

Santa Barbara County Education Office

BOARD BOOK and AGENDA



May 2023



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
May 4, 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/82322075556?pwd=WXNkREFFdTFDc3lya3Z5dmNKWnR5QT09>

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.

RECOGNITIONS

8. Santa Barbara County Classified School Employees of the Year Recognition [Time Approximate: 2:20 p.m.]

Recognition of the 2023 Santa Barbara County Classified School Employees of the Year:

- Kathleen Stevenson, Orcutt Union School District, clerical and administrative category
- Herk Hang, Lompoc Unified School District, custodial and maintenance services category
- Maria Charco, Santa Barbara Unified School District, food and nutrition services category
- Norma Flores, Lompoc Unified School District, health and student services category
- Diane Campo, Lompoc Unified School District, paraprofessional services category

9. Teacher of the Year Announcement
[Time Approximate: 2:50 p.m.]

SUPERINTENDENT'S REPORT

10. 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.

11. Minutes of Meeting Held April 6, 2023
 (Attachment)

12. 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 March 7, 2023 to April 6, 2023, and the issuance of temporary county certificates for that same time period.

13. Acceptance of Donations
 (Attachment)

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

- Teacher Programs and Support

14. Declaration of Surplus
(Attachment)

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

- Early Care and Education
- Information Technology Services
- Internal Services
- Special Education

15. Issuance of High School Graduation Diploma

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

Dos Puertas School

- Student CSIS # 5198561662 – March 8, 2023
- Student CSIS # 4396086696 – March 8, 2023

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

ACTION ITEMS

16. Recommended Approval of 2022-23 Single Plan for Student Achievement – Juvenile Court and Community Schools
(Attachment)

The superintendent recommends approval of the 2022-23 Single Plan for Student Achievement for Juvenile Court and Community Schools. This annual plan is developed and reviewed by the Parent and Student Advisory Committee (PSAC) and is strategic in consolidating all school-level planning efforts for programs funded through the Consolidated Application (ConApp), while maximizing resources and minimizing duplication with the goal to increase student achievement.

MOVED:

SECONDED:

VOTE:

17. Recommended Approval of Allowance of Attendance Because of Emergency Conditions – Juvenile Court and Community Schools, and Special Education
(Attachment)

The superintendent recommends approval of the Request for Allowance of Attendance Because of Emergency Conditions (Form J-13A) to be submitted to

the California Department of Education for the closure of classes at the following schools:

SBCEO Special Education Programs at:

- | | |
|-----------------------------------|-------------------------------|
| • Hollister School | January 10 and March 14, 2023 |
| • Manzanita Public Charter School | January 10, 2023 |
| • Cabrillo High School | January 10, 2023 |
| • Olga Reed School | January 10, 2023 |
| • Alice Shaw School | January 10, 2023 |
| • Ralph Dunlap School | January 10, 2023 |
| • Arellanes Junior High School | January 10, 2023 |
| • Tommie Kunst Junior High School | January 10, 2023 |
| • Righetti High School | January 10, 2023 |

SBCEO Juvenile Court and Community Schools:

- | | |
|--|-------------------------------|
| • Peter B. FitzGerald Community School | January 10, 2023 |
| • Los Robles High School | January 10 and March 14, 2023 |
| • Dos Puertas School | January 10, 2023 |

MOVED:

SECONDED:

VOTE:

18. Recommended Approval of Lease Renewals for Program and Office Spaces (Attachment)

The superintendent recommends approval of lease renewals for SBCEO program and office spaces (ten sites) as noted on the attached list. Director of Facilities Mary-Beth Gallas will provide further detail about the lease renewals, which are for the Special Education and Educational Services divisions. A representative sample of a lease agreement is also attached for reference.

MOVED:

SECONDED:

VOTE:

19. Recommended Adoption of Resolution Proclaiming Teacher Appreciation Week, National School Nurse Day, National Speech Pathologist Day, and Classified School Employee Week (Attachment)

The superintendent recommends adoption of Resolution No. 2319 designating May 8-12, 2023 as Teacher Appreciation Week, the 10th of May as National School Nurse Day, the 18th of May as National Speech Pathologist Day, and the third full week of May as Classified School Employee Week in Santa Barbara County.

[Roll Call Vote:]

MOVED:

SECONDED:

VOTE:

20. Reimburse Expenses for Board Members to Attend the Santa Maria Valley Chamber of Commerce State of Education

The board will consider whether to approve the reimbursement of actual and necessary expenses for board members to attend the Santa Maria Valley Chamber of Commerce State of Education breakfast, May 9, 2023, in accordance with Board Policy 9250.

MOVED: SECONDED: VOTE:

21. Reimburse Expenses for Board Members to Attend the SBCEO Education Celebration

The board will consider whether to approve the reimbursement of actual and necessary expenses for board members to attend the SBCEO Education Celebration, May 11, 2023, in accordance with Board Policy 9250.

MOVED: SECONDED: VOTE:

22. Date Change for Second Board Meeting in June

The board will consider dates to reschedule the second board meeting in June, currently scheduled for June 8, 2023, at 10 a.m., due to conflicts with promotions/graduations.

MOVED: SECONDED: VOTE:

**23. Interdistrict Attendance Appeal Hearing
[Time Approximate: 4:00 p.m.]**

A request for an interdistrict attendance appeal hearing for Student T22-04, Student T22-05, and Student T22-06, was submitted, appealing the transfers denied by the College School District. One hearing will be held for all three students at the request of the parents.

Motion on Student T22-04:

[Roll Call Vote:]

MOVED: SECONDED: VOTE:

Motion on Student T22-05:

[Roll Call Vote:]

MOVED: SECONDED: VOTE:

Motion on Student T22-06:

[Roll Call Vote:]

MOVED: SECONDED: VOTE:

INFORMATION ITEM

24. Personnel Report (Attachment)

The classified personnel report is presented as an information item.

FUTURE AGENDA ITEMS

25. Future agenda items

ADJOURNMENT

26. Adjournment to the next regular meeting to be held June 1, 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 May 4, 2023

Student Enrollment in SBCEO Schools and Programs

	Sept. 2022	Oct. 2022	Nov. 2022	Dec. 2022	Jan. 2023	Feb. 2023	Mar. 2023	Apr. 2023
JCCS – FitzGerald Community School	9	11	18	18	22	22	29	30
JCCS – Dos Puertas School	15	14	22	25	26	28	25	26
JCCS – Los Robles High School	6	3	2	3	4	8	8	7
Early Care & Education (preschools and infant/toddler centers)		278	279	281	288	274	308	299
Special Ed – JCCS		7	7	11	11	16	23	16
Special Ed – Early start (infants)		101	99	98	102	100	104	107
Special Ed – Direct service districts		97	97	98	101	102	110	111
Special Ed – Regional: TK-12 extensive support needs program		56	58	59	59	56	61	62
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program		75	81	78	80	78	80	80
Special Ed – Preschool		416	437	494	526	560	616	630

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

Santa Maria Valley Chamber of Commerce State of Education

The Santa Maria Valley Chamber of Commerce will host its 2023 **State of Education** breakfast on **May 9, 2023, from 7:30-9:30 a.m.** at the Radisson Hotel in Santa Maria. I look forward to moderating the panel presentation; here is a snapshot of the morning:

- Santa Maria Valley school district superintendents panel
- SBCEO's Noelle Barthel, Director of **Career Technical Education**, and Chelsea Duffy, Executive Director of **Partners in Education**
- Dr. Kevin Walthers, superintendent/president of **Allan Hancock College**

Tickets to this breakfast may be found online at www.santamaria.com.

Santa Barbara County School Safety Coalition

SBCEO is preparing to launch a Santa Barbara County School Safety Coalition in fall, 2023. This coalition will include public, charter, and private schools, law enforcement, first responders, and external partners/entities.

Some of the supports the coalition will provide to schools include the following (all titles and components are in “working draft” form):

- Santa Barbara County School Safety Liaison
- Countywide school safety & first responder team workshops, 2 parts
- Countywide common language for emergencies (for example: “The Big Five,” to be described at the County Board of Education meeting)
- SBCEO organizational structure shifts to support ongoing efforts that are the “right fit” for sustainability

I Madonnari Festival 12’ X 12’ special chalk art

Thanks to the generous contributions from County Board of Education members and SBCEO Cabinet members, together we will sponsor a 12’ X 12’ square at the 37th annual I Madonnari Festival at the Old Mission Santa Barbara. In celebration of public education, with recognition of the power of the arts and creativity for youth and all community members, and in dedication of educational staff throughout Santa Barbara County, our square’s artist(s) will display our appreciation at this year’s festival, May 27-29, 2023.

AB 906 (Gipson) - Funding for Juvenile Court and Community Schools

AB 906 will not be heard in this legislative session and instead will return in 2024. I will provide a brief verbal update on AB 906 at the May 4 County Board of Education meeting, and will also share about the meeting between SBCEO and Probation administration on April 13 at the Juvenile Justice Center.

SBCEO DIVISIONS

Administrative Services Division

Second Interim Financial Report Analysis: Per AB 1200 requirements, the School Business Advisory Services Department has completed their review of the 2022-23 Second Interim Reports for each district in our county and submitted positive certifications to the California Department of Education. A positive certification is a positive report, and means that a local educational agency (LEA) has substantiated that it will meet its financial obligations in the current and two subsequent fiscal years.

Building D Roof Repair Update: After County Board of Education approval on April 6, 2023, the emergency work related to the water damage in the gym of the Medical Therapy Unit at the Cathedral Oaks campus was completed on April 12 and students and staff are safely back in the building. Roofing replacement will begin on May 29 and will be finished by mid-June.

Hope Center Mold Remediation Update: After County Board of Education approval on March 2, 2023, asbestos abatement in the air ducts at the Hope Center began on April 20 and was completed on April 27. Mold remediation and air quality testing started immediately upon completion of the asbestos abatement and is expected to conclude on May 4. If the timeline goes as planned, the staff will be able to return to their offices on Monday, May 8.

Curriculum and Instruction Division

Teacher Recognition and Teacher Programs:

It has been a busy month with awards and honors! The **2024 Santa Barbara Bowl Performing Arts Teacher of the Year** is **Elesa Carlson, Righetti High School, Teacher/Drama Director/VPA Department Chair**. According to her nominators, Elesa “makes sure that students with disabilities, English learners, and those that struggle with a variety of other pressures at school or home have a place in the classroom. This inclusiveness is visible in most everything she does. The productions are filled with students of diverse backgrounds.” Elesa will be recognized at *A Salute to Teachers* in the fall.

This year’s **Bill Cirone Heart of Education Award** honoree is **Eduardo Gonzales-Ramos**, a medium and heavy-duty diesel mechanics teacher with the Santa Maria Joint Union High School District (SMJUHSD). He was surprised by Bill and Barbara Cirone in front of his students and the SMJUHSD leadership. Gonzales-Ramos attended school in SMJUHSD where he was inspired by his teacher to become a diesel mechanic. After working for the district as a diesel mechanic, he decided to become a teacher and is now paying it forward to the next generation in our community.

The **2024 Santa Barbara County Teacher of the Year** will be announced at the May 4 County Board of Education meeting. In mid-December, all districts and charters were invited to send forward their district teacher of the year as a nominee for the county award. Teachers were also invited to self-nominate. Each nominee then completed a rigorous application, which mirrors the required application for the state teacher of the year program. A five-person selection committee consisting of educators, a community partner and a County Board of Education member read and scored each of the applications. The finalists were then interviewed and observed by the committee in their classrooms to determine which of the outstanding nominees would be chosen as Santa Barbara County Teacher of the Year and go on to represent our county in the California Teacher of the Year process.

The annual **Education Celebration** will take place on May 11 at the Marriott Hotel in Buellton. This event unites our business sponsors who provide grant funding with the innovative educators who applied for, earned, and implemented creative strategies and innovative practices for their students with those funds. We will also honor the **Marvin Melvin Career Technical Education** awardees, Gary Dimitratos from Lompoc High School, and Terri Ingram from Dos Pueblos High School. Other honorees will include the 10 **Crystal Apple** awardees to be named the week of April 24th, the Cirone Heart of Education winner, and recognition of the 2023 and 2024 Teachers of the Year and Performing Arts Teachers of the Year.

Student Events:

- **Battle of the Books:** The 3 competitions brought together young bibliophiles from around the county to compete individually and as teams to answer questions about the 28 books on this year's list. Seventy-three (73) 4th-6th graders battled in the April 19 elementary individual virtual competition. One hundred and forty (140) elementary students filled the SBCEO auditorium for the 22nd annual in-person elementary team competition on April 27. Our second annual junior high competition will bring together more than thirty (30) 7th and 8th graders who will compete on a separate book list on May 3. We are working with two Dual Language Immersion programs to develop a version of Battle of the Books in Spanish. We will host our first virtual practice on May 3 to include Hapgood (Lompoc) and Canalino (Carpinteria) elementary schools.
- **Santa Barbara County High School Poetry Slam and Spoken Word Exhibition:** This event will take place on May 4 in the SBCEO auditorium from 4:30-6:00 p.m.

Professional Learning Highlights in April and May:

- **Clear Administrative Services Credential:** We just finished our final sessions for both year 1 and year 2 cohorts of the Clear Administrative Services Credential (CASC). Every new administrator, after earning their certificate of eligibility and Preliminary Administrative Services Credential, must enroll in a two-year induction program to clear their administrative credential (CASC). Each new administrator is assigned a coach who meets with them regularly (40 hours of coaching per year), and supports them with their individual induction plan, professional learning opportunities, and ongoing assessment. SBCEO's program, which is accredited by the California Commission on Teacher Credentialing, serves 19 of our 20 school districts and our charters.
- **Universal Pre-Kindergarten (UPK):** The Playful Transformation with Loose Parts workshop has 60+ Pre-Kindergarten, Transitional Kindergarten, and Kindergarten teachers learning how to create culturally responsive classroom environments for curiosity, imagination, creativity, fine and gross motor development, and cognitive growth. "Loose parts" is any collection of natural and manmade materials that provide children with endless ways to create. Teachers are learning how to optimize this type of learning for 3-5-year-old children.
- **Adaptive Schools:** We are hosting a four-day training for education leaders with nationally-recognized presenter Carol Brooks Simoneau on adaptive schools,

which provides the theory and practice, principles and strategies for groups and teams to develop and focus their collaborative energies to improve teaching practices and enhance student-learning outcomes. Leaders will learn ways to develop and sustain the fundamental elements for enhancing social capital in schools: distinguishing between dialogue and discussion, establishing seven norms of collaboration, automating language patterns for inquiry and problem solving, facilitating groups and data teams, engaging in productive conflict, and building community.

- **Ricky Robertson: Promoting Resilience Within Our Students and Within Ourselves:** In this reflective and strategic collaborative planning session, participants will examine current approaches, structures, and beliefs to determine how best to support and implement school and district-wide systems and resiliency practices for effectiveness and impact.
- **English Language Proficiency Assessments for California Initial Scoring Training of Trainers:** The ELPAC Initial is the one-on-one assessment given to each English Learner at the beginning of their schooling. Assessors must be trained and certified each year.
- **Social Emotional Learning Community of Practice:** Our team has been conducting a Community of Practice for Social Emotional Learning (SEL). The final quarterly meeting will be held in May. Through this process, we have helped schools and districts secure grants to develop plans for transformational SEL programs within their Multi-Tiered Systems of Support (MTSS).

Educational Services Division

Career Technical Education (CTE)

California Apprenticeship Initiative (CAI) Pre-Apprenticeship Grant: The CTE department was recently awarded a CAI Pre-Apprenticeship Planning grant of \$120,000. The grant's purpose is to support the planning and implementation of a state-registered pre-apprenticeship program, linked to the registered Early Childhood Educator Apprenticeship which SBCEO recently started. The focus will be on developing pre-apprenticeship programs in high schools around the county. Besides some of the costs associated with the creation of the pre-apprenticeship programs, this grant will also help participants with the costs of books, materials, and fees for coursework.

UCSB Dual Enrollment Partnership: SBCEO, in partnership with UCSB PaCE (Professional and Continuing Education), will be piloting an Early Care and Education (ECE) dual enrollment program with Lompoc High School. Students in the program will take the four courses required to earn an Associate Teacher permit, while also receiving 12-semester units of UC transcribed college credit. Additionally, this program will be a state-registered pre-apprenticeship program, linked to SBCEO's Early Childhood Educator Apprenticeship Program. Completing a registered pre-apprenticeship is one way students can achieve "prepared" on the career readiness measure on the College/Career Indicator (CCI) Dashboard.

Early Care and Education (ECE)

Beginning Together Institute: In March, a team of special education preschool and early education general education staff and administration attended the Beginning Together Institute which was administered by WestEd and sponsored by the California Department of Social Services, Child Care and Development Division. The training provided valuable information on model inclusive practices, and a platform for rich discussion and program planning to occur between these programs. The outcome of the training supported the understanding and need for collaborative training between special education and general education teachers and administration. These teams have committed to continue building inclusion capacity by protecting collaborative time and creating a unified vision. To continue this collaborative work, Special Education and Early Care and Education staff have set monthly meetings to continue to deepen their skills and abilities to support all children and their families.

