

Santa Barbara County Education Office

BOARD BOOK and AGENDA



April 2024



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING

April 11, 2024 – 2:00 p.m.

AGENDA

Online Viewing Option

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

<https://us02web.zoom.us/j/85346278651?pwd=b3dkOGNTSmtBdWZNQTd4TndaOHJWZz09>

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

Live simultaneous Spanish interpretation of the board meeting will be provided for those viewing online. Se dispondrá de interpretación simultánea del inglés al español durante la reunión del Consejo de Educación, para quienes la estén viendo por Internet.

Video Recording

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

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 live simultaneous Spanish interpretation of the board meeting is available for those viewing online. La Presidente anunciará que se dispone de interpretación simultánea del inglés al español durante la reunión del Consejo de Educación, para quienes la estén viendo por Internet.

3. Pledge of Allegiance

4. Roll Call

5. Changes to the Agenda

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

6. President and Board Comments

7. Public Comments

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

PRESENTATIONS

8. Presentation on Proposed Assembly Bill 2222 and State Literacy Initiatives

Associate Superintendent of Curriculum and Instruction Ellen Barger will introduce reading science, describe current state literacy initiatives that support reading and literacy, and provide an overview of the major components of AB 2222 in its current form.

9. Presentation on the Career Technical Education (CTE) Program

Director of Career Technical Education Sarah Cameron will provide a presentation on the Career Technical Education (CTE) program.

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 March 14, 2024
(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 February 7, 2024 to March 6, 2024, and the issuance of temporary county certificates for that same time period.

13. Declaration of Surplus
(Attachment)

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

- Curriculum and Instruction
- Early Care and Education

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

ACTION ITEM

14. Recommended Approval of the Santa Barbara County Education Office Comprehensive School Safety Plan
(Attachment)

The superintendent recommends approval of the Santa Barbara County Education Office Comprehensive School Safety Plan for Juvenile Court and Community Schools, Special Education, and Early Care and Education.

MOVED:

SECONDED:

VOTE:

INFORMATION ITEMS

15. 2022-23 School Accountability Report Cards – Juvenile Court and Community Schools, and Special Education
(Attachment)

The 2022-23 School Accountability Report Cards for Juvenile Court and Community Schools, and Special Education are presented to the board for review/information.

16. Report by the Board Legal Committee

The Board Legal Committee will report on its recent meeting about SBCEO facilities.

17. Personnel Report
(Attachment)

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

18. Williams Uniform Complaints Quarterly Report
(Attachment)

The Williams Uniform Complaints Quarterly Report for Juvenile Court and Community Schools, and Special Education, indicating no complaints filed for the period of December 16, 2023 through March 15, 2024, is presented to the board as an information item.

19. Correspondence
(Attachment)

February 21, 2024 correspondence from the California Department of Education confirming a positive certification of the Santa Barbara County Education Office 2023-24 First Interim Report.

DISCUSSION ITEM

20. Discussion about Expulsion Appeals

There is a potential expulsion appeal that may come before the board at the May 9, 2024 board meeting. Legal counsel will provide information about expulsion appeal processes and the board will discuss.

FUTURE AGENDA ITEMS

21. Future agenda items

ADJOURNMENT

22. Adjournment to the next regular meeting to be held May 9, 2024.

MOVED:

SECONDED:

VOTE:

Superintendent's Report



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education Superintendent's Report April 11, 2024

Student Enrollment in SBCEO Schools and Programs

	Sept '23	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '23	Mar '24
JCCS – FitzGerald Community School	15	17	25	27	37	38	29	44
JCCS – Dos Puertas School	18	24	25	24	20	19	25	18
JCCS – Los Robles High School	5	4	4	5	2	0	8	0
Early Care & Education (preschools and infant/toddler centers)	278	311	278	282	301	307	308	310
Special Ed – JCCS	13	17	16	13	10	8	23	10
Special Ed – Early start (infants)	91	92	98	105	105	106	104	103
Special Ed – Direct service districts	95	97	98	94	94	95	110	95
Special Ed – Regional: TK-12 extensive support needs program	55	56	55	55	56	56	61	57
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	77	77	79	79	82	82	80	85
Special Ed – Preschool	477	502	533	592	614	671	616	710

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

Spring Breaks in Santa Barbara County Public School Districts and Charter Schools

See the next page for a listing of dates of spring break for school districts and charter schools in Santa Barbara County.

2024 Spring Break Dates	District/Charter School
3/22-3/29	Goleta Union School District
3/25-3/29	Adelante Charter Carpinteria Unified School District Cold Spring School District Hope School District Montecito Union School District Peabody Charter Santa Barbara Charter Santa Barbara Unified School District
3/29-4/5	Ballard School District Blochman Union School District Family Partnership Charter Santa Maria Jt. Union High School District Santa Maria-Bonita School District
4/1-4/5	Buellton Union School District College School District Cuyama Joint Unified School District Guadalupe Union School District Lompoc Unified School District Los Olivos School District Manzanita Public Charter Olive Grove Charter Orcutt Academy Charter Orcutt Union School District Santa Ynez Valley Charter Santa Ynez Valley Union High School District Trivium Charter
4/1-4/8	Solvang School District
4/8-4/12	California Connections Academy Central Coast Vista del Mar Union School District

SBCEO DIVISIONS

Curriculum and Instruction Division

Academic Events

Spelling Bee: The elementary and junior high spelling bee competitions were held on Tuesday, March 19 in the SBCEO Auditorium with more than 70 competitors representing their schools. We awarded trophies for the top three spellers at each level, and first and second place winners in each category qualify to compete in the state

spelling bee in Stockton on April 27. A local family whose son won the spelling bee more than a decade ago continues to provide a cash prize to the winners to support their travel to the state bee.

Battle of the Books: As the popularity of this fun event grows, we continue to expand our Battle of the Books offerings. There will be 4 distinct events. On April 10, we will host the junior high battle on a virtual platform to serve students across the county. For elementary, we are now hosting both a north county (Abel Maldonado Center on April 16) and south county (SBCEO on April 25) competition for grades 4-6. And we will have our first county-wide “**Batalla de los Libros**” on May 21 where all the books and the competition questions are in Spanish. Students spend the year reading the books on a list released at the end of the previous school year. Each school creates its own criteria for determining which students get to come to the county battle, but with expansion of the event, we predict that all students who want to compete will have the opportunity. When students arrive, they are placed on teams with students from other schools and create a team name and logo. They then battle against other teams by answering questions about the 28 books on the list. It is a high energy, collaborative, and fun competition, connecting students over a shared love of reading.

Differentiated Assistance: The customized tier two differentiated assistance work is underway with coordinated teams for each district that qualifies for the support. The support teams are also coordinating with each district’s LCAP advisory and leads on other initiatives to create coherent, integrated support structures as they engage in continuous improvement work.

Inclusion Network Consultancies: At the final in-person convening of the network on March 11, we were able to bring in 9 state special education resource lead agencies from the statewide system of support as breakout session rotations for teams to explore available resources, tools, and supports. As an extension of our very successful Inclusion Network meetings this year, district teams will be gathering virtually using a consultancy model to support emerging practices developed in their inclusion plans on April 22 and May 7. The Inclusion Network will continue and expand next school year. The SBCEO/SBCSELPA collaborative model is now being featured as the prototype for statewide expansion by the Supporting Inclusive Practices state agency. Director of School and District Support Rachel Fauver will present our work at the state inclusion conference in May.

Curriculum Council: Five times each school year (approximately every other month after the State Board of Education meetings), the C&I division convenes the curriculum leaders from the districts and charters to provide policy updates in comprehensible formats and to facilitate collaboration around issues, research, policy, and practices impacting instructional programs. The meeting includes state agency updates, just-in-time policy information, details about upcoming training, grants, and events, and time for collaboration on topics of interest. At the March Curriculum Council, members engaged in topics including changes to the dashboard and accountability requirements, Proposition 28, charter performance levels, requirements for local curriculum adoptions,

pathways to TK teacher authorizations, media literacy, inclusion, literacy and English Learners, grant opportunities, and teacher awards.

Human Resources Division

Recruitment Modernization: In addition to our recent implementation of the NeoEd Insight application system, Human Resources has now implemented the NeoEd Onboarding system for classified new hires. This new web-based system enables us to provide photos and video content for greater employee engagement, helps new hires keep track of where they are in the onboarding process, and automates and streamlines many previously manual processes.

Special Education Division

Program Specialist Laura Ishikawa continues to partner with Sarah Diaz, early care and education inclusion program specialist, and Rebecca Arreola, early care and education TOSA/coach, on a monthly Inclusion Community of Practice. In February, teachers participated in a mini workshop on communication styles and ways to communicate more effectively with team members.

A data collection “Make & Take” was held in February. Teachers and paraeducators learned about different types of data collection to track progress on Individualized Education Plan (IEP) goals and had the opportunity to make and take data sheets to meet the needs of the students in their programs.

Three preschool teachers, Sylvia Baeza, Norma Ramirez, and Lori Jerrier, are participating in a Team Coaching Grant called “Preschool Pioneers: Mastering Early Education.” These teachers are learning about and collaborating on topics such as effective classroom environments, embedding Social Emotional Learning (SEL) throughout the day, and developmentally appropriate large and small group instruction and activities.

Student and Community Services Division

School Safety Liaison: Crisis Communication Workshop: On March 21, 2024, the Santa Barbara County Education Office hosted a comprehensive Crisis Communication Workshop. All Santa Barbara County school districts and educational leaders were invited, and the majority of the districts were represented. The primary focus of the workshop was to enhance communication strategies before, during, and after a crisis. Facilitator Jeff Solomon delivered an insightful, educational session that included mock press conferences for participants to practice their skills. School leaders learned about valuable communication tools that they can share with their staff to use for crisis management.

School Safety Liaison: Standard Response Protocols: Dennis Thomas, school safety liaison, has been actively collaborating with various school districts and school

leaders. His primary objective has been to provide them with the necessary support for the effective implementation of the Standard Response Protocols.

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

- 3/11 California County Superintendents Board of Directors meeting
- 3/12 SISC Health Benefits Technical Subcommittee meeting; Student Advisory Council meeting
- 3/13 Fighting Back Leadership Coalition meeting
- 3/14 KUHL Live radio interview in Santa Maria
- 3/18 First 5 Commission meeting; Women and Girls in Sports lunch
- 3/20 Guest speaker at SBCEO's Clear Administrative Services Credential (CASC) program class
- 3/21 SBCEO Crisis Communication workshop
- 3/22 Santa Barbara County Workforce Development Board meeting; Senator Limón's Women of the Year event
- 4/3 Speaker at Morning Rotary breakfast meeting in Carpinteria; YouthWell Advisory Board meeting
- 4/4 Santa Barbara County School Boards Association Executive Committee meeting

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
March 14, 2024 – 2:00 p.m.

MINUTES

The Santa Barbara County Board of Education held this meeting on Thursday, March 14, 2024 at the SBCEO North County Office, 402 Farnel Road, Santa Maria, CA.

UNAPPROVED

GENERAL FUNCTIONS

1. Call to Order

The regular meeting of the County Board of Education was called to order at 1:59 p.m. by Board President Judy Frost.

2. Spanish Interpretation/Interpretación

The president announced that Spanish interpretation of the board meeting was available online via Zoom.

3. Pledge of Allegiance

Board Vice President Porter led the Pledge of Allegiance.

4. Roll Call

Board Members Present

Vedamarie Alvarez Flores
Marybeth Carty
Michelle de Werd
Nadra Ehrman
Judith Frost
Joe Howell
Bruce Porter

Staff Members Present

Susan Salcido, superintendent
Austin Payne, legal counsel (via Zoom)
Anna Freedland, executive assistant

Camie Barnwell	Mari Gonzales	Cindy Neal
Kirsten Escobedo	Don Lockwood	Kelley Persons
Nicole Evenson	Luis Medina	Steve Torres

Others Present

Ellis Gonzalez, interpreter (via Zoom)
Shilo Gorospe, auditor, Eide Bailly LLP (via Zoom)
Hugo Santos-Gomez, interpreter (via Zoom)

5. Changes to the Agenda

The president stated that there were no changes to the agenda; however, she noted that for item 16, regarding the financial (audit) report, the auditor would be available online via Zoom to answer any questions from the board. Mrs. Frost also stated that a PDF packet from the recent California School Boards Association (CSBA) County Board Governance workshop would be shared with the full board in the near future.

