Monette, Kayna

February 1, 2023

Paraeducator • Special Education • Taylor Preschool
67.5% • 10 months

Rodriguez, Alondra

February 1, 2023

Office Assistant • Partners In Education • Partners in Education - Program Services
100% • 12 months

Promotion

Dominguez, Felipe Custodian/Maintenance Worker • Internal Services • Operations South 100% • 12 months	February 16, 2023
Gonzalez, Victor Program Associate • Children and Family Resource Services • Health Linkages - Lompoc 100% • 12 months	February 1, 2023
Hamamoto, Henry Accounting Technician, Senior • Internal Services • Accounting - Fiscal Services 100% • 12 months	February 1, 2023
Torres, Steven Associate Superintendent, Administrative Services • Administrative Services • Cathedral Oaks 100% • 12 months	February 1, 2023

Transfer

Teran, Ruby Paraeducator • Special Education • Dos Puertas School 84.375% • 12 months From Olga Reed School	February 21, 2023
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Separation

Leave Exhaustion

Gonzalez, Jose Paraeducator • Special Education • Alice Shaw Elementary 77.5% • 10 months	February 13, 2023
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Passed Away

Bezie, Maria Clerical Assistant • Early Care and Education • Early Care and Education - Hope Center 4 100% • 12 months	February 10, 2023
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Resignation

McCay, Brigid Paraeducator • Special Education • Montecito Union School 81.25% • Hourly as needed	February 10, 2023
Reyes, Stephanie Paraeducator • Special Education • Central Avenue Preschool 67.5% • 10 months	February 9, 2023