Alternative Payment Program - Provider Stipends: Since the beginning of the pandemic, SBCEO Alternative Payment Program (APP) provided six rounds of stipends to Family Child Care (FCC) facilities, centers, and exempt providers which helped them to cover the increased cost of running a business and providing early education to young children. Provider stipends ranged from \$500-\$1,444 per child served during the designated period. SBCEO's APP team continues to expand to keep up with the demand; the state has indicated that two more rounds of provider stipends will be released this year.

Children and Family Resource Services (CFRS)

New Promotora Project: The Promotores program will be the first to pilot Medi-Cal's new Community Health Worker benefit program through a new contract with CenCal Health. This program ensures that students and families have access to health care services, along with providing them with mental and physical health education and supporting them to navigate through the healthcare system.

Welcome Every Baby: As shared previously, the Welcome Every Baby (WEB) program is sunsetting at the close of this fiscal year. New babies and families will be accepted for referral through June 16, 2023, to complete home visits by June 30, 2023. The due diligence period with Planned Parenthood of California Central Coast (PPCCC) has concluded, and PPCCC has determined that they are not able to take over the WEB program at this time. CFRS is in the process of communicating with community partners and families about WEB. As a former recipient of WEB's home visitation services, I join a very long list of people who are deeply grateful for the WEB nurses and staff, and community investment partners.

Special Education Division

SELPA Star Awards: Special Education Director Cathy DeLaurentis and Learning Enrichment Autism Program (LEAP) teacher Sylvia Baeza have been selected as two of the eleven recipients of the 2023 Santa Barbara County Special Education Local Plan Area (SELPA) Star Award. These individuals were nominated for their excellence in

serving students, families, and staff in special education in Santa Barbara County. Cathy will receive the SELPA Star for District Level Administrator and Sylvia will receive the SELPA Star for Preschool Special Education Teacher at the SELPA-Bratton Awards Night on May 11 in Goleta.

Community American Sign Language Class: The Deaf and Hard of Hearing Regional Program at Ralph Dunlap Elementary School began the Community American Sign Language class on February 23. This evening class is open to parents, siblings, and anyone interested in learning American Sign Language to support the deaf and hard of hearing members of our community. To date, an average of 25 families and individuals have attended each week.

Special Education Transition Meetings: Special Education Division teachers, case managers, related service providers and administrators have been working closely with various districts across the county to hold transition meetings for students incoming to SBCEO programs and students outgoing to districts. We are grateful for the collaborative work with our partnership districts which allows both local educational agencies to develop and maintain positive and trusting professional relationships with the families in our community.

Recruiting Speech/Language Pathologists (SLPs): The Special Education Division has a critical shortage of Speech/Language Pathologists (SLPs). To recruit for those positions, SBCEO staff attended the annual California Speech/Hearing Association Conference that was held at the Anaheim Convention Center. This 4-day event drew almost two thousand Speech and Language Pathologists from all over California. SBCEO had a booth in the Exhibition Hall to recruit SLPs to join our team. The shortage remains critical, and we continue to make every effort possible to meet the needs of our programs and students.

WorkAbility Program: Special Education Director Cathy DeLaurentis attended the Santa Maria Valley Chamber of Commerce "Build Your Business" Networking meeting and presented information on the WorkAbility program. The WorkAbility program is funded by the California Department of Education to provide high school students with special needs the opportunity to obtain job skills in a competitive integrated employment setting. SBCEO administers this program throughout the county for all school districts. Students receive occupational training at school and earn on-the-job training and wages through subsidized and supported work in the community.

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

- 4/1 Carpinteria State of the Community
- 4/6 Santa Barbara County School Boards Association (SBCSBA) Executive Committee meeting

- 4/7 Partners in Education board meeting; Juvenile Justice Coordinating Council meeting; Community Corrections Partnership meeting
- 4/10 YouthWell quarterly collaborative meeting
- 4/12 Fighting Back Leadership Coalition meeting
- 4/13 KUHL radio live interview in Santa Maria; SBCEO and SB County Probation meeting at the Juvenile Justice Center
- 4/19 Santa Barbara Person of the Year luncheon recognizing County Board of Education Member Joe Howell as well as Elizabeth Fowler
- 4/20-21 CA County Superintendents Board and General Session meetings, Dana Point
- 4/24 Goleta Union School District's Community Partner Appreciation Lunch; hosted a school safety meeting between Santa Barbara Police Chief Kelly Gordon, Undersheriff Craig Bonner, and south county school district superintendents and charter school directors
- 4/27 KUHL radio live interview in Santa Maria; SBCSBA annual dinner & general membership meeting
- 5/1 Santa Barbara County Superintendents' Council meeting; Santa Barbara County SELPA JPA board meeting

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
April 6, 2023 – 2:00 p.m.

MINUTES

UNAPPROVED

GENERAL FUNCTIONS

1. Call to Order

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

Marybeth Carty
Maggi Daane
Michelle de Werd
Nadra Ehrman
Judith Frost
Bruce Porter

Board Members Absent

Joe Howell

Staff Members Present

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

Mari Baptista	Bridget Baublits	Sal Martinez	Steve Torres
Ellen Barger	Nicole Evenson	Luis Medina	
Camie Barnwell	Mary-Beth Gallas	Sheryl Pognant	
Justin Barthel	Debra Hood	Amy Ramos	

Others Present

Ada Degollado, student, Santa Ynez Valley Union High School, and member of the County Superintendent's Student Advisory Council
Hannah Huang, student, Dos Pueblos High School, and member of the County Superintendent's Student Advisory Council
Dawson Kelly, student, San Marcos High School, and member of the County Superintendent's Student Advisory Council
Hilda Maldonado, superintendent, Santa Barbara Unified School District
Regina Santos-Moreno, interpreter
Ava Shabestari, student, Dos Pueblos High School, and member of the County Superintendent's Student Advisory Council
John Torres, A/V technician consultant, CompuVision
Steve Watson, interpreter
Edwin Weaver, executive director, Fighting Back Santa Maria Valley
Ed Zuchelli, communications director, Santa Barbara Unified School District

5. Changes to the Agenda

The president announced a change to the agenda: For item 18 – Recommended Adoption of Resolution in Support of Funding for County Office of Education Operated Juvenile Court and Community Schools, there was an addition of a letter to Santa Barbara County legislators, co-signed by the board president and superintendent, about the resolution should the board approve it.

6. President and Board Comments

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

- Congratulating Board Member Howell on being selected Person of the Year by the Santa Barbara Foundation
- Congratulating Superintendent Salicdo on receiving the Marcus Foster Memorial Award for Administrator Excellence by the Association of California School Administrators (ACSA), a statewide award

- Recent Santa Barbara County School Boards Association Executive Committee meeting
- Santa Barbara County Teacher of the Year selection committee

7. Public Comments

None.

PRESENTATIONS

8. Student Advisory Council Presentation

The superintendent introduced members of her Student Advisory Council, listed below, and they shared 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
- Hannah Huang, grade 11, Dos Pueblos High School
- Dawson Kelly, grade 12, San Marcos High School
- Ava Shabestari, grade 11, Dos Pueblos High School

9. Presentation on Fighting Back Santa Maria Valley

Executive Director Edwin Weaver provided a presentation on Fighting Back Santa Maria Valley (FBSMV) and the Tobacco-Use Prevention Education (TUPE) grant, which FBSMV administered on behalf of SBCEO.

SUPERINTENDENT'S REPORT

10. Superintendent's Report

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

- Administrative Services Division – Dr. Salcido invited Associate Superintendent of Administrative Services Steve Torres to share some information. Mr. Torres introduced Mary-Beth Gallas, the new director of facilities; he provided an update on the SBCEO Hope Center emergency repair; and he previewed an agenda item coming to the board next month about leases that SBCEO has for programs
- Student events – The superintendent thanked Associate Superintendent of Curriculum and Instruction Ellen Barger and her team for their work on the recent student events

- I Madonnari Festival – Dr. Salcido mentioned that if any board members like to sponsor a square at the festival, as part of SBCEO, they could contact Associate Superintendent of Educational Services Bridget Baublits
- Student Behavioral Health Incentive Program (SBHIP) at Peter B. FitzGerald Community School – The superintendent noted a minor date error in the report: September 2019 should have been September 2022

The superintendent also briefly reported on the following items:

- Education Celebration – May 11, 2023, Santa Ynez Valley Marriott, invitations were distributed to board members
- May Revision Budget Perspectives Workshop – May 26, 2023, 9-11 a.m., SBCEO Auditorium, or virtual workshops on May 30 and 31, 2023
- Juvenile Court and Community Schools – Dr. Salcido reported that SBCEO staff had been working with the county probation team to ensure continuity of education and address some issues at Dos Puertas School at the Juvenile Justice Center in Santa Maria. She shared that she and other SBCEO staff members would meet with the new probation chief, Holly Benton, next week.
- The problem of Fentanyl poisoning in the county
- Recent mass shootings and acts of violence across the country and in schools – The superintendent shared that she was working on a concerted effort, with law enforcement, to focus on school safety. She stated she was working with the FBI, the Sheriff's team, and school district superintendents, and there would be more information to come.

CONSENT AGENDA

The board approved all consent items:

11. Minutes of Meeting Held March 2, 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 February 7, 2023 to March 6, 2023, and the issuance of temporary county certificates for that same time period.

13. Declaration of Surplus

Declaration of surplus for the following department:

- Teacher Induction Program

Motion to approve all consent items:

MOVED: **Ms. Ehrman**

SECONDED: **Mrs. de Werd**

VOTE: **Passed 6-0**

INFORMATION ITEM

14. Board Policy Committee Report

Board Policy Committee Chair Porter reported on a discussion held at a recent committee meeting about Board Policy 5117.1 – Interdistrict Attendance Appeals. He stated that the wording in BP 5117.1 was not meant to be overly prescriptive but rather meant to allow flexibility.

Committee Member de Werd stated that she wanted reflected in the board minutes that the committee agreed that if a school district denied an interdistrict transfer request based on financial hardship or overcrowding, and the transfer request was appealed to the county board, then written proof of financial hardship or overcrowding would be requested of the district through an administrative process rather than through board policy. SBCEO staff would request the district submit information about the financial hardship or overcrowding in writing as part of the appeal hearing process.

ACTION ITEMS

15. Board Policies, Reading and Adoption

The following board policy (BP) was presented for reading and adoption. The board adopted the board policy.

- BP 9500 (New) County Superintendent's Remuneration

MOVED: **Mr. Porter**

SECONDED: **Mrs. Carty**

VOTE: **Passed 5-1**
de Werd voted no

16. Recommended Approval for Staff to Update a Position Title in Board Policies

The board approved for SBCEO staff to update a SBCEO position title in board policies without the board policies going to the board for approval since the update did not change the content of the board policies. The position title "assistant superintendent" would be changed to "associate superintendent" in accordance with the recent title change within the SBCEO organization.

MOVED: **Mr. Porter**

SECONDED: **Mrs. Carty**

VOTE: **Passed 6-0**

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

Between the months of December 2022 and March 2023, more than eleven atmospheric river events swept through California resulting in a state of emergency being declared by the Governor on March 1, 2023, and a subsequent March 9 Presidential Emergency Declaration to support communities impacted by the severe winter storms.

The rain and windstorms caused significant damage to the roof of Building D (modular) on the SBCEO Cathedral Oaks campus. The roof in Building D has been leaking during this storm season and getting progressively worse with each storm. An inspection of the ceiling and the roof on March 17, 2023, revealed visible mold on the interior plywood lining resulting from leaks in the roof. The sources of the leaks were identified throughout the roof and due to decomposition of material it was determined that the entire roof needs to be replaced as soon as possible. The roof has been patched numerous times in the past but there is now significant damage that can no longer be addressed with temporary solutions.

Building D houses the California Children's Services (CCS) Medical Therapy Unit (MTU) and currently the gym area of the building is closed. The office and one other room in the building have been deemed safe for use by staff and students for the time being. However, services to students have been significantly impacted without access to the gym and the unique equipment that resides in the space. A replacement of the roof is necessary for our students to be able to receive all of the therapy services that they require to be active and healthy.

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 replace the roof resulting from the storms is a qualifying event for this exemption.

The board adopted Resolution No. 2317, which recognized an emergency existed and authorized SBCEO to enter into a contract without bidding and advertising to repair Building D, the CCS Medical Therapy Unit (MTU) facility, immediately.

Ayes: 6	Noes: 0	Absent: 1	Abstain: 0
MOVED: Mr. Porter	SECONDED: Mrs. Daane		VOTE: Passed 6-0-1-0

18. Recommended Adoption of Resolution in Support of Funding for County Office of Education Operated Juvenile Court and Community Schools

The board adopted Resolution No. 2318 in support of funding for county office of education operated juvenile court and community schools and agreed for the board president and superintendent to send a cover letter, which was distributed during the board meeting for review, with the resolution to Santa Barbara County legislators.

Ayes: 6

Noes: 0

Absent: 1

Abstain: 0

MOVED: Mr. Porter

SECONDED: Mrs. Daane

VOTE: Passed 6-0-1-0

INFORMATION ITEMS

19. Personnel Report

The classified personnel report was presented as an information item.

20. Williams/Valenzuela Uniform Complaints Quarterly Report

The Williams/Valenzuela Uniform Complaints Quarterly Report for Juvenile Court and Community Schools, and Special Education, indicating no complaints filed for the period of December 16, 2022 through March 15, 2023, was presented to the board as an information item.

21. Correspondence

February 22, 2023 correspondence from the California Department of Education confirming acceptance of the Santa Barbara County Education Office 2022-23 First Interim Report was presented as an information item.

FUTURE AGENDA ITEMS

22. Future agenda items

None.

ADJOURNMENT

23. Adjournment

The meeting was adjourned at 3:42 p.m. to the next regular meeting to be held May 4, 2023.

MOVED: Ms. Ehrman

SECONDED: Mrs. Daane

VOTE: Passed 6-0

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
March 7, 2023 - April 6, 2023**

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

Heidi	Barahona	30-Day Substitute Teaching Permit
Carmen	Luna	Short-Term Staff Permit
Rita	Mittmann	30-Day Substitute Teaching Permit
Joshua	Ramirez	Short-Term Staff Permit
Maya	Shoemaker	Crosscultural, Language, & Academic Devel Permit
Jeremiah	Sobenes	Administrative Services Credential
Emilio	Velez	Short-Term Staff Permit
Andrew	Warwick	Short-Term Staff Permit
Ebony	Young	Short-Term Staff Permit

Expiration Date: 2024

Sandra	Adams	30-Day Substitute Teaching Permit
Reyna	Angel	30-Day Substitute Teaching Permit
Carol	Ashley	30-Day Substitute Teaching Permit
Jose	Bernal	30-Day Substitute Teaching Permit
Tian	Boydston	30-Day Substitute Teaching Permit
Grant	Brown	30-Day Substitute Teaching Permit
Nina	Bucar	30-Day Substitute Teaching Permit
Donna	Burke	Crosscultural, Language, & Academic Devel Permit
Shawn	Cabalka	30-Day Substitute Teaching Permit
Soledad	Carbajal	30-Day Substitute Teaching Permit
Lizette	Castillo	30-Day Substitute Teaching Permit
Karina	Castro	30-Day Substitute Teaching Permit
Eleonora	Cervantes	30-Day Substitute Teaching Permit
Stephanie	Chavez	30-Day Substitute Teaching Permit
Bridget	Clancy	30-Day Substitute Teaching Permit
Jami	Clayton	30-Day Substitute Teaching Permit
Phlyiss	Cohen	30-Day Substitute Teaching Permit
Ana Lee	Conde	Provisional Internship Permit
Katherine	Coski	30-Day Substitute Teaching Permit
Haya	Dalia	30-Day Substitute Teaching Permit
David	De Heras	30-Day Substitute Teaching Permit
Crystal	Dolan	Provisional Internship Permit
Hannah	Echt	30-Day Substitute Teaching Permit
Jaqueline	Espinoza	30-Day Substitute Teaching Permit