6. President and Board Comments

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

- The president shared that she, the superintendent, and Board Member Alvarez Flores attended a recent announcement and celebration event about the Allan Hancock College Promise Program.
- Board Member Carty shared that she attended a recent Foundation Roundtable meeting at which the superintendent presented along with the executive directors of SBCEO's 3 non-profit programs. She also highlighted the mock job interviews flyer in the board book and the need for volunteers. Mrs. Carty mentioned an article in the recent California Schools magazine called, "Bridging the Gap: How career technical education unites job training and academies."
- Board Member de Werd shared that she recently attended two board committee meetings – policy and budget, the First 5 Governance Brunch, the CSBA County Board Governance workshop in Sacramento, and the Cabrillo High School Aquarium open house.
- Board Member Howell shared about a recent event to launch the new mobile hub for the Computers for Families program.

7. Public Comments

None.

PRESENTATION

8. Presentation on the Special Education Division

Associate Superintendent of Special Education Kirsten Escobedo provided a presentation about the Special Education division.

SUPERINTENDENT'S REPORT

9. Superintendent's Report

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

- SBCEO Facilities – The superintendent invited Associate Superintendent of Administrative Services Steve Torres to provide an update on SBCEO facilities and SBCEO's ability to issue a bond: Proposition 39 included county offices of education (COEs) as eligible entities for general obligation bonds, but a companion bill to that proposition, AB 1908, restricted COEs from general obligation bonds. AB 1908 supersedes the proposition, so COEs are not eligible for general obligation bonds.
- The superintendent reported that the Board Legal Committee would be convening in the coming weeks to help review aspects related to space needs for the Early Care and Education program and the Special Education division.
- Reading and Literacy Supplemental Authorization Incentive Grant Program – Dr. Salcido provided more details about the newly attained grant program.

The superintendent also commented on the following:

- Handouts/invitations at board member places
- Countywide education job fairs – 176 people attended both fairs, with a majority of people at the Santa Maria fair. The superintendent thanked Associate Superintendent of Human Resources Mari Gonzales and Director of Human Resources Amy Ramos and the HR team for staffing the job fairs.

CONSENT AGENDA

The board approved all consent items:

10. Minutes of Meeting Held February 8, 2024

11. 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 January 7, 2024 to February 6, 2024, and the issuance of temporary county certificates for that same time period.

12. 2024-25 Central Office Calendar

13. Acceptance of Donations

Acceptance of donations for the following department:

- Transitional Youth Services

14. Declaration of Surplus

Declaration of surplus for the following department:

- Information Technology Services

Motion to approve all consent items:

MOVED: **Ms. Ehrman**

SECONDED: **Mr. Howell**

VOTE: **Passed 7-0**

ACTION ITEMS

15. Recommended Approval of Second Interim Report

The Second Interim Report was presented by Board Budget Committee Chair Frost. It was approved as part of the budget monitoring process.

MOVED: **Mrs. de Werd**

SECONDED: **Mrs. Alvarez Flores**

VOTE: **Passed 7-0**

16. Accept and File Annual Financial (Audit) Report

The 2022-23 Annual Financial (Audit) Report was presented by Board Budget Committee Chair Frost. Associate Superintendent of Administrative Services Steve Torres and a representative from the audit firm Eide Bailly LLC, Shilo Gorospe, responded to board questions about the report and the management letter that accompanied the report.

The superintendent shared that there had been a question from a board member about the management letter that accompanied the financial (audit) report. She reported that the letter had been posted online on the board materials webpage, after it had been mailed to the board. Dr. Salcido stated that Board Member de Werd requested that copies of previous management letters going back to 2019 be posted online. The superintendent stated that she would post previous management letters, along with their accompanying audit reports.

The board acknowledged receipt of the 2022-23 Annual Financial (Audit) Report and ordered it filed.

MOVED: Mr. Porter

SECONDED: Mrs. Alvarez Flores VOTE: Passed 7-0

Board adjourned for a brief recess at 3:42 p.m. Board reconvened at 3:52 p.m.

17. Board Policies, Reading and Adoption

The following board policies were presented by the Board Policy Committee for reading and adoption:

- BP 5145.6 – Parent/Guardian Notifications (new)
- BP 9010 – Public Statements and Board Endorsements (new)
- BP 9011 – Disclosure of Confidential/Privileged Information (new)
- BP 9100 – Organization (revised)
- BP 9130 – Board Committees (revised)
- BP 9200 – Limits of Board Member Authority (new)
- BP 9220 – Governing Board Elections (revised)
- BP 9222 – Resignation (new)
- BP 9223 – Filling Vacancies (revised)
- BP 9224 – Oath or Affirmation (new)

Board Policy Committee Chair Porter reported that existing BP 2009 – Request for Board Endorsements, was incorporated into new BP 9010 – Public Statements and Board Endorsements. Similarly, existing BP 1010 – Organization: Ad Hoc Committee, was incorporated into revised BP 9130 – Board Committees. Mr. Porter also reported about the discussion at the committee meeting about BP 9220 – Governing Board Elections, and BP 9223 – Filing Vacancies.

The following motion was made:

MOTION: Approve all of the board policies listed above as written.

MOVED: Mr. Porter

SECONDED: Mrs. Carty

VOTE:

The board had discussion after the motion and before a vote was taken. Subsequently, Mr. Porter withdrew his motion.

Then, the following motion was made:

MOTION: Approve all of the board policies listed above except for BP 9100 – Organization, and BP 9220 – Governing Board Elections.

MOVED: **Mrs. Frost**

SECONDED: **Mrs. de Werd**

VOTE: **Passed 7-0**

The board discussed Board Policy 9100 – Organization, and the following motion was made:

MOTION: Approve BP 9100 – Organization, as written.

MOVED: **Mr. Porter**

SECONDED: **Mrs. Carty**

VOTE: **Passed 7-0**

The board discussed Board Policy 9220 – Governing Board Elections, and the following motion was made:

MOTION: Approve BP 9220 – Governing Board Elections, as written.

MOVED: **Mr. Porter**

SECONDED: **Ms. Ehrman**

VOTE: **Passed 6-1**

Mrs. de Werd voted no

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

The board approved the reimbursement of actual and necessary expenses for board members to attend the Santa Barbara County School Boards Association (SBCSBA) Annual Dinner, April 24, 2024, in accordance with Board Policy 9250, if requested.

MOVED: **Mrs. Frost**

SECONDED: **Mrs. Carty**

VOTE: **Passed 6-1**

Mr. Porter voted no

INFORMATION ITEMS

19. Statement of Economic Interests, Form 700

Legal counsel provided a brief overview, via Zoom, of the Statement of Economic Interests, Form 700, required of board members, and answered questions from board members.

20. Personnel Report

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

FUTURE AGENDA ITEMS

21. Future agenda items

The president mentioned the potential future agenda items that were listed on the agenda as an information item:

- Report on Lompoc Unified School District's affiliation with The Nature Conservancy's Dangermond Preserve
- Report on the teen center in Lompoc
- AB 2222 – proposed legislation on literacy
- Board planning (mission, vision)

ADJOURNMENT

22. Adjournment

The meeting was adjourned at 4:36 p.m. to the next regular meeting to be held April 11, 2024.

MOVED: Mrs. Carty

SECONDED: Mr. Howell

VOTE: Passed 7-0

Judith Frost, President
County Board of Education

Dr. Susan Salcido, Secretary
County Board of Education



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education

Credentials report pertaining to credentialed personnel, employed by local educational agencies across Santa Barbara County

Registration of Credentials or Other Certification Documents

The Santa Barbara County Education Office (SBCEO) registers credentials provided to all individuals throughout Santa Barbara County who have been issued credentials and permits by the California Commission on Teacher Credentialing (CCTC). (*Education Code § 44332.5*)

The content in this section of the report is informational.

Issuance of Temporary County Certificates

Temporary County Certificates (TCC) are issued by SBCEO to individuals during the interim period from when they apply for a credential with the California Commission on Teacher Credentialing to when they are issued or denied the official credential.

A TCC allows an individual to actively work and be paid for service in those positions for which the credential is required while they await final clearance of their credential or permit.

Temporary County Certificates must be approved by the County Board of Education. (*Education Code § 44332*)

**Registration of Credentials or Other Certification Documents
Issuance of Temporary County Certificates
February 7, 2024 - March 6, 2024**

<u>Name</u>		<u>Type of Credential / Permit</u>
Expiration Date: 2024		
Kendra	Bowling	30-Day Substitute Teaching Permit
William	Brennan	Teaching Permit for Statutory Leave
Hailey	Consorti	30-Day Substitute Teaching Permit
Karla	Franco	30-Day Substitute Teaching Permit
Cherie	Garza	Short-Term Staff Permit
Tracy	Jimenez	30-Day Substitute Teaching Permit
Michael	Kling	30-Day Substitute Teaching Permit
Tracy	McKee	30-Day Substitute Teaching Permit
Guillermo	Padilla	Teaching Permit for Statutory Leave
Yonic	Perez	Short-Term Staff Permit
Jeff	Spalinger	Teaching Permit for Statutory Leave
Kelly	Timmerman	Short-Term Staff Permit
Sergio	Villa	Career Technical Education Teaching Credential

Expiration Date: 2025

Maria	Abrica	30-Day Substitute Teaching Permit
Dean	Andres	Single Subject Teaching Credential
Armando	Arevalo	30-Day Substitute Teaching Permit
Diana	Arrieta	30-Day Substitute Teaching Permit
Lauren	Avey	30-Day Substitute Teaching Permit
Maycee	Ballew	30-Day Substitute Teaching Permit
Amber	Barnard	30-Day Substitute Teaching Permit
Enrique	Becerra	30-Day Substitute Teaching Permit
Judith	Benton	30-Day Substitute Teaching Permit
Saul	Botello	30-Day Substitute Teaching Permit
Michelle	Bougher	30-Day Substitute Teaching Permit
Caitlin	Brenda	30-Day Substitute Teaching Permit
Jami	Clayton	30-Day Substitute Teaching Permit
Phlyiss	Cohen	30-Day Substitute Teaching Permit
Mary	Dingman	30-Day Substitute Teaching Permit
Jean	Driskel	30-Day Substitute Teaching Permit
Megan	Duke	30-Day Substitute Teaching Permit
Jeremy	Ferrara	30-Day Substitute Teaching Permit
Linda	Fimlaid	30-Day Substitute Teaching Permit

Aurora	Fonseca	30-Day Substitute Teaching Permit
Daniel	Fraats	30-Day Substitute Teaching Permit
Rosemarie	Giorgi	30-Day Substitute Teaching Permit
Maria	Gonzalez	30-Day Substitute Teaching Permit
Barrie	Greeley	30-Day Substitute Teaching Permit
Anthony	Grossini	30-Day Substitute Teaching Permit
Allyson	Hawkins	30-Day Substitute Teaching Permit
Lucia	Hegge	30-Day Substitute Teaching Permit
Audra	Henson	30-Day Substitute Teaching Permit
Alyssa	Hernandez	30-Day Substitute Teaching Permit
Victoria	Hernandez	30-Day Substitute Teaching Permit
Rebecca	Huff	30-Day Substitute Teaching Permit
Audrey	Hughes	30-Day Substitute Teaching Permit
Christina	Jacob	30-Day Substitute Teaching Permit
Robert	Jacobi	30-Day Substitute Teaching Permit
Spencer	Jacobs	30-Day Substitute Teaching Permit
Carol	Kemp	30-Day Substitute Teaching Permit
Michael	Lee	30-Day Substitute Teaching Permit
William	Lee	30-Day Substitute Teaching Permit
Connor	Levoff	30-Day Substitute Teaching Permit
Janelle	Lopez	30-Day Substitute Teaching Permit
Emily	Lorenzana	30-Day Substitute Teaching Permit
Michele	Lyon	Education Specialist Instruction Credential
John	MacDonald	30-Day Substitute Teaching Permit
Lesly	Maldonado	30-Day Substitute Teaching Permit
Seth	Marsh	30-Day Substitute Teaching Permit
Zachary	Masters	30-Day Substitute Teaching Permit
Evelyn	Mendoza	30-Day Substitute Teaching Permit
Natali	Mendoza	30-Day Substitute Teaching Permit
Sarah	Mia	30-Day Substitute Teaching Permit
Carol	Millar	30-Day Substitute Teaching Permit
Payton	Millar	30-Day Substitute Teaching Permit
Charles	Miller	30-Day Substitute Teaching Permit
Hannah	Miller	30-Day Substitute Teaching Permit
Diana	Moning	30-Day Substitute Teaching Permit
Xiomara	Morales	30-Day Substitute Teaching Permit
Brittney	Morettini	30-Day Substitute Teaching Permit
Ryan	Morrissey	30-Day Substitute Teaching Permit
Rebecca	Naranjo	30-Day Substitute Teaching Permit
Alexia	Nevitt	Multiple Subject Teaching Credential
Jessica	Norton	30-Day Substitute Teaching Permit
Sealtiel	Ocampo	30-Day Substitute Teaching Permit
Michelle	Oliver	30-Day Substitute Teaching Permit
Bianca	Oropeza	30-Day Substitute Teaching Permit
Laura	Pavlich	Single Subject Teaching Credential
Madison	Penafior	30-Day Substitute Teaching Permit