Judith	Evans	30-Day Substitute Teaching Permit
Oscar	Figueredo	30-Day Substitute Teaching Permit
Kyle	Fleming	30-Day Substitute Teaching Permit
Ricardo	Gallardo	30-Day Substitute Teaching Permit
Sara	Gallon	Speech-Language Pathology Services Credential
Jonathan	Garcia	30-Day Substitute Teaching Permit
Elaine	Gay	Crosscultural, Language, & Academic Devel Permit
Destinee	Glasser	Multiple Subject Teaching Credential
Destinee	Glasser	Education Specialist Instruction Credential
Tanya	Gold	30-Day Substitute Teaching Permit
Doranjel	Guerrero	30-Day Substitute Teaching Permit
Lucia	Hegge	30-Day Substitute Teaching Permit
Joy	Hoover	30-Day Substitute Teaching Permit
Shannon	Hughes	30-Day Substitute Teaching Permit
Alexandra	Huitron	30-Day Substitute Teaching Permit
Jordan	Jackson	Multiple Subject Teaching Credential
Robert	Jacobi	30-Day Substitute Teaching Permit
Troy	Kendall	30-Day Substitute Teaching Permit
Vanessa	Kramer	30-Day Substitute Teaching Permit
Laura	Lara	Multiple Subject Teaching Credential
Jaelynne	Lay	30-Day Substitute Teaching Permit
Justin	Lopez	30-Day Substitute Teaching Permit
Savanah	Lyon	30-Day Substitute Teaching Permit
Arasely	Marin	30-Day Substitute Teaching Permit
Lourdes	Marin	30-Day Substitute Teaching Permit
Melinda	Martinez	Provisional Internship Permit
Carey	Matson	30-Day Substitute Teaching Permit
Laura	McGowan	30-Day Substitute Teaching Permit
Andrew	McSweeney	30-Day Substitute Teaching Permit
Cesar	Mena	30-Day Substitute Teaching Permit
Cassandra	Miller	Crosscultural, Language, & Academic Devel Permit
Roseanna	Moline	30-Day Substitute Teaching Permit
Alaysia	Navarro	30-Day Substitute Teaching Permit
Monica	Nunez	30-Day Substitute Teaching Permit
Sealtiel	Ocampo	30-Day Substitute Teaching Permit
Thompson	Ogilvie	Single Subject Teaching Credential
Matthew	O'Hanlon	30-Day Substitute Teaching Permit
Elise	Perisho	30-Day Substitute Teaching Permit
Lindsey	Petway	30-Day Substitute Teaching Permit
Abrahan	Rico	30-Day Substitute Teaching Permit
Evan	Rowbottom	30-Day Substitute Teaching Permit
Veronica	Ruiz	Provisional Internship Permit
Kassandra	Sanchez	30-Day Substitute Teaching Permit
Daniel	Santa Cruz	30-Day Substitute Teaching Permit
Martha	Santos	30-Day Substitute Teaching Permit
Niko	Sapp	30-Day Substitute Teaching Permit

David	Schwenk	30-Day Substitute Teaching Permit
John	Shade	30-Day Substitute Teaching Permit
Julieta	Silva	30-Day Substitute Teaching Permit
Vishay	Singh	30-Day Substitute Teaching Permit
Gina	Sylvia	30-Day Substitute Teaching Permit
Kyle	Tripp	30-Day Substitute Teaching Permit
Kiana	Vanderham	30-Day Substitute Teaching Permit
Steve	Vasquez	30-Day Substitute Teaching Permit
Erandy	Vazquez	30-Day Substitute Teaching Permit
Brittany	Warner	30-Day Substitute Teaching Permit
Jordan	Williams	Crosscultural, Language, & Academic Devel Permit
Avery	Wood	30-Day Substitute Teaching Permit
Shannon	Wood	30-Day Substitute Teaching Permit
Brigitte	Wright	30-Day Substitute Teaching Permit

Expiration Date: 2025

Jamie	Duft	Multiple Subject Teaching Credential
Elizabeth	Jimenez	Pupil Personnel Services Credential
Laura	Pavlich	Single Subject Teaching Credential

Expiration Date: 2026

Anne	Flett	Single Subject Teaching Credential
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Expiration Date: 2027

Grazyna	Kaczor	Education Specialist Instruction Credential
Betsabe	Lopez	Single Subject Teaching Credential
Monica	Martinez	Multiple Subject Teaching Credential
Esmeralda	Reyes	Single Subject Teaching Credential
Andrew	Reza	Multiple Subject Teaching Credential
Paola	Rodriguez	Single Subject Teaching Credential
Faith	Rummelsburg	Administrative Services Credential
Faith	Rummelsburg	Multiple Subject Teaching Credential
Heriberto	Ruvalcaba	Single Subject Teaching Credential
Matthew	Struckmeyer	Single Subject Teaching Credential
Frances	Tiger	Multiple Subject Teaching Credential
Natalia	Tolentino	Multiple Subject Teaching Credential
Laura	Torres	Multiple Subject Teaching Credential
Patrick	Trotter	Single Subject Teaching Credential
Alice	Urbina	Single Subject Teaching Credential

Expiration Date: 2028

Jennifer	Adams	Multiple Subject Teaching Credential
Mary	Archer	Multiple Subject Teaching Credential
Kelly	Ary	Single Subject Teaching Credential
Yanet	Beas	Multiple Subject Teaching Credential
Joy	Bennett	Multiple Subject Teaching Credential
Alyssa	Binder	Child Development Site Supervisor Permit
Michelle	Bunkelman	Multiple Subject Teaching Credential
Laura	Calene	Multiple Subject Teaching Credential
Elvira	Camacho	Single Subject Teaching Credential
Tessa	Capps	Multiple Subject Teaching Credential
Elizabeth	Caruso	Single Subject Teaching Credential
Morgan	Casey	Multiple Subject Teaching Credential
Maria	Cervantes	Child Development Site Supervisor Permit
Socorro	Chavez	Multiple Subject Teaching Credential
Carrie	Clark	Multiple Subject Teaching Credential
Dee	Clopton	Multiple Subject Teaching Credential
Nicole	Craviotto	Child Development Associate Teacher Permit
Jessica	Crockett	Child Development Associate Teacher Permit
Earla	Cronshaw	Single Subject Teaching Credential
Kristine	Crozier	Multiple Subject Teaching Credential
Gabina	Cruz	Multiple Subject Teaching Credential
Nancy	Davis	Single Subject Teaching Credential
Sarah	Davis	Multiple Subject Teaching Credential
Joseph	Denney	Single Subject Teaching Credential
Christopher	Dillon	Single Subject Teaching Credential
Jonathan	Dollahite	Administrative Services Credential
Jonathan	Dollahite	Single Subject Teaching Credential
Julie	Dragos	Multiple Subject Teaching Credential
Selena	Drapeau	Multiple Subject Teaching Credential
Selena	Drapeau	Education Specialist Instruction Credential
Tara	Eastmark	Multiple Subject Teaching Credential
Karen	Ebner	Education Specialist Instruction Credential
Matthew	Ekberg	Single Subject Teaching Credential
Michael	Eppey	Single Subject Teaching Credential
Lisbeth	Espinosa	Child Development Teacher Permit
Rosa	Estarellas	Single Subject Teaching Credential
Maria	Eudave	Child Development Associate Teacher Permit
Krista	Finlay	Single Subject Teaching Credential
Alison	Fisher	Single Subject Teaching Credential
Michelle	Florio	Multiple Subject Teaching Credential
Susie	Forster	Education Specialist Instruction Credential
Tracy	Foust	Single Subject Teaching Credential
Tracy	Foust	Multiple Subject Teaching Credential
Todd	Garrett	Single Subject Teaching Credential

Todd	Garrett	Career Technical Education Teaching Credential
Kathleen	Glenn	Single Subject Teaching Credential
Vanessa	Gonzales	Child Development Site Supervisor Permit
Alyssa	Gonzalez	Multiple Subject Teaching Credential
Susan	Green	Multiple Subject Teaching Credential
Miles	Greenup	Single Subject Teaching Credential
Miles	Greenup	Multiple Subject Teaching Credential
Hector	Guerra	Single Subject Teaching Credential
Hector	Guerra	Specialist Instruction Credential (Agriculture)
Marcie	Guerra	Single Subject Teaching Credential
Patricia	Guillen	Multiple Subject Teaching Credential
Leah	Guillermo	Single Subject Teaching Credential
Kelly	Hammond	Multiple Subject Teaching Credential
Julie	Hanson	Education Specialist Instruction Credential
Kelly	Hargett	Single Subject Teaching Credential
Ellen	Heenan	Single Subject Teaching Credential
Kimberly	Heinz	Multiple Subject Teaching Credential
Erin	Henson	Multiple Subject Teaching Credential
Teresa	Hickey	Education Specialist Instruction Credential
Kristina	Hill	Single Subject Teaching Credential
Joslyn	Hodson	Single Subject Teaching Credential
Aniela	Hoffman	Single Subject Teaching Credential
Justin	Howe	Career Technical Education Teaching Credential
Jenny	Hubbard	Single Subject Teaching Credential
Charles	Huddleston	DS Vocational Education Teaching Credential
Mark	Hughes	Single Subject Teaching Credential
Jose	Iniguez	Administrative Services Credential
Jose	Iniguez	Multiple Subject Teaching Credential
Lara	Jacobs	Multiple Subject Teaching Credential
Melissa	Johnson	Single Subject Teaching Credential
Deborah	Jones	Education Specialist Instruction Credential
Emily	Kempkes	Multiple Subject Teaching Credential
Jennifer	Khalil	Multiple Subject Teaching Credential
Joy	Kinney	Single Subject Teaching Credential
Matthew	Klinger	Single Subject Teaching Credential
Victoria	Kumao	Multiple Subject Teaching Credential
Lindsay	Kurtz	Multiple Subject Teaching Credential
Cheryl	Lastra	Education Specialist Instruction Credential
Alena	Latta	Multiple Subject Teaching Credential
Alena	Latta	Education Specialist Instruction Credential
Lisa	Lisle	Multiple Subject Teaching Credential
Adolfo	Lopez	Single Subject Teaching Credential
Mireya	Luna	Single Subject Teaching Credential
Amie	Macbeth	Single Subject Teaching Credential
Janna	Mackiewicz	Education Specialist Instruction Credential
Jenelle	Martin	Single Subject Teaching Credential

Lynette	Martin	Multiple Subject Teaching Credential
Loriann	Mastromarino	Multiple Subject Teaching Credential
Amy	Maxie	Multiple Subject Teaching Credential
Jeffrey	Mckinnon	Single Subject Teaching Credential
Joan	Merrill	Single Subject Teaching Credential
Barbara	Miller	Multiple Subject Teaching Credential
Maria	Montiel	Child Development Teacher Permit
Cheryl	Moore	Multiple Subject Teaching Credential
Robert	Morey	Single Subject Teaching Credential
Daniel	Muhr	Multiple Subject Teaching Credential
Lisa	Murphy	Multiple Subject Teaching Credential
Etta	Murray	Multiple Subject Teaching Credential
Virginia	Nixon	Multiple Subject Teaching Credential
Carol	Pace	Administrative Services Credential
Carol	Pace	Multiple Subject Teaching Credential
Irene	Palacios	Pupil Personnel Services Credential
Mark	Palmerston	Administrative Services Credential
Mark	Palmerston	Single Subject Teaching Credential
Timothy	Papworth	Multiple Subject Teaching Credential
Andrea	Peck	Multiple Subject Teaching Credential
Kimberley	Pine	Multiple Subject Teaching Credential
Darlene	Pisacane	Multiple Subject Teaching Credential
Karen	Polinsky	Single Subject Teaching Credential
Karen	Polinsky	Multiple Subject Teaching Credential
Jenelle	Porfido	Multiple Subject Teaching Credential
Gary	Powell	Multiple Subject Teaching Credential
Rebekah	Prato	Education Specialist Instruction Credential
Suzanne	Prete	Child Development Site Supervisor Permit
John	Rabe	Multiple Subject Teaching Credential
Veronica	Ramos	Multiple Subject Teaching Credential
Leigh	Ramsey	Pupil Personnel Services Credential
Scott	Rice	Single Subject Teaching Credential
Catherine	Richardson	Multiple Subject Teaching Credential
Janee	Rios	Education Specialist Instruction Credential
John	Robertson	Single Subject Teaching Credential
Michelle	Romine	School Nurse Services Credential
Tonya	Rowe	Pupil Personnel Services Credential
Kevin	Shertzer	Single Subject Teaching Credential
Jeanette	Sickafoose	Multiple Subject Teaching Credential
Karen	Slotnick	Multiple Subject Teaching Credential
Jessica	Smart	Multiple Subject Teaching Credential
Cherie	Smith	Multiple Subject Teaching Credential
Kevin	Smith	Single Subject Teaching Credential
Janelle	St. Oegger	Multiple Subject Teaching Credential
Katherine	Stassforth	Multiple Subject Teaching Credential
Virginia	Sun	Multiple Subject Teaching Credential

Amanda	Sweigart	Administrative Services Credential
Amanda	Sweigart	Multiple Subject Teaching Credential
Abby	Sykes	Multiple Subject Teaching Credential
Helaina	Takeda	Multiple Subject Teaching Credential
Leora	Terebessy	Multiple Subject Teaching Credential
Harold	Thompson	Single Subject Teaching Credential
Laura	Torres	Education Specialist Instruction Credential
Carey	Uhler	Multiple Subject Teaching Credential
Scott	Underwood	Single Subject Teaching Credential
Shannon	Uribe	Multiple Subject Teaching Credential
Tina	Van den Heever	Single Subject Teaching Credential
Lynne	Vargas	Multiple Subject Teaching Credential
Victor	Vargas	Single Subject Teaching Credential
Yocelin	Villa	Multiple Subject Teaching Credential
Annika	Walker	Multiple Subject Teaching Credential
Vanessa	Wells	Multiple Subject Teaching Credential
Christina	Williams	Multiple Subject Teaching Credential
Darla	Wilson	Multiple Subject Teaching Credential
Michelle	Wright	Administrative Services Credential
Janice	Yanagisako	Administrative Services Credential

Expiration Date: 2029

Rudolfo	Calderon	Single Subject Teaching Credential
Robin	Madden	Multiple Subject Teaching Credential
Christina	Plank	Single Subject Teaching Credential

Certificates of Competence

Barbara	Miller	Crosscultural, Language, & Academic Devel Certificate
Lisa	Murphy	Crosscultural, Language, & Academic Devel Certificate
Faith	Rummelsburg	Crosscultural, Language, & Academic Devel Certificate
Matthew	Smith	Crosscultural, Language, & Academic Devel Certificate
Frances	Tiger	Crosscultural, Language, & Academic Devel Certificate

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

Madeline	Gravitt	Short-Term Staff Permit
Sara	Magni	School Nurse Services Credential



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 Acceptance of Donations
May 4, 2023

Teacher Programs and Support

A Salute to Teachers event

- \$2,500 from Sonos
- \$5,000 from LinkedIn

Teachers Network Grants

- \$1,000 from Santa Ynez Valley Foundation
- \$6,000 from Deckers Outdoor Corporation
- \$7,000 from Santa Ynez Band of Chumash Indians



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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
May 4, 2023

Early Care and Education

- SB 19815 Dell Optiplex 7010 Mini Tower

Information Technology Services

- SB 19622 Dell Optiplex 3010 Mini Tower
- SB 19272 Dell Optiplex 790 Computer
- SB 20143 Dell Latitude E5550 Laptop

Internal Services

- SB 16849 Duplo DF-915 Tabletop Paper Folder
- SB 20363 Soma Desk Chair

Special Education

- SB 17089 Maico MA-27 Audiometer

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

Action Items

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Juvenile Court School	42-30157	Mar 16, 2023	

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

Basis for this Goal

English Learners are a recognized subgroup in California as having specific needs that require additional support. JCCS has a higher than average EL population with 19.23% of our student population identified as English Language learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Reports	0% It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level.	10% of English learner students who have tested with JCCS for two consecutive cycles will increase by one level.
Reclassification Rate	3.6% of students were eligible to be Redesignated English Fluent Proficient.	Overall 5% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	100% of JCCS teachers will continue to participate in professional learning specific to English Learners	100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform instructional practice to enable ELs to access the CCSS and ELD standards.