Christine	Plagmann	30-Day Substitute Teaching Permit
Jennifer	Quesada	30-Day Substitute Teaching Permit
Deborah	Roark	30-Day Substitute Teaching Permit
Allison	Robinson	30-Day Substitute Teaching Permit
Darielle	Robinson	30-Day Substitute Teaching Permit
David	Ross	Single Subject Teaching Credential
Kristin	Salvesen	30-Day Substitute Teaching Permit
Jessica	Sanford	Administrative Services Credential
Ty	Shamblin	30-Day Substitute Teaching Permit
Cindy	Soto	30-Day Substitute Teaching Permit
Jaquelin	Soto	30-Day Substitute Teaching Permit
Christopher	Sprecher	30-Day Substitute Teaching Permit
Mark	Swanitz	Crosscultural, Language, & Academic Devel Permit
Nazy	Tully	Education Specialist Instruction Credential
Raymond	Ventura	30-Day Substitute Teaching Permit
Isabelle	Walker	30-Day Substitute Teaching Permit
Cynthia	Webster	30-Day Substitute Teaching Permit
Jenna	Wellenkamp	30-Day Substitute Teaching Permit
Sierra	Whelan	30-Day Substitute Teaching Permit
Maria	Wolfe	30-Day Substitute Teaching Permit
Shannon	Wood	30-Day Substitute Teaching Permit
Rebecca	Wright	30-Day Substitute Teaching Permit

Expiration Date: 2026

Courtney	Anderson	Single Subject Teaching Credential
Laura	Ishikawa	Education Specialist Instruction Credential
Salvador	Lopez	Single Subject Teaching Credential
Salvador	Lopez	Specialist Instruction Credential (Agriculture)
Elsa	Ross	Administrative Services Credential
Amberly	Young	Multiple Subject Teaching Credential

Expiration Date: 2027

Kathryn	McIntosh	Multiple Subject Teaching Credential
Beatriz	Palacios	Pupil Personnel Services Credential

Expiration Date: 2028

Victoria	Acton	Multiple Subject Teaching Credential
Aleea	Armijo	Administrative Services Credential
Aleea	Armijo	Multiple Subject Teaching Credential
Marcus	Escalera	Single Subject Teaching Credential

Cheryl	Hayes	Single Subject Teaching Credential
Haidee	Jimenez	Multiple Subject Teaching Credential
Mitchell	Kiner	Single Subject Teaching Credential
Christoph	Klemsz	Single Subject Teaching Credential
Olga	Kovalchuk	Education Specialist Instruction Credential
Maijue	Lochungvu	Administrative Services Credential
Lynette	Martin	Administrative Services Credential
Angel	Molina	Multiple Subject Teaching Credential
Trevor	Orlando	Single Subject Teaching Credential
Elisa	Ramirez	Single Subject Teaching Credential
Jackson	Reynosa	Single Subject Teaching Credential
Alma	Rivera	Child Development Teacher Permit
Maria	Solorio	Multiple Subject Teaching Credential
Jarod	Spradling	Single Subject Teaching Credential
Amber	Starr	Child Development Site Supervisor Permit
Savanna	Sustaita	Pupil Personnel Services Credential
Carlisle	Tamayo	Single Subject Teaching Credential
Adriana	Trujillo	Multiple Subject Teaching Credential
Alejandra	Uribe	Administrative Services Credential

Expiration Date: 2029

Gerardo	Becerra	Pupil Personnel Services Credential
Gregory	Baldwin	Single Subject Teaching Credential
Esperanza	Barajas	Child Development Teacher Permit
Anne	Blaschke	Multiple Subject Teaching Credential
Elisa	Bohannon	Multiple Subject Teaching Credential
Sarah	Borlongan	Multiple Subject Teaching Credential
Michael	Burke	Single Subject Teaching Credential
Arlet	Carrillo	Child Development Assistant Permit
Janina	Carrillo	Pupil Personnel Services Credential
Sara	Claycamp	Single Subject Teaching Credential
Kimberly	Danell	School Nurse Services Credential
Lisa	Danielson	Multiple Subject Teaching Credential
Tiare	Dodson	Single Subject Teaching Credential
Crystal	Dominguez	Education Specialist Instruction Credential
Bernard	Donner	Single Subject Teaching Credential
Haley	Fierros	Multiple Subject Teaching Credential
Esmeralda	Flores	Child Development Teacher Permit
Michelle	Franco	Child Development Master Teacher Permit
Luz	Garcia	Child Development Associate Teacher Permit
Melissa	Garcia	Single Subject Teaching Credential
Chelsey	Gates	Multiple Subject Teaching Credential
Christopher	Gisaffi	Single Subject Teaching Credential
Raymond	Guron	Multiple Subject Teaching Credential

Marilyn	Hosier	Single Subject Teaching Credential
Mary Louise	Johnson	General Elementary Teaching Credential
Nancy	King	Child Development Master Teacher Permit
Colleen	Kuykendall	Multiple Subject Teaching Credential
Martha	Lacey	Multiple Subject Teaching Credential
Erica	Lee	Multiple Subject Teaching Credential
Jesse	Leyva	Administrative Services Credential
Jesse	Leyva	Multiple Subject Teaching Credential
Connie	Maday	Multiple Subject Teaching Credential
Marsha	Maietta	Single Subject Teaching Credential
Tami	Majewski	Multiple Subject Teaching Credential
Sean	Malis	Single Subject Teaching Credential
Alma	Marquez	Single Subject Teaching Credential
Joel	Mason	Multiple Subject Teaching Credential
Joel	Mason	Single Subject Teaching Credential
Courtney	McBeth	Speech-Language Pathology Services Credential
Lucia	Mejia	Administrative Services Credential
Lucia	Mejia	Multiple Subject Teaching Credential
Archimedes	Monserate	Education Specialist Instruction Credential
Helen	Murdoch	Library Media Teacher Services Credential
Helen	Murdoch	Single Subject Teaching Credential
Lisa	Nelson	Multiple Subject Teaching Credential
Aaron	Nesper	Single Subject Teaching Credential
Ludmila	Nol	Child Development Site Supervisor Permit
Cristina	Ortega	Administrative Services Credential
Cristina	Ortega	Multiple Subject Teaching Credential
Heather	Paige	Multiple Subject Teaching Credential
Steve	Pallan	Administrative Services Credential
Steve	Pallan	Single Subject Teaching Credential
Kelsey	Parker	Single Subject Teaching Credential
Nicole	Paz	Multiple Subject Teaching Credential
Viviani	Piekutowski	Multiple Subject Teaching Credential
Mary	Ramos	Administrative Services Credential
Mary	Ramos	Multiple Subject Teaching Credential
Cathie	Riordon	Pupil Personnel Services Credential
Kimberley	Robbins	Speech-Language Pathology Services Credential
Stephen	Ryan	Single Subject Teaching Credential
Jose	Sandoval	Multiple Subject Teaching Credential
Susan	Schiferlsmith	Career Technical Education Teaching Credential
Tania	Self-Kim	Multiple Subject Teaching Credential
Kyle	Shaffer	Single Subject Teaching Credential
Phillip	Sherman	Single Subject Teaching Credential
Kelsey	Sherry	Single Subject Teaching Credential
Lauren	Skillinge	Education Specialist Instruction Credential
Alicia	Sorkin	Single Subject Teaching Credential
Catherine	Speake	Single Subject Teaching Credential

Marcene	Tate	Single Subject Teaching Credential
Marcene	Tate	Multiple Subject Teaching Credential
Marcene	Tate	Specialist Instruction Credential in Special Education
Marcene	Tate	Career Technical Education Teaching Credential
Lauren	Tickel	Multiple Subject Teaching Credential
Ivonne	Torres	Career Technical Education Teaching Credential
Tamara	Tucker	Pupil Personnel Services Credential
Annie	Turner	Single Subject Teaching Credential
Ray	Vazquez	Single Subject Teaching Credential
Shannon	Verbryke	Multiple Subject Teaching Credential
Emily	Waniuk	Single Subject Teaching Credential
Emily	Waniuk	Multiple Subject Teaching Credential
Emily	Waniuk	Specialist Instruction Credential in Special Education
Nathan	Watts	Single Subject Teaching Credential
Anne	Wolfe	Multiple Subject Teaching Credential
Amy	Woods	Teacher Librarian Services Permit
Amy	Woods	Single Subject Teaching Credential

Expiration Date: 2030

Greg	Birkholz	Multiple Subject Teaching Credential
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Certificates of Competence

Dean	Andres	Crosscultural, Language, & Academic Devel Cert
Aleea	Armijo	Crosscultural, Language, & Academic Devel Cert
Anne	Wolfe	Bilingual, Crosscultural, Language, & Academic Devel Cert

Waivers

Michael	Nott	Certificate of Completion of Staff Development
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NameType of Credential / Permit**Temporary County Certificates**

Henry	Ciddio	Multiple Subject Teaching Credential
Hector	Garcia	Teaching Permit for Statutory Leave
Kaitlyn	Howell	Short-Term Staff Permit
Theresa	Masterson	Multiple Subject Teaching Credential
Judith	Ruvalcaba	Specialist Teaching Permit in Early Childhood Education
Christina	Sutton	Child Development Site Supervisor Permit



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
April 11, 2024

Curriculum and Instruction

- SB 20471 Apple MacBook Pro 13.3 Inch Laptop
- SB 19844 Apple MacBook Pro 13.3 Inch Laptop
- SB 20191 Apple MacBook Pro 13.3 Inch Laptop

Early Care and Education

- SB 21242 Dell Latitude 3510 Laptop

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

Action Item

Santa Barbara County Education Office County-Operated Programs Comprehensive School Safety Plan



This document is available for public inspection during regular business hours in the Student and Community Services Division Office located at SBCEO, 4400 Cathedral Oaks Road, Suite 109, Santa Barbara, CA 93110

NOTE: Tactical information is excluded from the public inspection document.

**Santa Barbara County Education Office County-Operated Programs
Comprehensive School Safety Plan**

The plan was developed and reviewed by the following collaborators:

Bridget Baublits	Student and Community Services, Associate Superintendent
Dennis Thomas	Student and Community Services, School Safety Liaison
Elise Simmons	Student and Community Services, Coordinator
Emeterio Hernandez	Classified Employee Association Representative
Janelle Willis	Early Care and Education, Administrator
Jonathan Reyes	Teacher's Association Representative
Kathryn Adame	Teacher's Association Representative
Kirsten Escobedo	Special Education, Associate Superintendent
Rene Wheeler	Juvenile Court and Community School, Director
Sammy H.	Student
Yurem M.	Student

This Comprehensive School Safety Plan (CSSP) was adopted by Santa Barbara County Education Office's (SBCEO) Juvenile Court and Community Schools (JCCS) School Site Council (SSC) on February 29, 2024.

The CSSP was approved by the Santa Barbara County Board of Education on April 11, 2024.

Overview of the Comprehensive School Safety Plan

The SBCEO is fully committed to providing a school environment where students and staff learn and work free from crime and violence, intimidation, threats, harassment, and fear; the elimination of these negative factors provides the most favorable conditions in which to learn.