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

JCCS Teaching Assistants will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. (aligned to LCAP 1.d.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

JCCS Teaching Assistants will assist teachers with ELD instruction, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. (aligned to LCAP 1.d)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

JCCS teaching assistants will continue to assist the teacher to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature (CBL) lessons. (aligned to LCAP 1.d)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

JCCS teaching assistants will continue to systematically review and identify students for reclassification eligibility and ensure that all identified students are reclassified. RFEP students reclassified within four years will continue to be closely monitored to ensure academic and language growth. Identified students will be discussed during weekly site meetings to monitor progress across subjects and classes. (LCAP 1.d)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	Title 1, Part D
Budget Reference(s)	2100; 3100-3900

Goal 2

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	0.70 Grade Level Growth each semester	1.0 Grade Level Growth each semester
JCCS Writing Assessments	20% of students score at standard on a 4 point rubric	2% increase above baseline
CAASPP results	14% of students met or nearly met standard	1% increase above baseline

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$ 189,847
Source(s)	Title 1, Part D
Budget Reference(s)	2100; 3100-3900

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS teachers and teaching assistants will continue engaging in professional development in the practice of Instructional Rounds toward improved practice and calibration. The JCCS Director and CBL Workgroup will continue to guide program implementation. (Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS teachers and teaching assistants will continue administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. (Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The JCCS Director and teachers will review schedules and work with Probation to identify any students who are struggling and in need of extra help. (Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	
Source(s)	
Budget Reference(s)	

Goal 3

Students enrolled 85 days or more will show progress towards proficiency in Mathematics as

Basis for this Goal

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

Metric/Indicator	Baseline	Expected Outcome
CAASPP results	0% of students met or nearly met standard	Increase by 1 point from baseline
Adaptive Diagnostic Assessment of Mathematics (ADAM)	0.85 average grade increase per semester	1.0 Grade Level Growth each semester
Training Sign-In Sheets	100% of workgroup members attend training	100% of workgroup members attend training

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

JCCS teachers and teaching assistants will engage in math strategies professional development in order to support student's ability to access mathematics curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

JCCS teachers and teaching assistants will continue to administer the “Adaptive Diagnostic Assessment of Mathematics” (ADAM). upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

JCCS teachers and teaching assistants will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. (Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Goal 4

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CTE Course Completion Rate	24% of students are enrolled in a CTE Course	30% of students are enrolled in a CTE Course
Industry Certifications	18.8% of students will receive an approved industry certification.	25% of students will receive an approved industry certification.
Partners in Education Schedule of Events	100% of students participate	100% of students participate

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS students will be enrolled in a exploratory Career Technical Exploration (CTE) course utilizing the Paxton-Patterson CTE labs located at each site. (Aligned with LCAP goal 1.c)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

JCCS staff will facilitate field trips to community college campuses in Santa Barbara County to provide an orientation and tour, and familiarize them with specialized programs, such as "Transitions" (for students on probation or parole), "Sparks" (for teen parents), and "Running Start" (summer bridging) programs. (Aligned with LCAP goal 1.c.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS Staff will collaborate with Partners in Education to provide Career Readiness activities for students to include events such as; resume building, mock interviews, career panels, career day, etc throughout the school year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Goal 5

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Upon entry the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services. Records are requested from previous schools and the transcript is updated to include all earned credits to date.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$52,498
Source(s)	General
Budget Reference(s)	2400; 3100-3900
Amount(s)	\$52,498
Source(s)	Title 1, Part D
Budget Reference(s)	2400; 3100-3900

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

While the student is enrolled JCCS staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their students and school placement options. Parents are consulted to review their child's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents the date, time, and contact information.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Upon release, Office Assistants update the transcripts with credits earned in court schools and forward to receiving school districts.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Annual Review and Update

SPSA Year Reviewed: 2021-22

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

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Reports	25% of students who tested with us for two consecutive ELPAC cycles will make progress toward proficiency	40.6% improved a level - 8 students took the ELPAC with JCCS 2 consecutive years.
CDE Reclassification Rate	3.6% It should be noted that with our transient population, we have completely different students from one year to the next.	Reclassification Rate: 0% It should be noted that 3 of the 10 students tested increased a level, but none were eligible to be reclassified.
Training Sign-In Sheets	100% of teachers participated in professional development specific to English Learners.	100% of teachers participated in professional development specific to English Learners.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teaching Assistants will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. (aligned to LCAP 1.d.)	The EL Strike Team consists of a teaching assistant at each site. In January 2022, they completed the MOODLE course which included calibration exercises in the administration of the ELPAC.	\$ 1,198.26	\$0 lower enrollment meant no substitutes were needed

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teaching Assistants will assist teachers with ELD instruction, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques (aligned to LCAP 1.d.)	Through a combination of the adopted EL Companion textbook and Newsela supplemental articles teachers and teaching assistants provided students with multiple opportunities in structured academic discussion, and scaffolded writing techniques.	\$23,212	\$ 17,793

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teaching assistants will continue to assist teachers to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature (CBL) lessons. (aligned to LCAP 1.d.3)	The CBL Workgroup met every other month to identify ELD strategies to incorporate into our CBL lesson/unit plans. CBL workgroup members debrief teaching staff on workgroup meetings during weekly staff meetings ensure consistent implication of ELD strategies throughout court schools.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teaching assistants will continue to systematically review and identify students for reclassification eligibility	Although no students were eligible to be reclassified in 2021-22 EL/RFEP students were routinely discussed at weekly staff meetings to	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
and ensure that all identified students are reclassified. RFEP students reclassified within two years will continue to be closely monitored to ensure academic and language growth. Identified students will be discussed during weekly site meetings to monitor progress across subjects and classes. (LCAP 1.d.4)	ensure students continued to receive needed supports.		

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In 2021-22, we continued our practice of agendaizing CBL progress and implementation at our weekly staff meetings devoting time to analyze student progress and share best practices. We continued to discuss effective use of academic supports and ELD strategies in place for English Learners.

We utilize a subscription to Newsela. This subscription provided us with many features to complement our CBL program with non-fiction text aligned to ELA standards for informational reading or literature, this allowed teachers to focus on each student's individual skill development. All readings were offered at multiple levels so regardless of skill level students were able to approach rigorous texts confidently with real-time differentiation which allowed teachers to include all students in every lesson regardless of EL proficiency level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We were thoughtful and deliberate in our efforts to assist students' English language development with the goal of reclassification. This has proven to be a difficult task since we work with a mobile student population. We had a sub-set of students who took the ELPAC with JCCS for two consecutive years (5 students). We will continue our systematic approach in 2022-23 of assessing students upon entry and at the end of each trimester to receive targeted feedback to make meaningful adjustments in our instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a difference of \$6,617 spent to implement this goal for the following two reasons: 1.) due to our lower enrollment we did not need substitutes for teaching assistants to attend training, so the

allocation for sub costs of 1,198.26 was not used; and 2.) our projection for bi-lingual stipends was \$5,419 less than the estimated actual costs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes have been made to Goal 1.

Goal 2

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP results	19% score met/nearly met standard	14% scored met/nearly met standard
Diagnostic Online Reading Assessment (DORA)	0.7 grade level increase each semester	0.21 Grade level increase each semester
JCCS Writing Assessments	20% of students will score at standard on a 4 point rubric	33% of students will score at standard on a 4 point rubric

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.13)	In 2021-22, SBCEO funded three Teaching Assistants allowing for smaller class size and more individualized instructional support. A positive outcome from a higher student to teaching staff ratio is additional time for individualized instructional support.	\$187,732.	\$180,127

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will continue to implement Character Based Literacy and work toward improved practice and calibration. The JCCS Director and CBL Workgroup will continue to guide program implementation. (Aligned with LCAP Goal 1.a.4)	The CBL Workgroup met 6 times during the school year to unit plan and identify instructional strategies to be taught during CBL. CBL progress and implementation was discussed at weekly staff meetings to ensure consistent implementation throughout every JCCS classroom.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will administer the DORA assessment upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.9)	All students were assessed with DORA upon entry into a JCCS school. These scores were used to create each students' Individualized Learning Plan (ILP) and determine course placement. DORA is given at the end of each trimester to monitor progress.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. (Aligned with LCAP Goal 1.a.10)	JCCS teachers and teaching assistants administer Smarter Balanced Interim Assessments to students throughout the year and utilize these results in their classrooms. The CBL Workgroup identifies IAB's to be administered for each novel, and results were analyzed JCCS-wide.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Los Robles teachers and teaching assistants will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework. (Aligned with LCAP Goal 1.a.11)	The Los Robles teaching staff offered Homework Club when school resumed in-person instruction to students who needed more time or individual assistance after school in order to complete assignments and/or accelerate credit accrual. At any given time up to 25% of students at Los Robles participated in Homework Club.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In 2021-22, we continued to agendize CBL progress and implementation to our weekly staff meetings devoting time to discuss student progress and best practices. We discuss effective use of academic supports and ELD strategies for English Learners to ensure consistent implementation throughout JCCS classrooms.

As we mentioned in the analysis of goal 1, we subscribe to Newsela in order to provide in-depth non-fiction readings to complement the novels read during CBL. Utilizing Newsela enabled us to further differentiate instruction for individual students to deepen their understanding of the assigned text.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As delineated in the "Actual Actions/Services" sections above, we were partially successful in implementing the identified work needed to achieve Goal 1. We were able to meet one of our "Metrics/Indicators" but not all three metrics. We attribute part of this to the fact that we are measuring completely different students from year to year, and due to our small and declining population, each students' information is weighted more heavily when calculating percentages. Our analysis clearly shows that our met outcomes were tied to student success and helped improve our effectiveness in meeting the needs of our JCCS population. In the 2022-23 school year we will continue to fine-tune identified strategies into our CBL lesson plans to increase student achievement in ELA. We will place additional focus on outcomes that were not met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With fewer than 10 students enrolled at Los Robles at any given time the teacher and teaching assistant are able to work with students individually during the school day therefore Homework Club is no longer necessary.

Goal 3

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP results	1% of students score met/nearly met standard Baseline in 2020-21 was 0%	0% of students scored met/nearly met standard
Adaptive Diagnostic Assessment of Mathematics (ADAM)	0.63 Grade Level Growth each semester	.27 grade level increase each semester
Training Sign-In Sheets	100% of workgroup members will attend training	100% of workgroup members attended training

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will engage in math strategies professional development in order to support students ability to access math curriculum.	This year the math workgroup was able to meet monthly for professional development in math. This allowed teachers to learn new strategies before teaching them in their classrooms and then provided opportunities to debrief with the group and trainer within a couple of weeks. Allowing them to identify strategies that	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	were effective and those that needed to be refined.		

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a.10)	JCCS teachers and teaching assistants administered Smarter Balanced Interim Assessments to their students throughout the year and utilized these results in their classrooms.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Los Robles teachers and teaching assistants will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework. (Aligned with LCAP Goal 1.a.11)	The Los Robles instructional staff offered Homework Club to students who needed more time or individual assistance after school in order to complete assignments and/or accelerate credit accrual.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. (Aligned with LCAP Goal 1.a.12)	The JCCS Director collaborated with Probation at each site to provide opportunities for students to either take work back to the dorm/room or return to the classroom at the end of the school day to receive additional support and/or accelerate credit accrual. Probation further supported our efforts by allowing students to be eligible for early release and/or furloughs upon early completion of coursework.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will continue to administer the ADAM upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.9)	Upon entry into a JCCS school all students are given ADAM. These scores are used to create each students' Individualized Learning Plan (ILP) and determine course placement. ADAM is given every at the end of every trimester to monitor progress and make needed corrections, as necessary.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

This year we were able to meet monthly for professional development in math. This allowed teachers to learn new strategies before teaching them in their classrooms and then provided opportunities to debrief with the group within a couple of weeks. This continual feedback loop combined with quarterly coaching sessions proved to be instrumental in deepening staff content knowledge.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our CAASPP goal was not achieved, we attribute this to several factors including; the majority of students enrolled in JCCS, 83%, have not yet completed Algebra in their home districts, making it extremely difficult for them to perform well on a test that assesses Algebra, Geometry and Algebra 2; JCCS teaches a mobile student population, therefore rarely assessing the same students year to year making it difficult to compare annual scores. JCCS acknowledges that even with these difficulties we need to do a better job preparing our students. In 2022-23 we will continue professional development using SBCEO mathematics training and coaching to expand teaching strategies in mathematics. JCCS will continue to use "Let's Go Learn" as a math intervention to "fill in" educational gaps in mathematics. Lastly, interim assessments will be administered on a monthly basis. We are confident this added emphasis on foundational skills and increased familiarity with CAASPP assessments will ultimately increase student achievement in math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With fewer than 10 students enrolled at Los Robles at any given time the teacher and teaching assistant are able to work with students individually during the school day therefore Homework Club is no longer necessary.

Goal 4

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CTE Course Completion Rate	24%	30%
Industry Certifications	25% of students will receive an approved industry certification.	20% of students will receive an approved industry certification.
Partners in Education Schedule of Events	100%	100%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS students will be enrolled in a career exploration Career Technical Education (CTE) course utilizing the Paxton Patterson CTE labs at each site.	A Teacher on Special Assignment was hired in August of 2021 she immediately began holding bi-weekly meetings with our three CTE teachers. These meetings were integral in the uniform implementation of the CTE Exploratory class at all three sites. In addition, she worked with each teacher one-on-one at least one day a	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	week to provide individualized support.		

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS staff will facilitate field trips to community college campuses in Santa Barbara County to provide an orientation and tour, and familiarize them with specialized programs, such as "Transitions" (for students on probation or parole), "Sparks" (for teen parents), and "Running Start" (summer bridging) programs. (Aligned with LCAP goal 1.c.3)	Even though field trips to the local community colleges were planned, they were canceled due to the stricter COVID-19 protocols for institutional settings.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Staff will collaborate with Partners in Education to provide Career Readiness activities for students to include events such as; resume building, mock interviews, career panels, career day, etc throughout the school year.	In May/June 2022, Los Robles students participated in a "Fast Track" job readiness program developed by Partners in Education. This four week program included 8 workshops to prepare high school students the skills and resources needed for immediate employment.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In 2021-22, We hired a Teacher on Special Assignment in August of 2021 she immediately began holding bi-weekly meetings with our three CTE teachers. These meetings were integral in the uniform implementation of the CTE Exploratory class at all three sites. In addition, she worked with each teacher one-on-one at least one day a week to provide individualized support. Even though we have

not yet started offering a capstone course we have made significant progress toward meeting this goal. This year we researched various pathways and identified a pathway that is a regional priority with an accompanying course that would be of high interest to our students. We also identified a CTE teacher who is appropriately credentialed to teach the course, and have enrolled the teacher in training this summer, with the goal of implementing the capstone course in 2023.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We were able to meet all our metrics this year for the implementation of the Exploratory CTE course. This was accomplished several ways; first by hiring a Teacher on Special Assignment who supported the uniform implementation throughout JCCS, the identification of two Industry Certifications for students to earn in OSHA and ServSafe (Food Handlers) with 40% of students earning at least one certificate. And lastly by participating in the pilot of the "Fast Track 2022" program through Partners in Education. All of the students who completed were eligible for a \$150 stipend.

Unfortunately, we were not able to implement planned strategy/activity 2 of going on field trips to local community college due to Los Robles being on quarantine. We are hopeful that in 2022-23 we will be able to resume these field trips.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were made to Goal 4.

Goal 5

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transition Log (parent; district contact)	100%	100%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Upon entry the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services. Records are requested from previous schools and the transcript is updated to include all earned credits to date.	100% of students who entered court schools during the 2021-22 school year had their CALPADS records reviewed and updated, transcripts requested from the previous schools, and a course of study developed for graduation.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
While the student is enrolled JCCS staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their students and school placement options. Parents are consulted to review child's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents the date, time, and contact information.	JCCS staff do an excellent job to ensure all students enrolled have a seamless transition. All students had an ILP developed to make sure they were on track to graduate. 100% of 11 th and 12 th graders were reviewed to see if they qualified for the AB 2306 exemption. college.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Upon release, Office Assistants update the transcripts with credits earned in court schools	Transcripts were updated and forwarded to receiving school	No additional cost; part of	No additional cost; part of regular staff duties

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
and forward to receiving school district.	for 100% of students who earned credits with JCCS.	regular staff duties	

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Student transition is a priority for JCCS and the process has been fine-tuned over the years. SBCEO has an MOU with Probation that outlines responsible parties to ensure students have a smooth transition back into the community. Our Office Assistants take great pride in the process they've established to make sure students continue their education immediately upon release. Receiving school districts are immediately notified when a student is released from the juvenile hall and the updated transcript is forwarded to the student's home school. For students at camp the process is slightly different since student's release dates are known in advance. This allows for enrollment appointments to be created, complete with contact information and phone numbers so that parents know exactly who to meet with when they arrive at the school to enroll their son.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

JCCS considers transition as a process that begins on the first day of enrollment. By updating records immediately upon enrollment and having ongoing, continuous communication with referring districts we have been very successful transitioning students into JCCS and back into their home school. When a student has completed their required conditions and are ready to transition back to their district, a meeting is held with the parent, the teacher and district personnel to determine the most appropriate school placement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes are planned.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 158,727
Total Funds Budgeted for Strategies to Meet the Goal-s in the SPSA	\$ 189,847

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	\$ 155,783
Title II, Part A Supporting Effective Instruction ESSA	\$2,944

Subtotal of consolidated federal funds for this school: \$158,727

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

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

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

Total of consolidated (federal, state, and/or local) funds for this school: \$187,492

Addendum

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

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

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Community School	42-30207	March 16, 2023	

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

Basis for this Goal

English Learners are a recognized subgroup in California as having specific needs that require additional support. JCCS has a higher than average EL population with 37.84% of our student population identified as English Language learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Reports	0% It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level.	10% of English learner students who have tested with JCCS for two consecutive cycles will increase by one level.
Reclassification Rate	0% of students were eligible to be Redesignated English Fluent Proficient.	Overall 8% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	100% of JCCS teachers will continue to participate in professional learning specific to English Learners	100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform instructional practice to enable ELs to access the CCSS and ELD standards.