Background and Purpose of Education Code 32280

It is the intent of the Legislature that all California public schools, with transitional kindergarten to 12 grades, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

In creating the Santa Barbara County Education Office (SBCEO) Comprehensive School Safety Plan (CSSP), the Juvenile Court and Community Schools (JCCS), Special Education, and Early Care and Education (ECE) believe that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm. Furthermore, the SBCEO believes that the leadership in providing safe schools, establishing behavior standards, and improving student attendance must come primarily from each SBCEO Program Manager and their staff. The leadership for the plan should be continuous to support comprehensive efforts at each SBCEO county-operated program to assist students in becoming self directed and responsible for their own behavior. The SBCEO believes that there is substantial benefit our students can derive from regular attendance in a safe and orderly school environment, and securing this assurance justifies our high priority and commitment of personnel and fiscal resources toward this endeavor.

Accordingly, with Education Code 32282 the SBCEO CSSP will provide SBCEO county-operated programs with a positive learning environment through the implementation of:

- Appropriate rules, regulations, and discipline policies that are well publicized, consistently enforced, and nondiscriminatory, and that take into consideration the due process all students are entitled to receive.
- Appropriate professional development that emphasizes the importance of treating students, parents/guardians, and coworkers respectfully.
- Appropriate professional development activities that include safe school strategies, current laws affecting school safety, and crisis response.
- Effective counseling and guidance services that include personal counseling, peer programs and educational counseling.
- The Annual Notification to Students and Parents/Guardians (ANTP) that explains codes of conduct, including information on such topics as student rights and responsibilities, unacceptable behavior, and procedures for due process and appeals.
- Plans for dealing with potential disruptive conflict situations, including procedures for referrals to law enforcement agencies for serious offenses.
- Programs and strategies that develop a student's sense of family and school connectedness, self-esteem, personal and social responsibility, character, and ability to resolve conflict in a positive, constructive way.
- A system of referrals to appropriate agencies for services that students and families need and that schools are unable to provide.

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

The SBCEO county-operated programs and schools covered in the SBCEO CSSP include:

- Juvenile Court and Community Schools
- Special Education
- Early Care and Education

The SBCEO county-operated programs and schools are located throughout the county. Below is a description of the three types of locations the SBCEO county-operated programs fall under. [Here is a link](#) to a list of the SBCEO county-operated programs and schools and their location type.

- **Co-located on a School Site / Juvenile Justice Center:** Many of our programs, classrooms, and staff serving students are located on sites that are owned and/or operated by a local school district other than SBCEO. Individuals, programs, and classrooms operating in these conditions are required to adhere to the district and/or campus developed CSSP of their specific location. Student populations in these programs, including but not limited to students with physical, developmental, or emotional disabilities, could require special consideration, modification, or addition to the site developed CSSP. SBCEO county-operated programs should review and rehearse evacuation procedures at least as often as directed by campus administration, but may elect to conduct additional practice as needed to accommodate the needs of students and staff in the program including those with disabilities covered under the Americans with Disabilities Act of 1990.
- **Co-located with SBCEO offices:** When developing the CSSP, consideration needs to be made for both the SBCEO county-operated program or school and the employees. In general, the employees will follow the CSSP of the school or program in which they are assigned.
- **Located on an Independent Site:** SBCEO county-operated programs and schools that operate on an independent site, will follow this CSSP and will have site-specific procedures when necessary.

Chart Represents Which Programs Will Be Required To Follow Each Section

CSSP Sections	JCCS		SPED	ECE
	FitzGerald	Juvenile Justice Center	Name of Location	Name of Location
A. Assessment of Current Status of School Crime at the School and School-Related Functions	YES	YES	-Casmalia Preschool 1,2,3 -Central Preschool -Lompoc - SESS -Regency Preschool	NO
B. Child Abuse Reporting	YES	YES	YES	YES
C. Disaster Procedures, Routine and Emergency Plans, and Crisis Response	YES	NO	-Casmalia Preschool 1,2,3 -Central Preschool -Lompoc - SESS -Regency Preschool	NO
D. Suspension/Expulsion Policies & Procedure	YES	YES	YES	YES
E. Procedures for Notifying Teachers of Dangerous Students	YES	YES	NO	NO
F. Discrimination and Harassment Policies	YES	YES	YES	YES
G. School-wide Dress Code	YES	YES	NO	NO
H. Procedures for Safe Ingress and Egress	YES	YES	-Casmalia Preschool 1,2,3 -Central Preschool -Lompoc - SESS -Regency Preschool	NO
I. Safe and Orderly Environment	YES	YES	-Casmalia Preschool 1,2,3 -Central Preschool -Lompoc - SESS -Regency Preschool	NO
J. Rules and Procedures on School Discipline	YES	YES	NO	NO
K. Procedures for Tactical Responses to Criminal Incidents	YES	YES	-Casmalia Preschool 1,2,3 -Central Preschool -Lompoc - SESS -Regency Preschool	NO
L. Protocols for Responding to a Potential Opioid Overdose	YES	NO	-Casmalia Preschool 1,2,3 -Central Preschool -Lompoc - SESS -Regency Preschool	NO
M. Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity	YES	NO	-Casmalia Preschool 1,2,3 -Central Preschool -Lompoc - SESS -Regency Preschool	NO



Table of Contents

**The Santa Barbara County Education Office Comprehensive School Safety Plan
incorporates the following Key Elements (EC 35294.2):**

Table of Contents

A. Assessment of Current Status of School Crime at the School and School-Related Functions.....	9
B. Child Abuse Reporting.....	12
C. Disaster Procedures, Routine and Emergency Plans, and Crisis Response.....	15
D. Suspension/Expulsion Policies & Procedure.....	33
E. Procedures for Notifying Teachers of Dangerous Students.....	37
F. Discrimination and Harassment Policies.....	39
G. School-wide Dress Code.....	42
H. Procedures for Safe Ingress and Egress.....	44
I. Safe and Orderly Environment.....	53
Policies & Procedures on Positive School Environment.....	53
Assessment of the Current Status.....	54
Component 1: Positive School Environment - People and Programs.....	55
Component 2: Physical Environment - Place.....	56
J. Rules and Procedures on School Discipline.....	58
K. Procedures for Tactical Responses to Criminal Incidents.....	60
L. Protocols for Responding to a Potential Opioid Overdose.....	63
M. Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity.....	69



Assessment of Current Status of School Crime at the School and School-Related Functions

A. Assessment of Current Status of School Crime at the School and School-Related Functions

Juvenile Court and Community Schools (JCCS) take pride in maintaining a positive school environment where students feel connected to staff and the facilities are kept clean and safe.

At the December 14, 2023, School Site Council (SSC) meeting, the annual school safety assessment data was reviewed. The school safety assessment data includes information from the California Healthy Kids Survey (CHKS), suspension and expulsion data, and the Facility Inspection Tool (FIT).

A review of the results from the 2022 California Healthy Kids Survey indicated that:

- 53% of students believe their teachers have high expectations for their success
- 40% of students believe their teacher listens when they have something to say
- 60% of students feel the teaching staff treat students fairly
- 59% of students perceive school as safe or very safe

Additionally, the SSC reviewed the most recent (2022-23) suspension and expulsion rates for JCCS. The court school saw an uptick in suspensions in 2022-23 to 9.6%. The staff at JCCS believes, in large part, that the increase in suspensions is a result of SB 823 which realigned the Department of Juvenile Justice (DJJ). This realignment has significantly changed the population of the court schools since it went into effect on July 1, 2021, with the majority of students having been booked for a violent felony.

In the community school, there was a significant decrease in suspensions from 36.7% the previous year to 19%. We attribute this decline to the fact that we've been able to contract for the past two years with a community based organization to provide a School Based Therapist (SBT), a position that had been vacant since the beginning of the 2021-22 school year. This therapist provided important clinical services to students that supported a reduction in suspensions.

The impacts of the realignment of the DJJ combined with the behavioral health needs of students, continue to impact student behaviors in the classroom. To address the high number of suspensions, JCCS renewed their MOU with the Council on Alcoholism and Drug Abuse (CADA) for a SBT. Additionally, they partnered with One Community Action to provide the POR VIDA program which provides wrap-around services through case management, group facilitation, opportunities to get more involved in school and community, and peer-to-peer network support. JCCS believes that having these two services will help reduce the severe student behaviors experienced last year. JCCS continues to have a 0% expulsion rate in their programs due to low student-to-staff ratios, ongoing training in de-escalation strategies, and support from probation.

Finally, the JCCS annual FIT report indicated that all three sites were in good condition with a school ranking of excellent. Specific details of the FIT reports are included in the JCCS annual School Accountability Report Cards (SARC), which are posted on SBCEO's website and can be accessed [here](#).



Child Abuse Reporting

B. Child Abuse Reporting

Introduction

All SBCEO employees who work directly with children are mandated reporters, are in positions as child care custodians, and shall report known or suspected instances of child abuse, as required by Penal Code Sections 11165 *et. seq.* and in accordance with procedures established by the County Superintendent of Schools. Failure to comply with the terms of this policy may result in disciplinary proceedings (BP 5141.4).

1. Mandated Reporters

- According to E.C 11165.7 a mandated reporter includes (but is not limited to):
 - Teacher
 - Instructional aide
 - Teacher's aide or teacher's assistant employed by a public or private school
 - Classified employee of a public school
 - Administrator in a public or private school
 - Mental health worker
 - Employee of a county office of education whose duties bring the employee into contact with children on a regular basis
- As mandated reporters, all staff must follow the procedures outlined in the **Child Abuse Reporting Protocol outlined below** any time they suspect child abuse or neglect. Mandated reporters are required to become familiar with the detailed requirements set forth in the California Child Abuse and Neglect Reporting Act (CANRA). A complete legal citation of the CANRA can be found [here](#).

2. Child Abuse Reporting Protocol as outlined in Administrative Regulation 5141.4

- **Report it:** Immediately (as soon as practically possible) call the Santa Barbara County Child Welfare Services (CWS) Hotline.
 - **(800) 367-0166**
 - In the case of an emergency, please call 911
- **Document it**
 - Complete and file a Suspected Child Abuse Report (SCAR), Form #SS8572.
 - The SCAR form and instructions are available [here](#).

- This form must be submitted within **36 hours** of receiving information regarding the incident. (P.C. 11166(a))
- Retain a legible copy of the SCAR Report and submit a copy to your supervisor.
- **Own it**
 - You are responsible for making this report. **DO NOT ALLOW** your supervisor/ program manager to make the report for you or assume that another coworker will make the report because they have some of the same information.
- **Move on**
 - Do not attempt to investigate, conduct interviews, or interfere with the information you hold.
 - Remember that you are to report **SUSPECTED** abuse - you are not required to have witnessed or have complete proof of the incident.
 - You are obligated by law to report what you observe or what you are told that caused the suspicion the child is being physically, sexually or emotionally abused or neglected.
 - When in doubt, call CWS or law enforcement and get their input about the scope of your report.

**Adapted from the Child Abuse Prevention Council of Santa Barbara website:
<https://www.preventchildabusesb.org/>*

Resources:

- [Board Policy Child Abuse Prevention and Reporting 5141.4](#)
- [Administrative Regulation Child Abuse Prevention and Reporting 5141.4](#)
- Suspected Child Abuse Report (SCAR) [English](#) and [Spanish](#)



Disaster Procedures, Routine and Emergency Plans, and Crisis Response

C. Disaster Procedures, Routine and Emergency Plans, and Crisis Response

Introduction

This section outlines the procedures for emergency plans and crisis response for the schools and programs that are located on individual sites or co-located at a SBCEO office. As a reminder, the following is a list of the schools and programs that fall into this category:

Program	Site Name / Location	Co-located with SBCEO offices	Located on an Independent Site
Sped	Casmalia Preschool 1, 2 and 3		X
Sped	Central Preschool		X
Sped	Lompoc - SESS		X
JCCS	Peter B. FitzGerald	X	
Sped	Regency Preschool		X

Each program/school has available maps that include:

- Maintenance shutoff valves (water, power, gas)
- Location of fire extinguishers
- Location of AED, First Aid Kits, Narcan etc.
- Evacuation routes for on-site evacuation and off-site locations
- If a map is not available, a narrative is included of the evacuation procedures and safety equipment locations
 - [Here](#) is the link to the maps

The Standard Response Protocol

The [Standard Response Protocol \(SRP\)](#) is a protocol that will be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With a standard response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. Staff, certificated and classified, will be given opportunities annually to be trained on the SRP.