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

JCCS Teaching Assistants will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. (aligned to LCAP 1.d.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	
Amount(s)	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

JCCS Teaching Assistants will assist teachers with ELD instruction, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. (aligned to LCAP 1.d)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

JCCS teaching assistants will continue to assist the teacher to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature (CBL) lessons. (aligned to LCAP 1.d)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

JCCS teaching assistants will continue to systematically review and identify students for reclassification eligibility and ensure that all identified students are reclassified. RFEP students reclassified within four years will continue to be closely monitored to ensure academic and language growth. Identified students will be discussed during weekly site meetings to monitor progress across subjects and classes. (LCAP 1.d)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Goal 2

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	0.70 Grade Level Growth each semester	1.0 Grade Level Growth each semester
JCCS Writing Assessments	20% of students score at standard on a 4 point rubric	2% increase above baseline
CAASPP results	38% of students met or nearly met standard	1% increase above baseline

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS teachers and teaching assistants will continue engaging in professional development in the practice of Instructional Rounds toward improved practice and calibration. The JCCS Director and CBL Workgroup will continue to guide program implementation. (Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS teachers and teaching assistants will continue administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. (Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Goal 3

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP results	0% of students met or nearly met standard	Increase by 1 point from baseline
Adaptive Diagnostic Assessment of Mathematics (ADAM)	0.85 average grade increase each semester	1.0 Grade Level Growth each semester
Training Sign-In Sheets	100% of workgroup members attend training	100% of workgroup members attend training

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

JCCS teachers and teaching assistants will engage in math strategies professional development in order to support student's ability to access mathematics curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

JCCS teachers and teaching assistants will continue to administer the “Adaptive Diagnostic Assessment of Mathematics” (ADAM). upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Goal 4

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism	60%	Decrease by .5%
Attendance rate	72.4%	Increase by .7%
Suspension rate	36.7%	Decrease by .5%
Individual Counseling	95%	Increase by .5%
Group Counseling	90%	Increase by .5%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SBCEO will provide a .75 FTE School Based Therapist (SBT) who will provide individual sessions on an as-needed/ basis. The SBT will also teach group sessions in a variety of topics up to and including: peer mediation, conflict resolution, making healthy choices, gang awareness, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$52,124
Source(s)	Title 1, Part D
Budget Reference(s)	5800

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

JCCS teaching assistants will continue to provide academic and behavioral supports based on student need.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

JCCS staff will work with Fighting Back Santa Maria to identify site specific strategies to proactively resolve conflict and teach students skills to self-regulate behaviors when out of the "OK Zone" in order to deescalate conflict.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Goal 5

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Upon enrollment the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

While the student is enrolled JCCS staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss

expected return date of their students and school placement options. Parents are consulted to review child's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents the date, time, and contact information.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Upon release, Office Assistants update the transcripts with credits earned in court schools and forward to receiving school district.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	
Budget Reference(s)	

Annual Review and Update

SPSA Year Reviewed: 2021-22

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

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Reports	25% of students who tested with us for two consecutive ELPAC cycles will make progress toward proficiency	40.6% improved a level - 8 students took the ELPAC with JCCS 2 consecutive years.
CDE Reclassification Rate	3.6% It should be noted that with our transient population, we have completely different students from one year to the next.	Reclassification Rate: 0% 8 students took the ELPAC with JCCS 2 consecutive years. 3 of those students improved a level though none were eligible to RFEP
Training Sign-In Sheets	100% of teachers participated in professional development specific to English Learners.	100% of teachers participated in professional development specific to English Learners.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teaching Assistants will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. (aligned to LCAP 1.d.)	The EL Strike Team consists of a teaching assistant at each site. In January 2022, they completed the MOODLE course which included calibration exercises in the administration of the ELPAC.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teaching Assistants will assist teachers with ELD instruction, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques (aligned to LCAP 1.d.)	Through a combination of the adopted EL Companion textbook and Newsela supplemental articles teachers and teaching assistants provided students with multiple opportunities in structured academic discussion, and scaffolded writing techniques.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teaching assistants will continue to assist teachers to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature (CBL) lessons. (aligned to LCAP 1.d.3)	The CBL Workgroup met every other month to identify ELD strategies to incorporate into our CBL lesson plans. CBL workgroup members debrief teaching staff on workgroup meetings during weekly staff meetings ensure consistent implication of ELD strategies throughout court schools.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teaching assistants will continue to systematically review and identify students for reclassification eligibility and ensure that all identified students are reclassified. RFEP students reclassified within two years will continue to be closely monitored to ensure academic and language growth. Identified students will be discussed	Although no students were eligible to be reclassified in 2021-22 EL/RFEP students were routinely discussed at weekly staff meetings to ensure students continued to receive needed supports.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
during weekly site meetings to monitor progress across subjects and classes. (LCAP 1.d.4)			

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In 2021-22, we continued our practice of agendaizing CBL progress and implementation at our weekly staff meetings devoting time to analyze student progress and share best practices. We continued to discuss effective use of academic supports and ELD strategies in place for English Learners.

We utilize a subscription to Newsela. This subscription provided us with many features to complement our CBL program with non-fiction text aligned to ELA standards for informational reading or literature, this allowed teachers to focus on each student's individual skill development. All readings were offered at multiple levels so regardless of skill level students were able to approach rigorous texts confidently with real-time differentiation which allowed teachers to include all students in every lesson regardless of EL proficiency level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We were thoughtful and deliberate in our efforts to assist students' English language development with the goal of reclassification. This has proven to be a difficult task since we work with a mobile student population. We had a sub-set of students who took the ELPAC with JCCS for two consecutive years (5 students). We will continue our systematic approach in 2022-23 of assessing students upon entry and at the end of each trimester to receive targeted feedback to make meaningful adjustments in our instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes have been made to Goal 1.

Goal 2

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP results	19% score met/nearly met standard	38% scored met/nearly met standard
Diagnostic Online Reading Assessment (DORA)	0.7 grade level increase each semester	0.21 Grade level increase each semester
JCCS Writing Assessments	20% of students will score at standard on a 4 point rubric	100% of students scored at standard on a 4 point rubric

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.13)	In 2021-22, SBCEO funded two Teaching Assistants allowing for smaller class size and more individualized instructional support. A positive outcome from a higher student to teaching staff ratio is additional time for individualized instructional support.	Positions funded through MOU with districts.	Positions funded through MOU with districts.

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will continue to implement Character Based Literacy and work toward improved practice and calibration. The JCCS Director and CBL Workgroup will continue to guide program implementation. (Aligned with LCAP Goal 1.a.4)	The CBL Workgroup met 6 times during the school year to unit plan and identify instructional strategies to be taught during CBL. CBL progress and implementation was discussed at weekly staff meetings to ensure consistent implementation throughout every JCCS classroom.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will administer the DORA assessment upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.9)	All students were assessed with DORA upon entry into a JCCS school. These scores were used to create each students' Individualized Learning Plan (ILP) and determine course placement. DORA is given at the end of each trimester to monitor progress.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. (Aligned with LCAP Goal 1.a.10)	JCCS teachers and teaching assistants administer Smarter Balanced Interim Assessments to students throughout the year and utilize these results in their classrooms. The CBL Workgroup identifies IAB's to be administered for each novel, and results were analyzed JCCS-wide.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In 2021-22, we continued to agendize CBL progress and implementation to our weekly staff meetings devoting time to discuss student progress and best practices. We discuss effective use of academic supports and ELD strategies for English Learners to ensure consistent implementation throughout JCCS classrooms.

As we mentioned in the analysis of goal 1, we subscribe to Newsela in order to provide in-depth non-fiction readings to complement the novels read during CBL. Utilizing Newsela enabled us to further differentiate instruction for individual students to deepen their understanding of the assigned text.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As delineated in the "Actual Actions/Services" sections above, we were successful in implementing the identified work needed to achieve Goal 1. We were able to meet two of our "Metrics/Indicators" but not all three metrics. We attribute part of this to the fact that we are measuring completely different students from year to year, and due to our small and declining population, each students' information is weighted more heavily when calculating percentages. Our analysis clearly shows that our met outcomes were tied to student success and helped improve our effectiveness in meeting the needs of our JCCS population. In the 2022-23 school year we will continue to fine-tune identified strategies into our CBL lesson plans to increase student achievement in ELA. We will place additional focus on outcomes that were not met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes have been made to Goal 2.

Goal 3

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP results	1% of students score met/nearly met standard Baseline in 2020-21 was 0%	0% of students scored met/nearly met standard
Adaptive Diagnostic Assessment of Mathematics (ADAM)	0.63 Grade Level Growth each semester	0.37 grade level increase each semester
Training Sign-In Sheets	100% of workgroup members will attend training	100% of workgroup members attended training

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers will engage in math strategies professional development in order to support students ability to access math curriculum.	This year the math workgroup was able to meet monthly for professional development in math. This allowed teachers to learn new strategies before teaching them in their classrooms and then provided opportunities to debrief with the group and trainer within a couple of weeks. Allowing them to identify strategies that were effective and those that needed to be refined.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a.10)	JCCS teachers and teaching assistants administered Smarter Balanced Interim Assessments to their students throughout the year and utilized these results in their classrooms.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will continue to administer the ADAM upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.9)	Upon entry into a JCCS school all students are given ADAM. These scores are used to create each students' Individualized Learning Plan (ILP) and determine course placement. ADAM is given at the end of every trimester to monitor progress and make needed corrections, as necessary.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

This year we were able to meet monthly for professional development in math. This allowed teachers to learn new strategies before teaching them in their classrooms and then provided opportunities to debrief with the group within a couple of weeks. This continual feedback loop combined with quarterly coaching sessions proved to be instrumental in deepening staff content knowledge.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our CAASPP goal was not achieved, we attribute this to several factors including; the majority of students enrolled in JCCS, 83%, have not yet completed Algebra in their home districts, making it extremely difficult for them to perform well on a test that assesses Algebra, Geometry and Algebra 2; JCCS teaches a mobile student population, therefore rarely assessing the same students year to year making it difficult to compare annual scores. JCCS acknowledges that even with these difficulties we need to do a better job preparing our students. In 2022-23 we will continue professional development using SBCEO mathematics training and coaching to expand teaching strategies in mathematics. JCCS will continue to use "Let's Go Learn" as a math intervention to "fill in" educational gaps in mathematics. Lastly, interim assessments will be administered on a monthly basis. We are confident this added emphasis on foundational skills and increased familiarity with CAASPP assessments will ultimately increase student achievement in math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes have been made to Goal 3.

Goal 4

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcome	Actual Outcomes
Chronic Absenteeism	Less than 20% of students will be chronically absent. Baseline in 2020-21 was 0%	100% of students were chronically absent.
Attendance rate	75% of students attended school on a daily basis.	75.2% of students attended school
Suspension rate	Less than 3% of students will be suspended for one or more days.	36.7% of students will be suspended for one or more days..
Individual Counseling	95%	Data Unavailable
Group Counseling	90%	Data Unavailable

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SBCEO will provide a full time School Based Therapist (SBT) who will provide individual sessions on an as-needed/ basis. The SBT will also teach group sessions in a variety of topics up to and including: peer mediation, conflict resolution,	The SBT transferred in early October 2021 and this position remained vacant until mid January 2022 when we were able to provide telehealth services. Students found it difficult to fully engage through telehealth and would often leave the session early by logging off. Therefore, even though sessions were offered	\$45,000	\$35,500

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
making healthy choices, gang awareness, etc.	to students we are unable to provide reliable data regarding participation.		

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will continue to provide academic and behavioral supports based on academic need.	JCCS teaching assistants make a concerted effort to get to know their students well and are able to use this knowledge to individualize the assistance provided to students and support them as they transition through JCCS programs and back to their schools of residence. Our teaching assistants are invaluable members of the instructional staff, providing individualized support for students in both academics and behavior/emotional situations.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS administrators and staff will work with Fighting Back Santa Maria to identify site specific strategies to proactively resolve conflict and teach students skills to self-regulate behaviors when out of the "OK Zone" in order to deescalate conflict.	Training with Fighting Back Santa Maria in 2018 and 2019 proved to be an invaluable resource since everyone experienced some form of trauma from COVID-19 in 2020-21 and 2021-22. Teaching staff were able to teach their students' grounding techniques and routinely reminded students to use these techniques when students returned to school for in-person instruction. When students were unable to self-regulate they were given	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As we continue to feel the effects from the COVID-10 pandemic, this goal is even more important insecurities, and a rise in domestic violence. The FitzGerald school population already had over a 90% low-income rate prior to the shutdown and when students returned for the 2020-21 school year considered low-income.

with our parent community. In 2020-21 we had 62.4% of parents attend parent-teacher conferences. We were pleased to discover that in 2021-22 we had 84.44% of our parents attend parent-teacher

We experienced some challenges this year as we returned to a full year of in-person learning after the pandemic. We saw an uptick in the number of students being suspended (36.7%) and had 100% of our students in 7th-8th grades classified as chronically absent. We noticed an increase in student

services that our students needed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This year we struggled to provide the identified services that have worked well for our students in the past such as having a dedicated SBT. Due to our SBT leaving in October we were without counseling services until mid-January and even then the services we were able to provide through telehealth were less than ideal. We were fortunate to be able to partner with the Health Navigators who provided group circles for our students and created referrals for individualized services in the community.

We passionately believe that strong personal relationships are foundational to helping students reach positive academic, social and emotional outcomes, however, we understand that many students need additional support to thrive. We have spent considerable time working to enhance our tiered system of support. We have worked diligently to improve our skills around restorative practices and trauma informed care, and for students needing intensive levels of intervention we have worked to enhance our collaborative treatment team processes and individual counseling supports. By providing

multi-tiered, evidence based, data-driven systems of academic and behavioral supports, we have been successful in the past with utilizing these methods and we believe that once we have all identified supports in place and are able implement them fully we will be able improve the emotional well-being of our students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our initial contract for a SBT with Council on Alcohol and Drug Abuse (CADA) was for \$45,000, when the position was vacant for several months this amount was reduced to \$32,500.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were made to Goal 4.

Goal 5

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transition Log (parent; district contact)	100%	100%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Upon enrollment the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services.	100% of students enrolled during the 2021-22 school year had their CALPADS records reviewed and updated, transcripts requested from the previous schools, and a course of study developed for graduation.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
When a student is enrolled at the community school, staff meet with them to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their student and school placement options. At the end of each grading period teachers provide school district personnel with an updated progress to date. Parents are consulted to review their child's academic progress, graduation status, and school placement options available through the home district.	JCCS staff do an excellent job to ensure all students enrolled have a seamless transition. All students had an ILP developed to make sure they were on track to graduate. 100% of 11 th and 12 th graders were reviewed to see if they qualified for the AB 2306 exemption.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
When students are exited from the community school the Office Assistant updates the transcripts with credits earned in JCCS. Transcripts and most recent assessment data are then forwarded to receiving school district.	100% of 8 th grade and 100% of high school students who successfully completed the terms of expulsion were successfully transitioned to their home school in 2021-22. All students' transcripts were updated and forwarded to the receiving school.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Student transition is a priority for JCCS and the process has been fine tuned over the years. JCCS staff are on a first name basis with personnel at the eight schools in northern Santa Barbara county

who refer students to FitzGerald. The ability to make personal contact when information is needed has proven to be a successful strategy.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

JCCS considers transition as a process that begins on the first day of enrollment. By updating records immediately upon enrollment and having ongoing, continuous communication with referring districts we have been very successful transitioning students into JCCS and back into their home school. When a student has completed their required conditions and are ready to transition back to their district, a meeting is held with the parent, the teacher and district personnel to determine the most appropriate school placement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes are planned.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$158,727
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 52,124

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	\$ 155,783
Title II, Part A Supporting Effective Instruction ESSA	\$2,944

Subtotal of consolidated federal funds for this school: \$158,727

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

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

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

Total of consolidated (federal, state, and/or local) funds for this school: \$ 52,124

Addendum

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

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

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

**REQUEST FOR ALLOWANCE OF ATTENDANCE
DUE TO EMERGENCY CONDITIONS**

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: attendanceaccounting@cde.ca.gov

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

<input type="checkbox"/> SCHOOL CLOSURE: When one or more schools were closed because of conditions described in <i>EC</i> Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per <i>EC</i> Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to <i>EC</i> Section 46200, et seq. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of <i>EC</i> Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in <i>EC</i> Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to <i>EC</i> Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>

SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Supplemental Page(s) Attached

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

SECTION C: MATERIAL DECREASE

☐ Not Applicable (Proceed to Section D)

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Supplemental Page(s) Attached

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
Total:							

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
Total:							

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☐ Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: **County Superintendent
of Schools** of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

**CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM FOR SCHOOL CLOSURE
SECTION B - PART II: SCHOOL INFORMATION**

LEA NAME:

Santa Barbara County Education Office

FISCAL YEAR: 2022-23

Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fg/aa/pa/f13a.asp> for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

[illegible]

EXECUTIVE DEPARTMENT
STATE OF CALIFORNIA

January 10, 2023

PROCLAMATION OF A STATE OF EMERGENCY

WHEREAS beginning December 27, 2022, severe winter storms related to a series of atmospheric river systems struck California, bringing high winds, substantial precipitation, and river and urban flooding; and

WHEREAS it is forecasted that additional and continuing storms related to this series of atmospheric river systems threaten California, bringing heavy rainfall, expected flooding, strong winds and wind gusts, falling debris, downed trees, and widespread power outages; and

WHEREAS in preparation for the forecasted storms, multiple California Conservation Corps flood fight crews, fire swift water rescue, and urban search and rescue teams have been strategically prepositioned for emergency response; sandbags have been made available throughout the State; and shelters are opening for displaced individuals; and

WHEREAS these storms forced the closure and caused damage to highways and roads, as well as caused levee and culvert failures, and mandatory evacuations in severely impacted counties, and such impacts will likely continue to be caused by the forecasted storms; and

WHEREAS these storms threatened and continue to threaten critical infrastructure, movement of resources, burn scars from recent wildfires potentially causing mud and debris flows; resulted in and threaten power outages to thousands of households and businesses; and caused and continue to threaten river and urban flooding due to excessive and prolonged rainfall; and

WHEREAS due to the series of atmospheric river systems continuously impacting counties throughout the State, the counties have not had time to mitigate the cascading impacts of these storms; and

WHEREAS under the provisions of Government Code section 8558(b), I find that conditions of extreme peril to the safety of persons and property exist due to these storms; and

WHEREAS under the provisions of Government Code section 8558(b), I find that the conditions caused by these storms, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single local government and require the combined forces of a mutual aid region or regions to appropriately respond; and

WHEREAS under the provisions of Government Code section 8625(c), I find that local authority is inadequate to cope with the magnitude of the damage caused by these storms; and

WHEREAS under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this Proclamation would prevent, hinder, or delay the mitigation of the effects of these storms.