Staff members must learn and train on each SRP and be prepared to perform assigned responsibilities. All students must be trained on the SRP so they are familiar with the actions to take in the event that a standard response is implemented.

During an event where a SRP is activated, an announcement or notification will be made indicating which SRP is expected to be used followed by information related to the event. The notification will be made twice, using the same verbiage.

- **Actions**

Each response has specific student and staff actions.

- The Evacuate action might be followed by a location, for example:
 - Evacuate to the Bus Zone.
 - Evacuate to Hallway.
- Actions can be chained together:
 - Shelter for Earthquake. Drop, Cover and Hold.

- **Benefits of SRP**

- By standardizing the vocabulary, all educational partners can understand the response and status of the event.
- For students, this provides continuity of expectations and actions throughout their educational career.
- For teachers, this becomes a simpler process to train and drill.
- For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident.
- Parents can easily understand the practices and can reinforce the protocol.
- Additionally, this protocol enables rapid response determination when an unforeseen event occurs.
- The protocol also allows for a more predictable series of actions as an event unfolds.

- An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may assist as parts of the school “Evacuate to a different building,” and later “Evacuate to the bus zone.”
- **Sequencing the actions**
 - As you read through the Action Sections, notice that the actions can be sequenced as situations change and additional information is gathered.
- **Tactical responses**
 - SRP also acknowledges that some school incidents involve a tactical response from law enforcement and suggests consultation with local law enforcement regarding expectations and actions.
 - Below are the guides and resources used by SBCEO for tactical responses:
 - [Law Enforcement Standard Response to Active Shooter Incident](#)
 - [Avoid, Deny, Defend Protocol](#)
 - [Avoiddenydefend.org](#)



HOLD

IN YOUR ROOM OR AREA

There are situations that require students and staff to remain in their classrooms or stay out of access areas.

For example, an altercation in the hallway may require keeping students out of the halls until it is resolved.

A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

ANNOUNCEMENT - HOLD

The announcement for Hold is:

“Hold in your room or area. Clear the Halls.” and is repeated twice each time the announcement is performed.

There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

“Hold in your room or area. Clear the Halls.

“Hold in your room or area. Clear the Halls.”

An example of a medical emergency would be:

“Students and staff, please Hold in the cafeteria or your room. We’re attending to a medical situation near the office.”

ANNOUNCEMENT - RELEASE


When it’s been resolved:

“Students and staff, the Hold is released. All clear.”

ACTIONS

Students and staff are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

	<p>Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.</p> <p>Students and staff outside of the building should remain outside unless the administration directs otherwise.</p> <p>It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students.</p> <p>Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.</p>
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	<h1>SECURE</h1>
<p>GET INSIDE and LOCK OUTSIDE DOORS</p>	<p>Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground.</p> <p>Secure uses the security of the physical facility to act as Protection.</p>
<p>ANNOUNCEMENT - SECURE</p>	<p>The announcement for Secure is:</p> <p>“Secure! Get Inside. Lock outside doors” and is repeated twice each time the public address is performed.</p> <p>“Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors.”</p> <p>“Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the campus at this time. This would include locking gates and entrances to the school. Stay inside and continue with your day.”</p>
<p>ANNOUNCEMENT - RELEASE</p>	<p>A Secure Action can be released by Announcement.</p> <p>“The Secure is released. All Clear. The Secure is released. All Clear.”</p> <p>“Students and staff, the Secure is released. All clear.”</p>
<p>ACTIONS</p>	<p>The Secure Action demands bringing people into a secure building and locking all outside access points including gates surrounding the campus.</p> <p>Where possible, classroom activities would continue uninterrupted.</p> <p>Classes being held outside would return to the building and, if possible, continue inside the building.</p>

	<p>There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc.</p> <p>Depending on the condition, this may have to be delayed until the area is safe.</p> <p>During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.</p>
EXAMPLES OF SECURE CONDITIONS	<p>The following are some examples of when a school or emergency dispatch might call for a Secure Action:</p> <ul style="list-style-type: none"> • An unknown or unauthorized person on the grounds • Dangerous animal on or near the grounds • Criminal activity in the area • Planned police activity in the neighborhood



LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building or on campus.

From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

ANNOUNCEMENT - LOCKDOWN

The announcement for Lockdown is:

“Lockdown! Locks, Lights, Out of Sight!” and is repeated twice each time the public address is performed.

“Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!”

ANNOUNCEMENT - RELEASE

A Lockdown Action cannot be released by Announcement.

The Lockdown is released by law enforcement or site administrator opening the locked door and notifying occupants that the Lockdown is cleared.

ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building’s exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders’ entry into the campus.

If the exterior doors/gates are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown.

	<p>Training reinforces the practice of not opening the classroom door once in Lockdown.</p> <p>No indication of occupancy should be revealed until first responders open the door.</p> <p>If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.</p>
EXAMPLES OF LOCKDOWN CONDITIONS	<p>The following are a few examples of when a school or emergency dispatch might call for a Lockdown:</p> <ul style="list-style-type: none"> ● Dangerous animal within a school building ● Intruder ● An angry or violent parent or student ● Report of a weapon ● Active assailant <ul style="list-style-type: none"> ○ Refer to Active Shooter Response Protocol ○ Refer to Avoid-Deny-Defend resource guide

Lockdown drills should be practiced at the direction of SBCEO Program Managers. To avoid any confusion or misunderstandings it is advised to notify local law enforcement of the drill time and date.

- **Elementary Schools** – at least twice a year.
- **Secondary Schools** – at least once a year.



EVACUATE

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school or program site, an off-site evacuation will almost always be necessary since the school or program site will be deemed a crime scene. People may or may not be able to bring their personal items with them.

ANNOUNCEMENT - EVACUATE

The announcement for Evacuate is:

"Evacuate! [To a Location]" and is repeated twice each time the public address is performed.

For instance, "Evacuate! To the Flagpole." "Evacuate! To the Flagpole."

ANNOUNCEMENT - RELEASE

The Evacuation release will vary and the situation will dictate the actions that proceed the Evacuation announcement.

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

POLICE LED EVACUATION and ACTIONS

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

	<p>As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation.</p> <p>Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.</p> <p>Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding.</p> <p>Students and staff may also be searched both in the classroom and again after exiting the building.</p>
REUNIFICATION AFTER AN EVACUATION	<p>When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.</p>
EXAMPLES OF EVACUATION CONDITIONS	<p>The following are a few examples of when a school or emergency dispatch might call for an Evacuation.</p> <ul style="list-style-type: none"> • Fire • Earthquake • Peacetime Bomb Threat • Chemical Accident • Explosion or Threat of an Explosion • Following an Earthquake (at the Incident Commander's or Emergency Response Team members direction) • Other similar occurrences that might make the building uninhabitable • At the onset of an active shooter/lockdown alert or if possible when Incident Commander/ Administrator has ascertained that leaving is the best option • Each situation should dictate tactics

To ensure students and staff react instinctively and correctly during a disaster, SBCEO county-operated programs must conduct drills of the Earthquake Emergency Procedure System according to the following schedule (EC 35297):

- **SBCEO County-Operated Programs** – at least once every quarter.
- **SBCEO Secondary School** – at least once every semester.



SHELTER

STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard.

Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

SAFETY STRATEGIES MAY INCLUDE

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

ANNOUNCEMENT - EVACUATE

The announcement for Shelter should include the hazard and the safety strategy.

The announcement is repeated twice each time it is performed.

“Shelter! [For a hazard]. [Using a Safety strategy]. Shelter! For a hazard. Using a safety strategy.”

For a tornado, an example would be:

“Shelter for an earthquake. Go to shelter for an earthquake.

Shelter for an earthquake. Go to shelter for an earthquake.”

After the danger has passed:

“Students and staff, the Shelter is released. All clear.

ANNOUNCEMENT - RELEASE	The Shelter release will vary based on the situation. There is flexibility in this action based on the criterias it encompasses.
ACTIONS	Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your site or program.

Communications

When a crisis presents at a school, clearly defined lines of communication keep information under control and participants calm. SBCEO Program Managers will use the communication protocol and guide for their site to follow that may include (but not be limited to) the following practices:

- **Before a Crisis**

- Establish lines of communication with local law enforcement.
- Establish Roles (Who can signal a lockdown? Who can give the all clear signal? Etc.).
- Notify all parents/guardians of crisis response and communication protocols.
- Keep student and staff information updated and current
- Practice drills and disaster plans regularly.
- Inform parents/guardians prior to drill.
- Inform community neighbors prior to a drill.
- Have a copy of your School Site Safety Plan available.
- Fill out the Classroom Locator form to keep along with a map next to your phone.

- **During a Crisis**

- Call 9-1-1 in an emergency.
- Listen for instructions and follow communication according to the Safety Plan and the SRP's.
- Leave phone lines clear for emergency response personnel.
- Keep talking to a minimum – only communicate critical information.
- Things to consider during crisis communication

- **After a Crisis**

- Make contact with the SBCEO Program Manager as soon as possible.
- Establish specific information to be shared with parents/guardians, community members, etc.
- Implement the Parent/Student Reunification System.
- The SBCEO Program Manager will contact other district staff (Superintendent, Associate Superintendent, Communications Director (PIO), etc.) as appropriate.
- Refer all media inquiries to the Communications Director at SBCEO.

- For communication needs handled by the SBCEO county-operated program manager refer to the guide below.
 - [Communication guide](#)

Protocols

- [Earthquake Protocol](#)
- [Fire Protocol](#)

Resources and Forms

- [Off-Campus Assembly Site Template](#)
- [Parent/Student Reunification](#)
- [Incident Command Flowchart](#)
- [Incident Command Team Responsibility and Assignments Template](#)
- [Emergency Response Team Assignments Template](#)
- [SEMS Compliance](#)
- [Earthquake Preparedness Resources](#)

Websites

- [American Red Cross Website](#)
- [Federal Emergency Management Agency \(FEMA\) Website](#)

Emergency Response Supplies

Every SBCEO county-operated program is equipped with the required disaster response supplies and equipment to be used at the site during an emergency. The maintenance of these supplies and equipment and their management during an emergency are the responsibility of the SBCEO Program Manager and the Emergency Response Team. All staff must be aware of the SBCEO CSSP for emergency response including the location of disaster supplies, equipment and protocols for distribution. Every SBCEO county-operated program or office space accessed by students or staff will include Emergency Kits to be used during site Lockdown, Evacuation or Emergency.

IN AN EMERGENCY

TAKE ACTION



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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EN CASO DE EMERGENCIA TOMEN MEDIDAS



HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

ESTUDIANTES

Permanezcan en el área hasta que se indique que la situación se ha resuelto
Continuar con la actividad rutinaria

ADULTOS

Cierren la puerta y echen la llave
Cuenten a los estudiantes y a los adultos
Continuar con la actividad rutinaria



SECURE! (¡PROTEJAN!)

Vayan adentro. Echen llave a las puertas exteriores.

ESTUDIANTES

Regresen adentro
Continúen con la actividad rutinaria

ADULTOS

Lleven a todas las personas adentro
Echen llave a las puertas exteriores
Mantengan la alerta sobre lo que ocurre en su entorno
Cuenten a los estudiantes y a los adultos
Continúen con la actividad rutinaria



LOCKDOWN! (¡CIERRE DE EMERGENCIA!)

Echen llave, apaguen las luces, escóndanse.

ESTUDIANTES

Desplácese a un lugar donde no se les vea
Guarden silencio
No abran la puerta

ADULTOS

Lleven a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
Echen llave a las puertas interiores
Apaguen las luces
Desplácese a un lugar donde no se les vea
Guarden silencio
No abran la puerta
Prepárense para evadirse o defenderse



EVACUATE! (¡EVACUEN!)

(Es posible que se especifique un lugar determinado)

ESTUDIANTES

Dejen sus cosas donde estén si se les pide que lo hagan
Llévense sus teléfonos
Seguir instrucciones

ADULTOS

Dirijan la evacuación a un lugar determinado
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos



SHELTER! (¡BUSCAR RESGUARDO!)