NOW, THEREFORE, I, GAVIN NEWSOM, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes, including the California Emergency Services Act, and in particular, Government Code section 8625, **HEREBY PROCLAIM A STATE OF EMERGENCY** to exist throughout California.

IT IS HEREBY ORDERED THAT:

1. All agencies of the state government utilize and employ state personnel, equipment, and facilities for the performance of any and all activities consistent with the direction of the Office of Emergency Services and the State Emergency Plan. Also, all residents are to obey the direction of emergency officials with regard to this emergency in order to protect their safety.
2. The Office of Emergency Services shall provide assistance to local governments, if appropriate, under the authority of the California Disaster Assistance Act, Government Code section 8680 et seq., and California Code of Regulations, Title 19, section 2900 et seq.
3. As necessary to assist local governments and for the protection of public health and the environment, state agencies shall enter into contracts to arrange for the procurement of materials, goods, and services necessary to quickly assist with the response to and recovery from the impacts of these storms. Applicable provisions of the Government Code and the Public Contract Code, including but not limited to travel, advertising, and competitive bidding requirements, are suspended to the extent necessary to address the effects of these storms.
4. Any fairgrounds the Office of Emergency Services determines suitable to assist individuals impacted by these storms shall be made available to the Office of Emergency Services pursuant to the Emergency Services Act, Government Code section 8589. The Office of Emergency Services shall notify the fairgrounds of the intended use and may immediately utilize the fairgrounds without the fairground board of directors' approval.
5. The California Department of Transportation shall formally request immediate assistance through the Federal Highway Administration's Emergency Relief Program, United States Code, Title 23, section 125, in order to obtain federal assistance for highway repairs or reconstruction.
6. The California National Guard may be mobilized under Military and Veterans Code section 146 to support disaster response and relief efforts, as directed by the Office of Emergency Services, and to coordinate with all relevant state agencies and state and local emergency responders and law enforcement within the impacted areas. Sections 147 and 188 of the Military and Veterans Code are applicable during the period of participation in this mission, exempting the California Military Department from applicable procurement rules

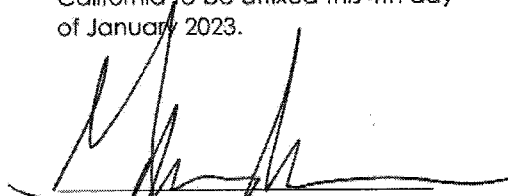
for specified emergency purchases, and those rules are hereby suspended.

7. Any state-owned properties the Office of Emergency Services determines suitable for staging of debris as a result of these storms shall be made available to the Office of Emergency Services for this purpose in accordance with Government Code section 8570.
8. Drivers may exceed the hours-of-service limits specified in California Vehicle Code section 34501.2 and California Code of Regulations, Title 13, section 1212.5 while operating a vehicle engaged in fuel transportation in support of emergency relief efforts, subject to the following conditions:
 - a. Motor carriers or drivers currently subject to an out-of-service order are eligible for the exemption once the out-of-service order expires or when they have met the conditions for its rescission.
 - b. In accordance with Section 1214, Title 13, California Code of Regulations, no motor carrier operating under the terms of this Proclamation will require or allow an ill or fatigued driver to operate a motor vehicle. A driver who notifies a motor vehicle carrier that they need immediate rest shall be given at least ten consecutive hours off-duty before being required to return to service.
 - c. Drivers shall maintain a driver's record of duty status, regardless of number of hours worked each day. These records shall be prepared, submitted, and maintained as required by Section 1213, Title 13, California Code of Regulations.
9. Consistent with Parts 390 and 395, Title 49, Code of Federal Regulations, drivers may exceed the hours-of-service limits specified while operating a vehicle engaged in fuel transportation in support of emergency relief efforts. These waivers shall be in effect for the duration of the driver's direct assistance in providing emergency relief, or thirty (30) days from the date of this Proclamation, whichever is less.
10. In order to allow out-of-state contractors and other utilities driving their own vehicles to provide mutual aid assistance for the restoration of electrical power within the counties impacted by these storms, applicable provisions of the Vehicle Code including, but not limited to, Vehicle Code section 34620 requiring a motor carrier permit [licensing] and imposition of certain fees, are suspended for motor carriers providing such assistance. Also, the requirements for motor carriers and drivers in Vehicle Code sections 1808.1 [pull-notice program that checks for driver's license violations], 27900 [display name on vehicle], 27901 [size and color of display name on vehicle], 34505.5 [requirement to have been inspected within 90 days], and 34501.12 [requirement to set up home base in California] are suspended while providing mutual aid assistance for the emergency restoration of services.

I FURTHER DIRECT that as soon as hereafter possible, this Proclamation be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Proclamation.

This Proclamation is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

IN WITNESS WHEREOF I have
hereunto set my hand and caused
the Great Seal of the State of
California to be affixed this 4th day
of January 2023.



GAVIN NEWSOM
Governor of California

ATTEST:

SHIRLEY N. WEBER, Ph.D.
Secretary of State

Hollister

Goleta Union School District
401 N. Fairview Ave. Goleta, CA 93117
2022-2023 Calendar

July						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
4 Independence Day - District Office Closed						

August						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
17-23 Certificated Staff Pre-Service Days						
24 First Day of School						

September						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
5 Labor Day - Schools & District Office Closed						

October						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
13 Student Minimum Day - 12:00 Dismissal						

November						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
11 Veteran's Day - Schools and District Office Closed						
14-18 Parent / Teacher Conferences - 12:00 Dismissal						
21-25 Thanksgiving Week - Schools Closed						
24-25 Thanksgiving Holiday - District Office Closed						

December						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
19-30 Winter Recess - Schools Closed						
23 & 26 Christmas Holiday - District Office Closed						
30 New Year's Holiday - District Office Closed						

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
2 New Year's Day Observed- School & District Closed						
12 Student Minimum Day - 12:00 Dismissal						
16 MLK Jr. Day - Schools & District Office Closed						

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
17 & 20 President's Day Holiday Observed - Schools & District Office Closed						

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
20-23 Parent/Teacher Conferences - Minimum Days						
24-31 Spring Recess - Schools Closed						

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
29 Memorial Day - Schools & District Office Closed						

June						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
9 Last Day of School						
19 Juneteenth observed- District Office Closed						

Minimum Days = Dismissal times vary by school
 12:00 Dismissal = All schools are dismissed at 12:00 Noon

180 Student Days
 185 Certificated Days

Cabrillo
Plan Zanita

Lompoc Unified School District
REVISED 2022 - 2023 SCHOOL YEAR
Board Approved: February 8, 2022

JULY						
S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	PL	P	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Aug 11	Professional Learning Day
Aug 12	Teacher Prep Day (P)
Aug 15	First Day of School
Aug 15 - Sept 2	TK/K Jump Start
Sept 5	Labor Day Holiday (H)
Sept 6	First Full Day of TK/K
1st 6 week grading period 9/23 (29 days)	
2nd 6 week grading period 10/28 (25 days)	
1st Trimester 10/28 (34 days)	
Oct 31	Professional Learning Day
Nov 11	Veterans' Day (H)
Nov 21 - 25	Thanksgiving Break (TB)
Nov 24 - 25	Thanksgiving Holiday (H)
3rd 6 week grading period 12/16 (28 days)	
1st Semester 12/16 (82 days)	
Dec 19 - Jan 6	Winter Break (WB)
Jan 16	Martin Luther King Day (H)
Feb 13	Lincoln's Birthday Observation (H)
Feb 20	President's Day (H)
4th 6 week grading period 2/24 (32 days)	
2nd Trimester 2/24 (60 days)	
Mar 24	Professional Learning Day
Apr 10 - Apr 14	Spring Break (SB)
Apr 10	Spring Break Holiday (H)
5th 6 week grading period 4/21 (34 days)	
May 26	Non-Student Day
May 29	Memorial Day (H)
June 8	Last Day for Students
June 9	Closing Day (CD) for Teachers
6th 6 week grading period 6/8 (32 days)	
3rd Trimester 6/8 (66 days)	
2nd Semester 6/8 (98 days)	
Total Instructional Days	180
Total Certificated Staff Days	185

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	PL					

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	H	12
13	14	15	16	17	18	19
20	TB	TB	TB	H	H	26
27	28	29	30			

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	WB	WB	WB	WB	H	24
25	H	WB	WB	WB	H	31

JANUARY						
S	M	T	W	T	F	S
1	H	WB	WB	WB	WB	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	H	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28				

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	PL	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	H	SB	SB	SB	SB	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	NS	27
28	H	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	CD	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

First/Last Day of School ☐
Certificated Non-Instructional (CD), (PL)

School Closed/Holidays (H)
Non-student Day (TB), (WB), (SB), (NS)



LEGEND:	
H = Holiday	
NS = Non-Student/Non-Teacher	
P = Teacher Prep Day	
JS = Jump Start	
TB = Thanksgiving Break	
WB = Winter Break	
SB = Spring Break	
PL = Professional Learning Day	
CD = Closing Day	

Arellanes, Kunst

Santa Maria-Bonita
School District
2022-2023

TRIMESTER END/REPORTING DATES TK-8

Nov. 4th
Mar. 3rd
June 6th

First Day of School August 11, 2022
Last Day of School June 6, 2023

Elementary Conferences
Fall — Nov. 2-10
Spring — March 13, 14, 15

Junior High Conferences
Fall — Nov. 14, 15, 16, 18
Spring — March 6, 7, 8

Elementary Min. Days
Oct 27; Mar. 2; June 5/6

Jr. High Minimum Days
Sept. 7 March 22
Oct. 5 April 26
Feb. 1 May 17
June 1, 2, 5, 6

●=Student Attendance Day

T=Teacher Work Days and/or PD Days

H=Holidays
TP=Teacher Work Day
NT=New Teachers
PD=Professional Development
Labor Day Sep 5
Veteran's Day Nov. 11
Thanksgiving Nov. 24, 25
Thanksgiving Break: Nov. 21-25
Winter Break Dec. 19—Jan 6
MLK Day Jan 15 (16 Obs)
Lincoln's Day Feb. 12 17th Obs
President's Day Feb. 20
Good Friday Apr 7
Spring Break April 10—14
Memorial Day May 29

Board Approved : 12/15/2021

2022 July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30
October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29
2023 January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2H	3	4	5	6	7
8	9TP	10	11	12	13	14
15	16H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7H	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5H	6
7	8PD	9	10TP	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1PD	2	3	4	5
6	7	8	9	10	11H	12
13	14	15	16	17	18	19
20	21	22	23	24H	25H	26
27	28	29	30			
February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17H	18
19	20H	21	22	23	24	25
26	27	28				
May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29H	30	31			

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23H	24
25	26H	27	28	29H	30H	31
March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7TP	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Dunlap, Shaw, Reed,

2022/23 School Calendar

Orcutt Union School District



August 2022 (15)							September 2022 (20)							October 2022 (21)							November 2022 (15)						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3							1			1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
														30	31												

December 2022 (12)							January 2023 (16)							February 2023 (18)							March 2023 (22)						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3											1	2	3	4				1	2	3	4
4	5	6	7	8	9	10	1	2	3	4	5	6	7	5	6	7	8	9	10	11	5	6	7	8	9	10	11
11	12	13	14	15	16	17	8	9	10	11	12	13	14	12	13	14	15	16	17	18	12	13	14	15	16	17	18
18	19	20	21	22	23	24	15	16	17	18	19	20	21	19	20	21	22	23	24	25	19	20	21	22	23	24	25
25	26	27	28	29	30	31	22	23	24	25	26	27	28	26	27	28					26	27	28	29	30	31	
							29	30	31																		

April 2023 (14)							May 2023 (22)							June 2023 (5)							July 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1		1	2	3	4	5	6					1	2	3							1
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
30																					30	31					

Holidays

September 5, 2022 - Labor Day
 November 11, 2022 - Veteran's Day
 November 21 - 25, 2022 - Thanksgiving Break
 December 19 - Jan. 6, 2023 - Winter Break
 January 16, 2023 - Martin Luther King
 February 13, 2023 - Lincoln's Birthday
 February 20, 2023 - President's Day
 April 7-14, 2023 - Spring Break
 May 29, 2023 - Memorial Day

Legend

- = New Teachers in Service
- = First and Last Day of school
- = Odd Block Days for Orcutt Academy High School
- = Even Block Days for Orcutt Academy High School
- = Non-Block Days for Orcutt Academy High School
- = Staff Professional Learning Days (no school)
- = Holiday

ELEMENTARY INCLUDING CHARTER K-8
 (Wednesday is early release)

8/08 New Teachers Begin
 8/09 Convocation
 8/10 Work Day
 8/11 First Day of School for all grades

Minimum Days

8/11-12, 9/26-9/30/22; 3/8-3/10/23, 6/7/23

K-6 Parent Conferences

9/26 - 9/30/22; 3/8 - 3/10/23

End of Trimesters

11/04 (First), 03/03/23 (Second)

6/7/22 - LAST DAY OF SCHOOL

JUNIOR HIGH SCHOOLS
 (Wednesday is Late Start)

8/08 New Teachers Begin
 8/09 Convocation
 8/10 Work Day and 7th graders only shortened day
 8/11 First Day of School for all grades (Minimum day)

Mid Quarter Conferences

09/15 (Shortened day), 11/17 (full day)
 02/23/23 (full day)

Minimum Days

8/11-12, 9/16, 10/21 (end of 1st qtr.); 11/18/22, 1/27/23
 (end of 2nd qtr.), 2/24, 3/31 (end of 3rd qtr.), 6/5, 6/6, 6/7
 End of 4th Qtr.)

ORCUTT ACADEMY HIGH SCHOOL

8/08 New Teachers Begin
 8/09 Convocation
 8/10 Workday

Minimum Days

8/11 First Day of School
 8/12 Second Day of School
 9/23 Grade Prep
 TBD PSAT Testing
 12/13-12/15 Finals
 12/16 End of 1st Semester
 2/24 Grade Prep
 6/2, 6/5-7 Finals

Parent Teacher Conferences

9/22, 2/23

Progress Reports

9/16, 10/28, 2/17,

6/7/2023 - GRADUATION

*Board Approved 10/13/21

School Closure on January 10, 2023 and Independent Study

Kirsten Escobedo via ParentSquare <donotreply@parentsquare.com>

Wed 1/18/2023 8:25 AM

To: Kirsten Escobedo <kescobedo@sbceo.org>



Santa Barbara County Office of Education-Special Education Program

Kirsten Escobedo posted in Alice Shaw Elementary, Arellanes Junior High School (SBCOE), Cabrillo High School, Ernest Righetti High School DHH, Hollister Elementary, Manzanita Charter School, Olga Reed Elementary, Ralph Dunlap Elementary DHH, Tommie Kunst JH DHH, Support Team

School Closure on January 10, 2023 and Independent Study

Dear Parents,

As you know, school was canceled on Tuesday, January 10, 2023, due to the extreme weather conditions, road closures, and flooding experienced countywide. Our offices are applying to the California Department of Education (CDE) to have the missed day of school waived. A requirement of the waiver process is to inform parents of the option to have their child participate in Independent Study to make up the missed day of school. If you are interested in having your child make up the missed day of school by participating in Independent Study, please contact your child's special education teacher. Independent Study will only be provided upon parent request.