Riesgo y estrategia de seguridad

ESTUDIANTES

Utilizar una estrategia de seguridad adecuada para el peligro

ADULTOS

Dirijan la estrategia de seguridad
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos

Riesgo

Tornado
Terremoto
Materiales peligrosos
Tsunami

Estrategia de seguridad

Evacúen a un área resguardada
Agáchense, cúbranse y agárrense
Sellen el salón
Dirijan a terreno elevado



Suspension/Expulsion Policies & Procedures

D. Suspension/Expulsion Policies & Procedure

Introduction

We believe that every person deserves to be treated with dignity and respect in their interactions within our county-operated programs and school communities. Civility has an impact on effective operations and on the creation of a safe and positive climate for everyone.

While respecting every individual's right to free speech, that right does not allow for disruption of classes, activities, meetings, or other events. Students, staff, parents, guardians, and the community are expected to be polite, courteous, respectful, and behave reasonably at all SBCEO county-operated programs and events. Practices that promote civil behavior include, but are not limited to, actively listening, giving full attention, not interrupting, welcoming, and encouraging participation by everyone. Civility is hindered by disruptive behavior and/or speech, violence or the threat of violence, and/or harassment or bullying of any kind; these behaviors are prohibited and are subject to discipline according to law and SBCEO policies. [EC32210-32212, 44050, 44807, 44810, 44811, 48900 et seq, 48950; CC51.7, 1708.9; GC 54954.3, 54957.9; PC 415.5, 422.6, 627.4, 627.7]

1. Grounds for Suspension or Expulsion

- A student shall not be suspended from a SBCEO county-operated program or school or recommended for expulsion unless the County Superintendent or designee or the SBCEO Program Manager of the SBCEO county-operated program or school in which the student is enrolled determines through due process that the student has committed an act as defined pursuant to any of subdivisions found in [EC 48900](#).
- If at all possible, staff should provide alternatives to suspension. Here is a list of alternatives to suspension: [Behavioral Intervention Strategies and Supports](#) from California Department of Education (CDE).

2. Mandatory Suspension/Expulsion

- [Education Code Section 48915](#) outlines the mandatory suspension and expulsion of students.
- [Expulsion Matrix](#) from California Department of Education (CDE).

3. Release of a Student to a Peace Officer

- If a SBCEO county-operated program or school official releases a child from a program or school to law enforcement for the purpose of removing them from the premises, the SBCEO county-operated program or school official shall take immediate steps to notify the parent or a responsible relative of the child, except when a student has been taken into protective custody as a victim of suspected child abuse. In those cases, law

enforcement will notify the parent or guardian. [EC 48906; PC 11165.6; WIC 305]

Resources and Policies

- [Board Policy Suspension and Expulsion / Due Process 5144.1](#)
- [Administrative Regulation Suspension and Expulsion / Due Process 5144.1](#)



Procedures for Notifying Teachers of Dangerous Students

E. Procedures for Notifying Teachers of Dangerous Students

Introduction

For the purposes of this section, “school district” or “district” refers to the Associate Superintendent of Students and Community Services or their designee, which is typically the JCCS Director.

Per Education Code 49079, a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. Any information received by the teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

1. Court Notification Process

The Superior Court, Juvenile Division, will send a form SC9016, Notification to Superintendent of School District, with information regarding any student who has committed a felony or misdemeanor relating to:

- Alcohol, assault, battery, curfew, drugs, gambling, graffiti, larceny, tobacco products, vandalism, weapon possession (per 827 Welfare and Institution Code).
- A complete list of Penal Code violations is available from the Director of Juvenile Court and Community Schools.

2. Procedures for Notification of Dangerous Students

- SBCEO Program Manager will share a copy of the official notification with the teacher.
- The teacher should only share the information verbally with support staff that work directly with the identified student.
- SBCEO Program Manager shall destroy the notification 12 months after the student leaves the current educational program.
- All information shall remain confidential.



Discrimination and Harassment Policies

F. Discrimination and Harassment Policies

Introduction

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Board and the County Superintendent prohibit, at any SBCEO county-operated program, school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The County Board and County Superintendent also prohibit retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

1. Complaint Procedure

- Any student or staff who feels that they are being harassed should immediately contact the Uniform Complaint Procedure / Title IX Officer.
- Any student who observes an incident of harassment should report the harassment to a SBCEO employee, whether or not the victim files a complaint.
- The County Board and County Superintendent hereby designate the following position as Uniform Complaint Procedure / Title IX Officer to handle complaints regarding discrimination and inquiries regarding SBCEO's non-discrimination policies:
 - Associate Superintendent, Human Resources
 - Associate Superintendent, Student and Community Services
 - PO Box 6307, Santa Barbara, CA 93160 805-964-4711

2. Bullying

- Additionally, the County Superintendent or designee may develop strategies for addressing bullying in SBCEO county-operated programs with the involvement of students, parents/guardians, and staff. As appropriate, the County Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community. See board policy under resources.

Resources and Policies

- [Board Policy Uniform Complaint Procedures 1312.3](#)
- [Administrative Regulation Complaint Procedures 1312.3](#)

- [Board Policy and Administrative Regulation Non-Discrimination and Harassment 5145.3](#)
- [Board Policy and Administrative Regulation Sexual Harassment 5145.7](#)
- [Administrative Regulation Title IX Sexual Harassment Complaint Procedures 5145.71](#)
- [Board Policy on Bullying 5131.2](#)



School-wide Dress Code

G. School-wide Dress Code

Introduction

At JCCS, there are two different dress codes to ensure that students are able to focus on learning, in a safe environment.

1. Dos Puertas Court School

- Court Schools are located within a Probation facility.
- Students wear Probation issued clothing.

2. Peter B. FitzGerald Community School

- Clothing must not detract from the learning environment.
- Safe footwear is required at all times.
- Bare feet, shoes without soles and house slippers are not permitted.
- No low-cut tops, short skirts or shorts.
- Mid-section must be covered by all students, such that no skin or underwear is exposed.
- No baseball caps, sweatshirts with hoods covering the head or sunglasses are to be worn in the classroom.
- No clothing with references to drugs, alcohol, sex, violence or perceived gang affiliation is allowed at school.

Resources

- Student Handbook [English](#)
- Student Handbook [Spanish](#)



Procedures for Safe Ingress and Egress

H. Procedures for Safe Ingress and Egress

This section outlines procedures for safe ingress and egress for the SBCEO county-operated programs and schools that are located on individual sites or co-located at a SBCEO office. As a reminder, the following is a list of the SBCEO county-operated programs and schools that fall into this category:

Program	Site Name / Location	Co-located with SBCEO offices	Located on an Independent Site
Sped	Casmalia Preschool 1, 2 and 3		X
Sped	Central Preschool		X
Sped	Lompoc - SESS		X
JCCS	Peter B. FitzGerald	X	
Sped	Regency Preschool		X

Each SBCEO county-operated program/school must have available maps and/or a narrative that includes:

Link to maps for ingress/egress

- [Here](#) is the link to the maps

Juvenile Court and Community Schools

Peter B. FitzGerald Community School	
General Information	<p>Students are greeted by teaching assistants who are standing at the gate. Students are searched upon entry and a metal detector is used to ensure they are not in possession of a weapon or vape.</p> <p>Students place their personal items in a provided bag with their name on it that is placed in their classroom's bin. Once all students have been checked-in all classroom bins are secured in a locked room.</p> <p>All visitors are to sign-in at the school office located in Suite A and wear an ID badge at all times.</p>
Student Pick up and Drop Off	<p>Students enter through the gate for the student break room. Gate opens at 8:10 am and closes when school begins at 8:30 am. Students arriving late check in at the school office in Suite A.</p> <p>At the end of the school day students retrieve their items from the bin and exit through the break room gate. All teaching staff are outside for school dismissal at 1:45 pm, except for early release on Wednesdays at 12:30 pm.</p>
Supervision During School Hours	<p>Students are supervised at all times by school staff. This includes students being escorted to meet with counselors, special education staff and to the bathroom.</p>
Emergency Evacuation Routes	<p>See Map for details</p>

Special Education Locations

Lompoc SESS Office	
General Information	<p>Staff, students, and parents enter through the front door. Parents register or check in with our office clerk. The office clerk will alert staff that parents have arrived for their scheduled appointment.</p> <p>The staff who are based at SESS Lompoc will greet the front desk clerk and wear/show SBCEO badges. Most staff have a key.</p> <p>The front door is locked all day due to the high number of transient people who tend to hang out around the building.</p> <p>Staff will leave once their scheduled time is complete. There is a security system that is set once all staff are out of the office.</p>
Student Pick up and Drop Off	<p>Once the students and parents have finished with their appointment, they are escorted by SBCEO staff (Psychologist, Speech Language Pathologist (SLP), or SLP Paraeducator that was supporting them), through the front door.</p>
Supervision During School Hours	<p>Students and parents are in the presence of an SBCEO staff member for the duration of their time in office.</p>
Emergency Evacuation Routes	<p>In case of an emergency, staff would need to evacuate the building by either going out the front door and into the parking lot, or going out the back door, and then through the double doors past the elevator to gain access to the parking lot. There is a backdoor exit next to the restroom.</p> <p>Staff will find a designated safe spot in the parking lot free of trees, or buildings that could fall during an earthquake, or a clear designated area of the parking lot during a fire.</p>

Central Avenue Preschool	
General Information	<p>The students enter the classroom, put their backpacks away in their cubbies, and have an initial free choice to ease the transition. They are supervised by two paraeducators and a teacher in the classroom.</p> <p>Throughout the day, the classroom doors are locked. If staff, who have keys come in, they close the door behind them.</p>
Student Pick up and Drop Off	<p>Staff will greet students and parents outside at the beginning of the school day (8:15 AM, or 12:00 PM depending on session). Staff must wear their SBCEO provided badges.</p> <p>For students who ride the bus, there is a Paraeducator who supports this transition and waits for them in front of the classroom, where the drop off is located. The drop off location is on the curb, in front of the first door.</p> <p>At dismissal, students are picked up by their parents or the bus at either (11:15 AM or 3:00 PM depending on the sessions). Staff will release students as parents show up and pick them up. Staff will release students only to people that are listed on the Emergency Cards, as parents or emergency contacts.</p>
Supervision During School Hours	<p>When school is in session, the staff are either in the classrooms, taking students to the restroom, taking students to the changing area, or supervising students in the play area.</p> <p>At the start and end of each class session staff are with students supervising pick up and drop off.</p>
Emergency Evacuation Routes	<p>In case of an emergency, there is also a second exit on the same side but opposite end of the first door. Staff would need to evacuate the building by either going out of either of the front doors or walking into the parking lot.</p> <p>Staff will find a designated safe spot in the parking lot free of trees, or buildings that could fall during an earthquake, or a clear designated area of the parking lot during a fire.</p>

Casmalia 1 Preschool	
General Information	<p>The Casmalia 1 classroom is located in the portable building on the Casmalia Preschool campus.</p> <p>The campus has three gates to exit the campus.</p> <ul style="list-style-type: none"> - North front gate: Exits to the street - South front gate: Exits to the street - Back gate located on the east side of campus: Exits to the field on the east side of campus <p>All gates are locked when school is in session.</p> <p>All staff have keys to exit gates and classrooms.</p>
Student Pick up and Drop Off	<p>Pick up and drop off for bus and parents takes place in front of the south front gate entrance to the campus.</p>
Supervision Posts During School Hours	<p>When school is in session, the staff are either in the classrooms, taking students to the restroom, taking students to the changing area, or supervising students in the play area.</p> <p>At the start and end of each class session staff are with students supervising pick up and drop off.</p>
Emergency Evacuation Routes	<p>The classroom has one exit door.</p> <p>The students would exit the classroom and walk to the north fence in the play area.</p>