Thank you,
Kirsten Escobedo
Associate Superintendent, Special Education
Santa Barbara County Education Office

[View in ParentSquare](#)

Please do not reply to this email.

Stay involved with your child's learning and activities at school.



You received this email because you are a ParentSquare user in Santa Barbara County Office of Education-Special Education Program. If you received this email in error or wish to disable your account, [click here to unsubscribe](#).



**Santa Barbara County Education Office
Juvenile Court & Community Schools
2022-2023 SCHOOL YEAR**

High School:
Hocking-Walker ext. 2220
Baro ext. 2221
Junior High School:
Shillinger ext. 2212
Valentin Contreras ext. 2213

Peter B. FitzGerald Community School (805) 928-0698 or (805) 922-9455

S	M	T	W	TH	F	S
						1 2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31						

S	M	T	W	TH	F	S
						6
7	8	9	10	11	12	13
14	15	16	*17	18	19	20
21	22	23	*24	25	26	27
28	29	30	*31			
						15

S	M	T	W	TH	F	S
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11	12	13	*14	15	16	17
18	19	20	*21	22	23	24
25	26	27	*28	29	30	
						21

S	M	T	W	TH	F	S
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9	10	11	*12	13	14	15
16	17	18	*19	20	21	22
23	24	25	*26	*27	*28	29
30	31					21

S	M	T	W	TH	F	S
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20	21	22	*23	24	25	26
27	28	29	*30			
						15

S	M	T	W	TH	F	S
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4	5	6	*7	8	9	10
11	12	13	*14	15	16	17
18	19	20	*21	22	23	24
25	26	27	*28	29	30	31
						12

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	*11	12	13	14
15	16	17	*18	19	20	21
22	23	24	*25	26	27	28
29	30	31				
						15


S	M	T	W	TH	F	S
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12	13	14	*15	16	17	18
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						18

S	M	T	W	TH	F	S
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5	6	7	*8	9	10	11
12	13	14	*15	16	17	18
19	20	21	*22	23	24	25
26	27	28	*29	30	31	
						23


S	M	T	W	TH	F	S
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9	10	11	*12	13	14	15
16	17	18	*19	20	21	22
23	24	25	*26	27	28	29
30						14

S	M	T	W	TH	F	S
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7	8	9	*10	11	12	13
14	15	16	*17	18	19	20
21	22	23	*24	25	26	27
28	29	30	*31			
						22


S	M	T	W	TH	F	S
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4	5	6	*7	8	9	10
11	12	13	*14	15	16	17
18	19	20	*21	22	23	24
25	26	27	*28	29	30	31
						4

First / Last Day of School 
Non-Pupil Day (PD)
Minimum Day for Students (P)

School Closed Days/Holidays (H), (TB), (WB)
Holiday (H) = 7 days
Thanksgiving Break Holiday (TB) = 5 days
Winter Break Holiday (WB) = 3 weeks
Spring Break (SB) = 6 days

Teacher-Staff Day / No School for Students 

Schedule:

Regular School Day Schedule 8:30am - 1:45pm
 Minimum Day Schedule 8:30am - 11:30am
* Early Release Day Schedule 8:30am - 12:30pm
* Early Release Day Schedule - All Wednesdays

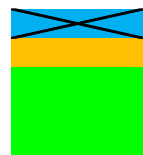
5/12/2022

Jul 4	Independence Day (H)
Jul 29	Teacher/Staff Professional Development (PD)
Aug 11	First Day of School
Sept 5	Labor Day (H)
Oct 20	Great Shakeout Earthquake Drill
Oct 26 to 28	Parent/Teacher Conferences (Student Early Release)
Oct 31	Staff Prep Day / Minimum Day for Students (P)
Nov 1	School Closed / NO Students
Nov 11	Veterans Day (H)
Nov 21 to 25	Thanksgiving Holiday Break (TB) / School Closed
Dec 16	Staff Prep Day / Minimum Day for Students (P)
Dec 19 to Jan 6	Winter Break (WB) / School Closed
Jan 9	Teacher-Staff Day / NO Students
Jan 16	Dr. Martin Luther King, Jr., Day (H)
Feb 17	Lincoln's Day Observed (H)
Feb 20	President's Day (H)
Mar 6 to 8	Parent/Teacher Conferences (Student Early Release)
Apr 7 to 14	Spring Break Holiday (SB) / School Closed
May 5	Staff Prep Day / Minimum Day for Students (P)
May 29	Memorial Day (H)
Jun 6	Staff Prep Day / Minimum Day for Students (P)
Jun 6	Last Day of School

(180 Student Days - JCSS)

LEGEND:

H = Holiday
P = Teacher/Staff Prep Day
TB = Thanksgiving Break
WB = Winter Break
SB = Spring Break
PD = Teacher/Staff Professional Development



Key dates to remember:

ELPAC Feb 1 to May 26 Annual Assessment

DORA & ADAM Upon Enrollment

Every 3 months or 60 school days

WA 1 Upon Enrollment

WA 2 October 17 to November 4

WA 3 March 20 to April 7

PFT Feb 1 to May 26; Grades 5, 7 & 9

CAASPP April 17 to May 19; Grades 3 through 8 & Grade 11
Smarter Balance - ELA & Math

CAST April 17 to May 19; Grades 5, 8 & 12

ELAC/DELAC/PSAC Sept 21, 2022; Dec 14, 2022; Mar 15, 2023; May 3, 2023

Dates subject to change



**Santa Barbara County Education Office
Juvenile Court & Community Schools
2022-2023 SCHOOL YEAR**

Classroom 1 Testing Lab
Classroom 2 Daniels (SpEd)
Classroom 3 Leufkens
Classroom 4 CTE Lab

Los Robles Court School (805) 967-5307

S	M	T	W	TH	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						19

S	M	T	W	TH	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
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Last Day of Trimester 
Non-Pupil Day (PD)
Minimum Day for Students (P)

School Closed Days/Holidays (H), (TB), (WB)
Holiday (H) = 7 days
Thanksgiving Break Holiday (TB) = 2 days
Winter Break Holiday (WB) = 2 weeks

Teacher-Staff Day / No School for Students 

Schedule:

Regular School Day Schedule 8:30am - 1:00pm

* Reduced School Day Schedule 8:30am - 12:10pm







 Minimum Day Schedule 8:30am - 11:50am

5/12/2022

Jul 1 to Oct 25 <i>Trimester 1 (80 Days)</i>	
Jul 4	Independence Day (H)
Jul 29	Teacher/Staff Professional Development (PD)
Sept 5	Labor Day (H)
Oct 20	Great Shakeout Earthquake Drill
Oct 25	Staff Prep Day / Minimum Day for Students (P)
Oct 26 to Mar 9 <i>Trimester 2 (80 Days)</i>	
Oct 26 to 28	Parent/Teacher Conferences *Reduced Day Schedule
Nov 11	Veterans Day (H)
Nov 24 to 25	Thanksgiving Holiday Break (TB) / School Closed
Dec 16	Staff Prep Day / Minimum Day for Students (P)
Dec 19 to 30	Winter Break (WB) / School Closed
Jan 2	New Year's Day Observed (H)
Jan 16	Dr. Martin Luther King, Jr., Day (H)
Feb 17	Lincoln's Day Observed (H)
Feb 20	President's Day (H)
Mar 6 to 8	Parent/Teacher Conferences *Reduced Day Schedule
Mar 9	Staff Prep Day / Minimum Day for Students (P)
Mar 10 to Jun 30 <i>Trimester 3 (80 Days)</i>	
May 29	Memorial Day (H)
Jun 30	Staff Prep Day / Minimum Day for Students (P)

(240 Student Days - JCCS)

LEGEND:

H	= Holiday	
P	= Teacher/Staff Prep Day	
TB	= Thanksgiving Break	
WB	= Winter Break	
SB	= Spring Break	
PD	= Teacher/Staff Professional Development	

Key dates to remember:

ELPAC Feb 1 to May 26 Annual Assessment
DORA & ADAM Upon Enrollment Every 3 months or 60 school days
WA 1 Upon Enrollment
WA 2 October 17 to November 4
WA 3 March 20 to April 7
PFT Feb 1 to May 26; Grades 5, 7 & 9
CAASPP April 17 to May 19; Grades 3 through 8 & Grade 11 Smarter Balance - ELA & Math
CAST April 17 to May 19; Grades 5, 8 & 12
ELAC/DELAC/PSAC Sept 21, 2022; Dec 14, 2022; Mar 15, 2023; May 3, 2023
Dates subject to change



**Santa Barbara County Education Office
Juvenile Court & Community Schools
2022-2023 SCHOOL YEAR**

4A Adame (805) 938-0012
5A Subido (805) 938-0052
6A Torres (805) 938-5658
SpEd Office - Daniels (805) 938-1560
CTE Classroom (805) 934-6275


Dos Puertas Court School (805) 938-0860

JULY							AUGUST							SEPTEMBER						
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Minimum Day for Students (P)


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Regular School Day Schedule 8:30am - 1:45pm

* Reduced School Day Schedule 8:30am - 1:20pm

 Minimum Day Schedule 8:30am - 12:10pm

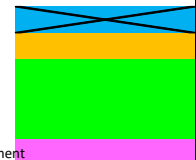
5/12/2022

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Nov 24 to 25	Thanksgiving Holiday Break (TB) / School Closed
Dec 16	Staff Prep Day / Minimum Day for Students (P)
Dec 19 to 30	Winter Break (WB) / School Closed
Jan 2	New Year's Day Observed (H)
Jan 3	Staff Prep Day / REVERSE Minimum Day for Students (P)
Jan 16	Dr. Martin Luther King, Jr., Day (H)
Feb 17	Lincoln's Day Observed (H)
Feb 20	President's Day (H)
Mar 6 to 8	Parent/Teacher Conferences *Reduced Day Schedule
Mar 10 to Jun 30 Trimester 3 (80 Days)	
May 29	Memorial Day (H)
Jun 30	Staff Prep Day / Minimum Day for Students (P)

(240 Student Days - JCCS)

LEGEND:

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SB = Spring Break
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Key dates to remember:

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ELAC/DELAC/PSAC Sept 21, 2022; Dec 14, 2022; Mar 15, 2023; May 3, 2023

Dates subject to change

Santa Barbara County Education Office-Juvenile Court and Community Schools



Independent Study Request

Rene Wheeler • 6 days ago • Wednesday, Jan 18 at 3:43 PM • Santa Barbara County Education Office-Juvenile Court and Community Schools

Dear Parents,

School was canceled on Tuesday, January 10, 2023, due to the extreme weather conditions, road closures, and flooding experienced countywide. Our offices are applying to the California Department of Education (CDE) to have the missed day of school waived. A requirement of the waiver process is to inform parents of the option to have their child participate in Independent Study to make up for the missed day of school. If you are interested in having your child make up the missed day of school by participating in Independent Study, please contact your child's teacher. Independent Study will only be provided upon parent request.

If you have questions, please contact me at rwheeler@sbceo.org OR call 805-967-5307.

Thank you,
Rene Wheeler
Director/Principal, Juvenile Court & Community Schools

EXECUTIVE DEPARTMENT
STATE OF CALIFORNIA

March 14, 2023

PROCLAMATION OF A STATE OF EMERGENCY

WHEREAS severe winter storms struck California beginning in late February bringing damaging winds and historic precipitation, including snowfall in areas unaccustomed to snow; and

WHEREAS these storms damaged and forced the closure of federal and state highways and roads, and continue to threaten critical infrastructure; and

WHEREAS these storms resulted in and continue to threaten power outages, have forced evacuations, and have stranded residents and motorists in impacted counties; and

WHEREAS it is forecasted that additional storms will continue to threaten counties across California, bringing strong winds, blizzard conditions across the Sierra Nevada mountains, above normal precipitation, and unusually cold temperatures; and

WHEREAS under the provisions of Government Code section 8558(b), I find that conditions of extreme peril to the safety of persons and property exist due to these storms; and

WHEREAS under the provisions of Government Code section 8558(b), I find that the conditions caused by these storms, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single local government and require the combined forces of a mutual aid region or regions to appropriately respond; and

WHEREAS under the provisions of Government Code section 8625(c), I find that local authority is inadequate to cope with the magnitude of the damage caused by these storms; and

WHEREAS under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this Proclamation would prevent, hinder, or delay the mitigation of the effects of these storms.

NOW, THEREFORE, I, GAVIN NEWSOM, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes, including the California Emergency Services Act, and in particular, Government Code section 8625, **HEREBY PROCLAIM A STATE OF EMERGENCY** to exist in Amador, Kern, Los Angeles, Madera, Mariposa, Mono, Nevada, San Bernardino, San Luis Obispo, Santa Barbara, Sierra, Sonoma, and Tulare counties.

IT IS HEREBY ORDERED THAT:

1. All agencies of the state government utilize and employ state personnel, equipment, and facilities for the performance of any and all

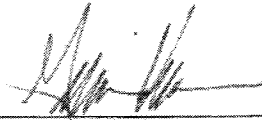
activities consistent with the direction of the Office of Emergency Services and the State Emergency Plan. Also, all residents are to obey the direction of emergency officials with regard to this emergency in order to protect their safety.

2. The Office of Emergency Services shall provide assistance to local governments, if appropriate, under the authority of the California Disaster Assistance Act, Government Code section 8680 et seq., and California Code of Regulations, Title 19, section 2900 et seq.
3. The California Department of Transportation shall formally request immediate assistance through the Federal Highway Administration's Emergency Relief Program, United States Code, Title 23, section 125, in order to obtain federal assistance for highway repairs, reconstruction, or restoring access.
4. As necessary to assist local governments and for the protection of public health and the environment, state agencies shall enter into contracts to arrange for the procurement of materials, goods, and services necessary to quickly assist with the response to and recovery from the impacts of these storms. Applicable provisions of the Government Code and the Public Contract Code, including but not limited to travel, advertising, and competitive bidding requirements, are suspended to the extent necessary to address the effects of these storms.
5. The provisions of Unemployment Insurance Code section 1253 imposing a one-week waiting period for unemployment insurance applicants are suspended as to all applicants who are unemployed as a direct result of these storms, applied for unemployment insurance benefits during the time period beginning February 21, 2023, and ending on the close of business on August 21, 2023, and are otherwise eligible for unemployment insurance benefits.
6. As directed by the Office of Emergency Services, the California National Guard may be mobilized under Military and Veterans Code section 146 to support disaster response and relief efforts and to coordinate with all relevant state agencies and state and local emergency responders and law enforcement within the impacted areas. Sections 147 and 188 of the Military and Veterans Code are applicable during the period of participation in this mission, exempting the California Military Department from applicable procurement rules for specified emergency purchases, and those rules are hereby suspended.

I FURTHER DIRECT that as soon as hereafter possible, this Proclamation be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Proclamation.

This Proclamation is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

IN WITNESS WHEREOF I have
hereunto set my hand and caused
the Great Seal of the State of
California to be affixed this 1st day
of March 2023.



GAVIN NEWSOM
Governor of California

ATTEST:

SHIRLEY N. WEBER, Ph.D.
Secretary of State

SANTA BARBARA COUNTY EDUCATION OFFICE SPECIAL EDUCATION AND EARLY CHILDHOOD EDUCATION LEASES

Special Education Leases Program Type		Property Owner/Manager	Location	Monthly Amount	Price/Ft ²	Market Price/Ft ²	Lease Term	Cycle
1	Preschool	Zaca Center Preschool	27 Six Flags Circle, Buellton	\$2,080.00	660 ft2 (\$3.15/ft ²)	\$16.00/ft ²	8/15/22-6/9/23	Automatic Renewal for one-year terms
2	Preschool	Lompoc Allan Hancock College Children's Center	Children's Center, 800 S. College Drive, Santa Maria	\$2,080.00	880 ft2 (\$2.36/ft ²)	\$16.46/ft ²	8/8/22-6/9/23	Automatic Renewal for one-year terms
3	Preschool Specialist	Orcutt Presbyterian Church	993 Patterson Road, Orcutt	\$100.00	300 ft2 (\$0.33/ft)	\$27.50/ft ²	7/1/22-6/30/23	
4	Preschool Specialist	Santa Ynez Valley Presbyterian Church	Franklin-1825 Alamo Pintado Ave., Santa Ynez	\$80.00	80 ft2 (\$1.00/ft ²)	\$25.75/ft ²	7/1/22-6/30/23	Automatic Renewal for one-year terms
5	Preschool	Regency Estates Development	2320 Central Park Drive, Santa Maria	\$1,950.00	880 ft2 (\$2.15/ft)	\$16.46/ft ²	7/1/22-6/30/23	Automatic Renewal for one-year terms
6	Preschool Specialist	G A Hancock Properties, Inc. c/o Pacifica Property Mgmt.	625 S. McClelland St., Suites B & C, Santa Maria	\$1,654.80	2,964 ft2 (\$0.56/ft ²)	\$16.46/ft ²	7/1/22-6/30/23	
7	Office/PSS	425 West Central Properties, c/o Pacifica Property Mgmt.	425 W. Central Avenue, Suite 101A, Lompoc	\$2,411.00	1,370 ft2 (\$1.76/ft ²)	\$21.86/ft ²	8/1/22-7/31/25	
Educational Services Program Name/Type		Property Owner/Manager	Location	Monthly Amount	Price/Ft ²	Market Price/Ft ²	Lease Term	Cycle
Children & Family Resource Services								
8	Health Linkages Office	Ebbert's Property Management	104 South C Street, Suite E, Lompoc	\$450.00	530 ft2 (\$0.85/ft ²)	\$21.86/ft ²	Monthly	Automatic Renewal
Early Care & Education (ECE)								
9	ECE Lompoc Office Suite H	Ebbert's Property Management	104 South C Street, Suite H, Lompoc	\$600.00	600 ft2 (\$0.82/ft ²)	\$21.86/ft ²	7/1/22-6/30/23	7/1/2023 (renewed monthly)
10	ECE Lompoc Office Suite G	Ebbert's Property Management	104 South C Street, Suite G, Lompoc	\$975.00	830 ft2 (\$1.17/ft ²)	\$21.86/ft ²	7/1/22-6/30/23	7/1/2023 (renewed monthly)

Submitted to the Santa Barbara County Board of Education for the May 4, 2023 board meeting



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

Lease Agreement Between

Zaca Center Preschool

And

The Santa Barbara County Education Office

This Agreement ("Agreement") is made and entered into this 1st day of July, 2022, by and between the Santa Barbara County Education Office ("SBCEO"), located at 4400 Cathedral Oaks Road, Santa Barbara, California 93160-6307, and the Zaca Center Preschool ("Zaca" located at 27 Six Flags Circle, Buellton, CA 93427. The Agreement is for joint use of the preschool facility and outdoor play area (hereinafter defined).

It is agreed between the Parties as follows:

1. Term of Agreement

The term of this Agreement shall commence at 12:01 a.m. PST on August 15, 2022 and shall terminate at 11:59 p.m. PDT on June 9, 2023 and 20 additional days for ESY in June. The Agreement shall renew automatically for successive one-year terms, unless either party submits written termination notice at least 90 days prior to termination. Further, either party may terminate this agreement in thirty (30) days if the other party fails to fulfill any of the terms of this agreement. This clause is initiated by written notice that identifies the cause for action and the effective date of termination.

2. Lease Payment

The lease payment is as follows: 11 payments of \$2,080 August 1, 2022 to June 1, 2023. The cost of utilities, property maintenance, and property insurance will be covered by Zaca. SBCEO will submit the lease payment on a monthly basis. The lease payment by SBCEO will secure and enable SBCEO to enroll Six (6) preschool students with special needs in the Zaca Center Preschool program.

3. Use of the Premises

SBCEO agrees to use the preschool facility and outdoor play area, identified as the Zaca Center Preschool located at 27 Six Flags Circle, Buellton, California 93427 ("the Premises"), for the purpose of operating a preschool special day class in collaboration with the staff at Zaca Center Preschool. This includes joint usage for the purpose of operating a fully-included preschool program for 4 hours per day from 8:00 a.m. until 12:00 p.m. Mondays through Fridays (except designated holidays) with occasional use of a conference/meeting room between 1:00 and 5:00 p.m. to conduct IEP meetings and/or trainings with parents and staff. SBCEO students will attend class for one session of three (3) hours per day on designated school days, with attendance days based upon the Zaca calendar or by mutual agreement. The sessions will run Tuesdays through Fridays from 8:30 a.m. until 11:30 a.m. The program will be operated under the supervision of the SBCEO Special Education Teacher in collaboration with the Zaca Center Preschool Director and Lead Teachers.

If modifications to the classroom and/or building are needed for SDC students, SBCEO will need to obtain permission from Zaca Center Preschool to make the change, and once it is approved SBCEO will be responsible to pay for the modification. SBCEO will be responsible for repairing or replacing broken equipment or materials when damage has been incurred by a SBCEO student. SBCEO will be responsible for cleaning costs incurred due to an SBCEO student communicable illness when it is required by either the health department or licensing.

4. Support of Students

Students will receive designated services on-site from special education specialists (e.g. specialized academic instructors, speech/language specialists, occupational therapists or adapted physical education specialists) as prescribed by each student's IEP. SBCEO staff agrees to abide by California State Licensing Regulations governing Licensed Childcare Facilities.

SBCEO staff will be responsible for SBCEO students in the event of an emergency and/or evacuation of the premises.

5. Delivery of Students

SBCEO students will be brought to and picked up from the Premises in a group by bus or, in some cases, by private transportation provided by parents. SBCEO staff will be responsible for getting the children off the bus and signing them in each day on the sign-in sheets. SBCEO staff will be responsible for signing the SDC children out and putting

them on the bus each day. SBCEO will have staff available on site when the bus returns with students due to road closure, emergencies, when the buses are running late or when a parent is not at home to receive a student.

6. Insurance

Zaca shall provide insurance for fire, vandalism and malicious mischief to buildings and contents. Insurance for the contents and property shall be to the extent of the Zaca's interest. The SBCEO shall be responsible for insurance on contents owned by the SBCEO.

The SBCEO, in order to protect Zaca, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, an insurance policy or an approved program of self-insurance in amounts of not less than One Million Dollars (\$1,000,000.00) per occurrence, and property damage insurance of not less than One Hundred Thousand Dollars (\$100,000) per accident with a reliable insurance carrier authorized to do such public liability and property damage insurance business in the State of California. Said policy of insurance or program of self-insurance shall expressly name Zaca, its agents, employees and officers as an additional insured for the purposes of this agreement. A certificate of insurance including such endorsement shall be furnished to Zaca.

7. Mutual Hold Harmless/Idemnification Statement


The SBCEO agrees to defend, indemnify and hold harmless Zaca, its officers, employees and agents, individually and collectively, from any and all injuries, losses or damage, including damage to Zaca property that may result from or arise in any way out of the negligence of the SBCEO.

Zaca agrees to defend indemnify and hold harmless the SBCEO's officers, employees and agents from any and all injuries, losses or damage, including damage to the SBCEO's property that may result from or arise in any way out of the negligence of Zaca.

8. Non-Discrimination Clause

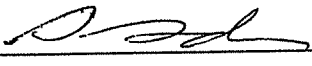
The SBCEO affirms to Zaca that it shall not discriminate against any person in any aspect of education or employment, on the basis of race, color, ancestry, religion, gender, marital status, national origin, ethnic identification, age, sexual orientation, mental or physical disability, medical condition or status as a Vietnam-era veteran.

Lessee:
Santa Barbara County Education Office

By 
Kirsten Escobedo
Assistant Superintendent Special Education

Date: 5-23-22

Lessor:
Zaca Center Preschool

By 
Shelley Grand, Director
Zaca Center Preschool

Date: 5-17-2022



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

Resolution No. 2319

Teacher Appreciation Week, May 8-12, 2023

National School Nurse Day, May 10, 2023

National Speech Pathologist Day, May 18, 2023

Classified School Employee Week, May 21-27, 2023

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, all students have a right to learn and grow in a positive school environment where their academic, physical, socioemotional, and mental health needs are met; and

WHEREAS, the Santa Barbara County Board of Education and the County Superintendent of Schools recognize and appreciate the essential role fulfilled by extraordinary educators, classified employees, school nurses, and speech pathologists who provide quality education services and support for all students in Santa Barbara County,

BE IT HEREBY RESOLVED, that the Santa Barbara County Board of Education and the County Superintendent of Schools recognize Teacher Appreciation Week, May 8-12, 2023; National School Nurse Day, May 10, 2023; National Speech Pathologist Day, May 18, 2023; and Classified School Employee Week, May 21-27, 2023.

PASSED AND ADOPTED, by the Santa Barbara County Board of Education on May 4, 2023, by the following vote:

Ayes:

Noes:

Absent:

Abstain:

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

Information Items

Santa Barbara County Board of Education

Classified Personnel Report

May 4, 2023

Appointments

Limited Term/Substitute

Ambrocio Campos, Maria Eugenia
Paraeducator • Special Education • Various Sites
• Hourly as needed
March 29, 2023

Gonzalez, Zuliana
Paraeducator • Special Education • Various Sites
• Hourly as needed
April 18, 2023

Ross, Samantha
Student Worker Tutor • Partners In Education • Hope Center
• Hourly as needed
March 29, 2023

Sloan, Katherine
Paraeducator • Special Education • Various Sites
• Hourly as needed
April 20, 2023

Yousefivand, Alexandra
Paraeducator • Special Education • Various Sites
• Hourly as needed
April 17, 2023

Probationary

Hsu, Rebeca Sofia
Health Advocate • Children and Family Resource Services • Health Linkages - South County
100% • 12 months
April 17, 2023

Luevanos, Nataly
Paraeducator • Special Education • New Horizons Preschool
70% • 10 months
March 28, 2023

Changes

Anniversary Increase

Barcos, Lydia
Accounting Technician • School Business Advisory Services • School Business Advisory Services
50% • 12 months
April 1, 2023

<p>Bluem, Denice Educational Interpreter, American Sign Language, Certified • Special Education • Dunlap School DHOH 75% • 10 months</p>	<p>April 1, 2023</p>
<p>Catalan Pineda, Zurisaday Paraeducator • Special Education • Clarence Ruth Preschool 75% • 10 months</p>	<p>April 1, 2023</p>
<p>Consolascio, Sherry Food Service Worker • Early Care and Education • Santa Maria Cal-SAFE 100% • 10 months</p>	<p>April 1, 2023</p>
<p>Davis, Eli Inventory Specialist • Special Education • Special Education Accounting 100% • 12 months</p>	<p>April 1, 2023</p>
<p>Earle, Rosangel Paraeducator • Special Education • Speech/Language Services, Lompoc 75% • 10 months</p>	<p>April 1, 2023</p>
<p>Estrada, Jacqueline Accounting Assistant • Internal Services • Accounting - Fiscal Services 100% • 12 months</p>	<p>April 1, 2023</p>
<p>Gadler Bell, Marilee School Occupational Therapist • Special Education • School Occupational Therapy Services 100% • 12 months</p>	<p>April 1, 2023</p>
<p>Garcia Mendoza, Adriana Child Care Assistant • Early Care and Education • Learning Place State Preschool 75% • 10 months</p>	<p>April 1, 2023</p>
<p>Gonzalez, Esther Paraeducator • Special Education • Speech/Language Services, Dunlap 75% • 10 months</p>	<p>April 1, 2023</p>
<p>Hernandez, Vivian Office Assistant • Special Education • Special Education Support Staff, Lompoc 100% • 11 months</p>	<p>April 1, 2023</p>
<p>Howard, Diane Clerical Assistant • Early Care and Education • Early Care and Education - Hope Center 4 100% • 12 months</p>	<p>April 1, 2023</p>

Huitron, Alejandra	April 1, 2023
Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages - North County	
100% • 12 months	
 Kerns, Heather	 April 1, 2023
Paraeducator • Special Education • Vision Services	
75% • 10 months	
 Lemos, Lisa	 April 1, 2023
Paraeducator • Special Education • Alice Shaw Elementary	
77.5% • 10 months	
 Maldonado, Liliana	 April 1, 2023
Paraeducator • Special Education • Cold Spring School	
81.25% • 10 months	
 Maquinaldez, Jodi	 April 1, 2023
Paraeducator • Special Education • Orientation and Mobility Specialist	
75% • 10 months	
 Marble, Margaret	 April 1, 2023
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	
 Martinez, Veronica	 April 1, 2023
Paraeducator • Special Education • Speech/Language Services, McClelland	
75% • 10 months	
 Moreno Covarrubias, Blanca	 April 1, 2023
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	
 Muhr, Joan	 April 1, 2023
Office Assistant • Information Technology Services • Information Technology Services	
30% • 12 months	
 Muniz, Alicia	 April 1, 2023
Paraeducator • Special Education • Cuyama Elementary School	
81.25% • 10 months	
 Ramirez, Norma	 April 1, 2023
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	

Remick, Cory	April 1, 2023
Senior Software Engineer • Information Technology Services • Information Technology Services	
100% • 12 months	
 Rodriguez, Isabel	 April 1, 2023
Paraeducator • Special Education • Manzanita Charter School	
81.25% • 10 months	
 Sprague, Lynette	 April 1, 2023
Paraeducator • Special Education • Hollister School Elementary	
81.25% • 10 months	
 Teran, Ruby	 April 1, 2023
Paraeducator • Special Education • Dos Puertas School	
84.375% • 12 months	
 Valadez, Patricia	 April 1, 2023
Accounting Technician, Senior • Internal Services • Accounting	
100% • 12 months	
 Velazquez, Ricardo	 April 1, 2023
Paraeducator • Special Education • Infant Services, Santa Maria	
50% • 10 months	
 Watson, Clarissa	 April 1, 2023
Paraeducator • Special Education • Los Robles High School	
68.75% • 12 months	
 Wells, Brittany	 April 1, 2023
Child Care Assistant • Early Care and Education • Santa Maria Cal-SAFE	
100% • 10 months	
 Wheeler, William	 April 1, 2023
Computer/Network Technician, Information Technology Services • ITS • Network/ Microcomputer Support	
100% • 12 months	
 Wold, Kristen	 April 1, 2023
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	

Differential - Add

Lopez-DelaCruz, Guadalupe
Clerical Assistant • Early Care and Education • Early Care and Education - Hope Center 4
100% • 12 months
Bilingual
March 16, 2023

Increased Time (Voluntary)

Dal Bon, Darnyl
Office Assistant • Children and Family Resource Services • Health Linkages Administration
100% • 12 months
From .75
April 17, 2023

Sawyer, Erin Lane
Program Associate • Children's Creative Project • Children's Creative Project
100% • Hourly as needed
From .75
April 10, 2023

Probation to Permanent

Cortez, Heidi
Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months
April 1, 2023

Leon, Monica
Child Care Services Technician • Early Care and Education • Early Care and Education - Lompoc 2
100% • 12 months
April 1, 2023

Leonard, Julie
Paraeducator, Behavioral Intervention • Special Education • Behavior Specialist Support, Lompoc
75% • 10 months
April 1, 2023

Lopez-DelaCruz, Guadalupe
Clerical Assistant • Early Care and Education • Early Care and Education - Hope Center 4
100% • 12 months
April 1, 2023

Pacheco, Gabrielle
Child Care Assistant • Early Care and Education • Young Learners State Preschool
75% • 10 months
April 1, 2023

Rivera, Fabiola
Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months
April 1, 2023

Rodriguez, Melissa
Classified Human Resources Analyst • Human Resources • Classified Human Resources Staff
100% • 12 months
April 1, 2023

Promotion

Lopez Heredia, Rodrigo
Accounting Technician • Internal Services • Accounting - Fiscal Services
100% • 12 months
April 10, 2023

Reassignment

Carroll, Jaime
Paraeducator • Special Education • Allan Hancock Preschool
67.5% • 10 months
From Orcutt Academy H.S. Preschool
March 21, 2023

Jasso, Gabriela
Paraeducator • Special Education • Ontiveros Preschool
75% • 10 months
From Preschool Specialist, McClelland
April 17, 2023

Lemos, Lisa
Paraeducator • Special Education • Olga Reed Elementary
77.5% • 10 months
From Alice Shaw School
April 4, 2023

Transfer

Estrada, Jacqueline
Accounting Assistant • Internal Services • Accounting - Fiscal Services
100% • 12 months
April 1, 2023

Separation

Resignation

Gonzalez, Zuliana
Paraeducator • Special Education • Montecito Union School
81.25% • 10 months
April 7, 2023

Montano, Amber
Paraeducator • Special Education • Ontiveros Preschool
75% • 10 months
April 21, 2023

Nolasco, Priscilla
Office Assistant • Human Resources • Human Resources Staff
50% • 12 months
June 9, 2023

Retirement

Cahill, Joan Paraeducator • Special Education • Cabrillo High School 81.25% • 10 months	July 10, 2023
Gilmore, Joan Webmaster • Communications • Communications 75% • 12 months	June 30, 2023
Hankins, Laurie CalSTRS Retirement Benefits Counselor • Human Resources • STRS Counseling 100% • 12 months	June 30, 2023
Sprague, Lynette Paraeducator • Special Education • Hollister School Elementary 81.25% • 10 months	July 7, 2023