Casmalia 2 Preschool	
General Information	<p>The Casmalia 2 classroom is located in the portable building on the Casmalia Preschool campus.</p> <p>The campus has three gates to exit the campus.</p> <ul style="list-style-type: none"> - North front gate: Exits to the street - South front gate: Exits to the street - Back gate located on the east side of campus: Exits to the field on the east side of campus <p>All gates are locked when school is in session.</p> <p>All staff have keys to exit gates and classrooms.</p>
Student Pick up and Drop Off	<p>Pick up and drop off for bus and parents takes place in front of the south front gate entrance to the campus.</p>
Supervision Posts During School Hours	<p>When school is in session, the staff are either in the classrooms, taking students to the restroom, taking students to the changing area, or supervising students in the play area.</p> <p>At the start and end of each class session staff are with students supervising pick up and drop off.</p>
Emergency Evacuation Routes	<p>The students would exit door 1 and walk around the building to the north fence of the play area.</p> <p>The classroom has three exit doors</p> <ul style="list-style-type: none"> - Door 1 exits the classroom to the outside play area - Door 2 exits the classroom to the teacher office - Door 3 exits the classroom to the library area

Casmalia 3 Preschool	
General Information	<p>The Casmalia 3 classroom is located in room number 2 located in the north side of the main building</p> <p>The campus has three gates to exit the campus.</p> <ul style="list-style-type: none"> - North front gate: Exits to the street - South front gate: Exits to the street - Back gate located on the east side of campus: Exits to the field on the east side of campus <p>All gates are locked when school is in session.</p> <p>All staff have keys to exit gates and classrooms.</p>
Student Pick up and Drop Off	<p>Pick up and drop off for bus and parents takes place in front of the south front gate entrance to the campus.</p>
Supervision Posts During School Hours	<p>When school is in session, the staff are either in the classrooms, taking students to the restroom, taking students to the changing area, or supervising students in the play area.</p> <p>At the start and end of each class session staff are with students supervising pick up and drop off.</p>
Emergency Evacuation Routes	<p>The students would exit door 2 and walk around the building to north fence of the play area</p> <p>The classroom has two exit doors</p> <ul style="list-style-type: none"> - Door 1 exits the classroom to the outside play area - Door 2 exits the cafeteria area

Regency Preschool	
General Information	<p>The Regency Preschool is located in the recreation area of the Regency HOA. The HOA has a gate to enter the housing area and preschool campus. The campus has a main building with a walled play area.</p> <p>The main building has 5 exit doors.</p> <ul style="list-style-type: none"> - Door 1 exits the classroom to the street - Door 2 exits the school office to the street - Door 3 exits the meeting room to the street - Door 4 exits the classroom to the walled play area - Door 5 exits the classroom to the walled play area <p>The walled play area has a gate which exits to the street.</p> <p>The gate and doors 1, 2, and 3 are locked when school is in session.</p>
Student Pick up and Drop Off	<p>Pick up and drop off for the bus and parents take place in front of the school.</p>
Supervision Posts During School Hours	<p>When school is in session, the staff are either in the classroom, taking students to the restroom, taking students to the changing area, or supervising students in the play area.</p> <p>At the start and end of each class session staff are with students supervising pick up and drop off in front of the school.</p>
Emergency Evacuation Routes	<p>The students will exit door 4 or 5 to the north end of the play area.</p>



Safe and Orderly Environment

I. Safe and Orderly Environment

All students have the right to participate fully in the educational process, free from discrimination, harassment, violence, intimidation, and bullying. Schools have an obligation to combat racism, sexism and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe schools sites.

Policies & Procedures on Positive School Environment

The schoolwide learning outcomes, listed below, is JCCS's foundation for creating a positive school environment. In addition, the student handbook outlines other policies and procedures that foster a positive school environment. **The JCCS handbook is linked in section K.**

JCCS students are A.C.C.E.P.T.ing and A.C.C.E.P.T.ed and strive to achieve.

Students will be able to demonstrate:

Agency and Perseverance

- Discover the capacity and resources to fulfill their potential
- Analyze complex, real world problems and persist in solving them
- Explain, solve and apply concepts and carry out procedures while embracing challenges and learning from mistakes
- Take initiative to plan and set goals

Critical Thinking

- Gather, analyze, and synthesize information in written, verbal, and creative formats effectively for varied audiences.
- Observe, interpret, analyze, evaluate, and integrate information
- Employ effective speaking, listening and writing skills in a context-appropriate manner for the task given.

Community and Civic Awareness

- Develop an awareness and understanding of local and global cultures and communities to inform and influence decision making
- Exercise personal and social responsibility
- Be open to initiating change

Effective Communication

- Communicate openly in a safe environment
- Offer opinions and accept the critique of others
- Listen with understanding and empathy and provide positive feedback
- Ask and answer clarifying questions

Prosocial Skills

- Develop an awareness and understanding of local and global cultures and communities to inform and influence decision making
- Exercise personal and social responsibility
- Exhibit resilience by facing challenges and working to overcome them
- Cultivate compassion, honesty, and respect

Twenty-First Century Readiness

- Develop technological skills appropriate to academic and workplace settings
- Make positive personal connections
- Promote creativity, collaboration, dependability and innovation
- Establish fluency in information and digital literacy

Assessment of the Current Status

As part of our strategic planning for the upcoming school year, staff, students, and families will conduct an assessment of the school grounds at Peter B FitzGerald (FitzGerald) using an assessment tool, JCCS has considered using the “Crime Prevention Through Environmental Design.” They anticipate that the assessment will find that the FitzGerald campus will need some improvements such as the installation of security cameras in and around the school premises. Evidence suggests that the presence of security cameras can improve student and staff perceptions of safety and reduce incidents of violence or disruptive behavior, thereby positively impacting school climate. Security cameras have been widely adopted in schools as a preventive measure to deter violence and enhance overall safety. In addition, the assessment tool asks questions related to safe, clean, and inviting learning environments. JCCS anticipates that the assessment will also identify the need for minor improvements to the outdoor spaces (garden, art, seating), the student and community entrances, and the classrooms. By using the assessment tool, staff, students, and families may identify other needs such as flexible classroom furniture that will contribute to a more positive learning atmosphere, fostering both engagement and achievement.

School environment is assessed in several different ways with the belief that using several tools will provide a more accurate reflection of student perception. The California Healthy Kids Survey (CHKS) is given annually. CHKS is the most widely used survey in California and has been the norm statewide. Additionally, this tool is supported by the California Department of Education to help districts improve school climate, pupil engagement, parent involvement, and academic achievement. The FitzGerald staff also conduct Empathy Interviews that are administered by a preferred staff to elicit genuine responses as students are transitioned back to their home school. The third assessment tool used is the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) which is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior. These assessments are analyzed during weekly staff meetings to determine if changes to school protocols need to be made and to inform the creation of the Local Control and Accountability Plan (LCAP).

Component 1: Positive School Environment - People and Programs		
Goal: Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.		
	Strategies to be used	Responsible party
Action step 1: SBCEO will provide a 1.0 FTE School Based Therapist (SBT) who will provide individual sessions with identified students who have experienced trauma. The Counseling team will also provide group sessions in a variety of topics up to and including: peer mediation, conflict resolution, making healthy choices, gang awareness, etc.	Individual sessions	Counselor
	Group sessions	Coordinator
	Intervention Team Meetings	
Action step 2: JCCS teaching assistants will continue to provide academic and behavioral support based on student need.	Individualize tutoring English Language support	Teaching Assistants
Action step 3: JCCS staff will continue to 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 de-escalate conflict.	Annual Refresher Training during Back to School In-Service Day	

Component 2: Physical Environment - Place		
Goal: Ensure that the school facilities are safe, clean, and inviting for all students, staff, and families.		
	Strategies to be used	Responsible party
Action step 1: Conduct assessment through the "Crime Prevention through Environmental Design"	Meet with educational partners to administer the "Crime Prevention through Environmental Design"	JCCS Coordinator JCCS Director
Action step 2: Research replacing the existing security camera system.	Meet with School Safety Liaison Meet with Facilities Director Coordinate Vendor bids	Facilities Director IT Manager JCCS Coordinator JCCS Director
Action step 3: Research contracting for a Security Guard at Peter B. FitzGerald.	Research best practices implemented at local school districts Request quotes from contracting agencies Request quote from local police department/Sheriff department	JCCS Coordinator JCCS Director



Rules and Procedures on School Discipline

J. Rules and Procedures on School Discipline

Introduction

This policy will detail school rules and procedures for student discipline as outlined in the student handbooks listed below. The student handbook provides rules and procedures students are expected to follow and understand.

Juvenile Court and Community Schools and Special Education: The handbook is sent home with the student at the beginning of the school year and expected to be reviewed by both parents and students. The student is to return the signed copy to the school for documentation.

Student handbook:

- [Here](#) English copy
- [Here](#) Spanish copy

Early Care and Education: The handbook is provided to parents at enrollment. The parents also participate in a zoom or in person meeting to review the rules and regulations of the program. The parents are responsible to sign and return the handbook indicating they understand the rules.

Parent/Guardian Handbook:

- [Here](#) part day copy
- [Here](#) full day copy

Additionally, refer to section *D. Suspension/Expulsion Policies & Procedure* for additional information regarding School Discipline.



Procedures for Tactical Responses to Criminal Incidents

K. Procedures for Tactical Responses to Criminal Incidents

Introduction

Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs of the individual site. Within this procedure there is a link to an outline which details a standardized law enforcement tactical response to a school campus or SBCEO county-operated program site. The standardized law enforcement tactical response will be used by all law enforcement, fire and EMT agencies within the State of California.

The SBCEO and local law enforcement endorse the use of the [Standard Response Protocol \(SRP\)](#) and the [Avoid, Deny, Defend](#) model for tactical response emergencies.

School Response:

If a SBCEO county-operated program or school site determines an event/situation requires a tactical response from law enforcement take the following actions:

1. Call 911

- Or a Non-Emergency line if it is appropriate

2. Initiate the Standard Response Protocols (SRP)

- **Hold, Secure, or Lockdown** depending on the circumstances

3. Prepare to Implement the Tactical Response Plan for your Site

- SBCEO adheres and endorses the use of the Avoid, Deny, Defend tactical response plan. If a SBCEO county-operated program or school is co-located and the host site uses a different tactical response plan, then the SBCEO county-operated program or school shall use the designated tactical response plan of the host site.
- Avoid/Deny/Defend
- ALICE
- Run/Hide/Fight

4. Move to the Safest Location

- If the safest location is in a classroom or office
 - Lock the doors, turn off the lights, and close the blinds

- If there is time to barricade the door, do so, then move to a place in the classroom or office that provides the most cover and protection from any outside threats through the windows.
- Form a plan to defend yourself and others in the event an armed assailant(s) gains entry into the space.
- **DO NOT** open the doors for anyone. Only law enforcement will be able to release a classroom from a Lockdown.
- If the safest location is to leave campus
 - It may be necessary to break a window or exit through an alternative way.
- The priority is to preserve life and protect staff and students from danger

5. Law Enforcement Interactions during a Tactical Response

- Law enforcement may direct staff and students
 - Remain quiet, keep hands visible, and follow instruction
 - If the threat is still active on campus law enforcement's mission is to find and stop the threat. Law Enforcement will have their guns drawn, this is not the time to ask questions or use your phone to video them.
- Once law enforcement has stopped the threat
 - Rescue Task Force Teams will be established to render first aid to those who are injured.
 - The injured may be moved to a safer location so they can be treated.
- Be prepared to evacuate at the direction of first responders

Resources can be found at www.sbceo.org/schoolsafety on the specific needs and context of each school and community.

Resources

- [Law Enforcement Standard Response to Active Shooter Incident](#)
- [Standard Response Protocol](#)
- [Avoid, Deny, Defend Protocol](#)
- [Safe firearm storage checklist](#)



Protocols for Responding to a Potential Opioid Overdose

L. Protocols for Responding to a Potential Opioid Overdose

Introduction

Melanie's Law (SB10) requires Comprehensive School Safety Plans for schools serving students in grades 7 to 12, including charter schools, to include a protocol for responding to a student's opioid overdose.

1. Signs of a potential problem with Opioids/Fentanyl

- **Common physical signs**

- Fatigue and drowsiness (nodding off)
- Pinpoint pupils, dark circles under the eyes
- Changes in sleep patterns
- Deterioration of hygiene or personal appearance
- Rapid weight loss
- Health complaints such as being constipated or experiencing nausea
- Wearing long-sleeved shirts in warm weather (associated with IV use)

- **Common social signs**

- Isolating from family and friends
- Change in friends
- Skipping school or work
- Drop in grades or performance
- Lack of interest in hobbies and recreational activities
- Mood changes such as agitation
- Increasing depression or anxiety
- Asking for more money for questionable reasons or missing money or valuables

2. Signs of a potential opioid overdose

An overdose can happen when opioid use suppresses breathing in a way that oxygen can't reach vital organs, and the body begins to shut down. It's important to note that an overdose can occur anywhere from 5 minutes to 2 hours after drug use. Below is a list of signs of someone who is under the influence of an opioid and is considered "high," and someone who may be experiencing an overdose. It is important to distinguish between the signs of an opioid high and

an opioid overdose. An opioid high can quickly turn into an opioid overdose, so being prepared to respond to a medical emergency is essential.

- **Signs associated with an Opioid High**

- Relaxed muscles
- Speech slowed and slurred
- Breathing slow or shallow
- Appears sleepy or nodding off
- Responds to stimuli but has difficulty being awakened from sleep
- For a student suspected of being under the influence of opioids/fentanyl. Call for first responders and monitor the patient until the first responders arrive.
- Contact the student's parent and/or guardian to request that they come to the school site.

- **Signs of an Opioid Overdose**

- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple
- Pale, clammy skin
- Cannot speak, barely breathing or not breathing at all
- Slowed heartbeat or stopped
- Deep snorting or vomiting

3. Emergency response to an Opioid Overdose

When someone is experiencing an opioid overdose, provide medical attention immediately.

- **Call 911 immediately**

- Provide accurate details about the patient and their location
- If possible, have someone meet the first responders upon arrival to escort them to the patient.
- Have the identifying information about the patient ready for EMS upon arrival; if available provide a printed copy of the emergency card.
- If the patient is a student, contact their parent or guardian

- **Administer Naloxone (Narcan)**

- A person trained on how to administer Naloxone or the school

nurse should administer the Naloxone spray.

- If the patient doesn't start to recover an additional dose of Naloxone spray can be administered.

- **Conduct Rescue Breathing**

- If the person has labored breathing or is not breathing at all, conduct rescue breathing as trained.
- Tilt the head back, pinch the nose closed, and give one slow breath every five seconds until the person resumes breathing on their own or first responders arrive.

- **Comfort and Support**

- Once the person is breathing on their own, place them in the recovery position until paramedics arrive.
- Comfort the person as they may be confused, upset and going through withdrawal (feeling sick from the lack of opioids if their body is dependent on them) when revived.

4. Responding to a Fentanyl Exposure

It is essential to learn about Fentanyl and the possibility of deadly exposure. If it is believed that someone has come into contact with a substance that is Fentanyl, take the following precautions.

- **At the scene:**

- Assess the scene - look for white powder, pills, and/or paraphernalia
- Wear nitrile gloves (PPE)
- Be aware of cutting agents that could be mixed with Fentanyl (sucrose, baking soda, lactose, mannitol). They are indicators of the presence of Fentanyl.
- Call for assistance (First Responders) if exposure has occurred or is believed to have occurred.

5. If someone comes into contact with a substance suspected to be Fentanyl:

- **DON'T**

- Touch the face or mouth (gloved or not)
- Touch or disturb white powder, pills, and/or liquid
- Search an environment if you suspect exposure may be more than minimal.
- Use hand sanitizer

- Re-use gloves. If there is any visible contamination to the gloves, immediately dispose of gloves and wash hands with soap and water.

6. Personal Protective Equipment (PPE) recommended based on level of exposure

	Minimal (No amount of suspected illicit drug is visible)	Moderate (Small amount of suspected illicit drug is visible)	High (Large amounts of suspected illicit drug is visible)
Hand	Nitrile gloves	Nitrile gloves	Nitrile gloves
Respiratory		N, P, or R 100 disposable filtering mask	Air purifying respirator (APR) or PAPR
Dermal		Wrist/arm protection	Hazmat Suit
Face and Eye		Safety goggles	Safety goggles
Decontamination Recommendations	Wash hands with soap and cool water	Dispose of protective gear and wash before entering building	Dispose of outer garments (suit) and wash before entering building

7. Disposal of Fentanyl

If a disposal of Fentanyl is required, someone who is trained in the proper handling and disposal will be designated to clean up the area.

● Disposing of Fentanyl on a counter or hard surface.

- First remove any students or extra staff from the room
- Turn off fans and/or recirculating air systems
 - Law enforcement should be called if suspected Fentanyl or any other substance that is suspected of being associated is found.
- Minimal powder contamination should be washed with soap and water
- Surfaces can be cleaned with bleach solutions or peracetic acid (pool chemicals)
- Fentanyl is stable in water for days
- Avoid the use of isopropyl-based hand sanitizers
- Contaminated clothing should be bagged and sealed until laundered

8. Additional Resources

- [Naloxone administration form](#)
- [Employee volunteer form](#)
- [Indemnity acknowledgment](#)
- [Attestation form](#)
- [School Safety Resources](#)



Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity

M. Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity

Schools are required to adopt procedures and protocols to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

SBCEO county-operated programs and schools will follow the outlined protocols and procedure for responding to a dangerous, violent, or unlawful activity.

1. Identity an Emergency Response Team

The Emergency Response Team (ERT) should respond during a criminal incident or threat. This team will be responsible for efficiently coordinating the school's response to the situation. It is recommended that this team consist of administrative staff, safety/security/School Resource Officer (SRO), or any combination of predetermined personnel.

- Click [here](#) for Incident Command System
- Click [here](#) for Instructional Guide for Responsibilities using ICS
- Click [here](#) for Emergency Response Team template

2. Evaluate the Threat

A threat assessment team, consisting of school administrators, counselors, mental health professionals, and a member of law enforcement. Collectively evaluate the threat to determine what steps need to be taken. Law Enforcement may need to conduct a criminal records check, an individual's access to firearms, and the safe storage of firearms, for youth determining an individual's access to weapons might mean confirming with parents/guardians if they have weapons, if they are registered, and possibly conducting a home visit. The following comprehensive threat assessment is linked [here](#), for reference.

3. Routinely Train and Practice Drills

The staff, students, and law enforcement personnel undergo regular training sessions and drills to familiarize themselves with the safety plan and their roles during a crisis. These exercises cover Standard Response Protocols (SRPs), lockdown procedures, evacuation plans, communication protocols, and first aid.

4. Use an Emergency Communication System

The use of an emergency communication system can quickly notify staff, students, parents, and law enforcement of any criminal incidents or potential threats.

5. Designate Safe Zones and Evacuation Points

Designate safe zones within each school building. Safe zones can be classrooms, locker rooms, cafeterias, the gym, etc. An identified safe zone

serves as a refuge during a lockdown. Designated evacuation points are designed to be off of a school campus. Evacuation points must be close enough to get to, but far enough away from the campus threat.

6. Coordinate with Local Law Enforcement

Maintain a close working relationship with local law enforcement agencies, including police and emergency responders. Familiarizing them with the layout of the school buildings by inviting them to actively participate in the planning and execution of drills will aid them in navigating the campus during an emergency.

7. Use of Surveillance Systems

The use of surveillance cameras and monitoring systems can assist in detecting any suspicious activity. If feasible, install cameras in critical areas of the school property, and regularly review the footage.

8. Utilize Access Control Measures

Limiting access to the school buildings is critical. Utilizing access control measures such as visitor check-ins, I.D. badges, and secured entry points support the safety and security of everyone on campus.

9. Arrange for Behavioral Health Support

Having counseling services and behavioral health support readily available for students and staff after a crisis is critical. If support is needed [here](#) is a resource link to contact additional mental health professionals in the event they are needed.

10. Train on Situational Awareness

Training staff and students on the significance of situational awareness, and the importance of reporting any suspicious behavior or activities to appropriate authorities is critical to identifying a threat early.

11. Debrief the Incident

Debrief any criminal incident or drill as soon as possible after the incident occurs. The debriefing allows for a thorough review to be conducted. As part of the review, teams identify areas for improvement and success and make changes to the safety plan based on the findings. The Comprehensive School Safety Plan is updated accordingly.

Firearm Storage Fact Sheet Resource:

- [Fact Sheet Safe Storage](#)

Information Items



Santa Barbara County Office of Education

Santa Barbara County Community

2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION

Rene Wheeler
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SCHOOL INFORMATION

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SARC INFORMATION

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

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

<https://www.caschooldashboard.org>.

SCHOOL PROFILE

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

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

MESSAGE FROM THE ADMINISTRATOR

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	55.60
Male	44.40
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	100.00
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
EL Students	22.20
Foster Youth	
Homeless	11.10
Military	
Socioeconomically Disadvantaged	100.00
Migrant Education	
Students with Disabilities	11.10

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	1
10th	2
11th	0
12th	2
Total	9

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	25.00	36.60	70.54	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	1.87	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.40	6.56	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	74.67	6.20	11.97	12,115.80	4.41
Unknown	0.00	0.00	4.70	9.05	18,854.30	6.86
Total Teaching Positions	3.00	100.00	51.90	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.30	66.50	39.60	84.04	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	1.06	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	33.00	4.30	9.30	11,953.10	4.28
Unknown	0.00	0.00	2.60	5.55	15,831.90	5.67
Total Teaching Positions	2.00	100.00	47.10	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.20	0.60
Total Out-of-Field Teachers	2.20	0.60

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

SCHOOL FACILITIES

About the Facilities

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

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

FACILITY INSPECTION RESULTS

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

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	12/14/2023
Data Collected:	December 2023
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS

All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The Santa Barbara Education Office determines that each program within has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are provided their own standards-aligned textbooks in core subjects, health, and foreign language for use in the classroom and to take home. The program does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office.

TEXTBOOKS

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

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 7-12 / Course: English Language Arts / Santa Clara University / 2016	Yes	0
Mathematics	Grades: 7-12 / Course: Mathematics / National Geographic / Cengage Learning / 2018	Yes	0
History / Social Science	Grades: 7-12 / Course: History/Social Sciences / Pearson / 2020	Yes	0
Science	Grades: 7-12 / Course: Science / Discovery Education / 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7-12 / Course: Health / Addison Wesley Prentice Hall / 2008	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

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

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

ASSESSMENT RESULTS

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

To protect student privacy, results are not publicly available when a student group has ten or less pupils.

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	8	0	2	4	47	46
Mathematics (Grades 3-8 and 11)	0	0	0	0	33	34
Science (Grades 5, 8, and 10)	--	--	--	0	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	17	14	82.35	17.65	0.00
Male	13	11	84.62	15.38	0.00
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	14	82.35	17.65	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	
Two or More Races					
EL Students					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Migrant Education					
Students with Disabilities					

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	17	14	82.35	17.65	0.00
Male	13	12	92.31	7.69	0.00
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	14	82.35	17.65	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	12	80.00	20.00	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2022-23	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	0

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	8
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

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

To protect student privacy, results are not publicly available when a student group has ten or less pupils.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	--	--	--	--	--

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

DROPOUT AND GRADUATION RATES

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

To protect student privacy, results are not publicly available when a student group has ten or less pupils.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	--	–	–	--	–	–
District	55	30.8	47.6	25	53.8	33.3
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
White	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
EL Students	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Military	--	--	--
Socioeconomically Disadvantaged	0.0	0.0	0.0
Migrant Education	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	47	40	30	75.0
Female	20	18	15	83.3
Male	27	22	15	68.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	46	39	29	74.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	1	1	1	100.0
Two or More Races	0	0	0	0.0
EL Students	16	14	10	71.4
Foster Youth	1	1	1	100.0
Homeless	9	8	5	62.5
Military	--	--	--	--
Socioeconomically Disadvantaged	44	37	28	75.7
Migrant Education	0	0	0	0.0
Students with Disabilities	7	7	6	85.7

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	36.67	17.02	0.00	0.00	0.00
District	0.96	10.99	10.28	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	17.02	0.00
Female	15.00	0.00
Male	18.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	17.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	12.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	15.91	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

SCHOOL SAFETY

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

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

The comprehensive School Safety Plan was developed by Santa Barbara County Education Office to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The following requirements of SB 187 are included in the School Safety Plan, published within the Annual Student/Parent Handbook: current status of school crime, child abuse reporting procedures, disaster procedures; policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a schoolwide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures. The plan was most recently updated and reviewed with staff in February 2023.

OTHER SARC INFORMATION

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

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

ADVANCED PLACEMENT

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

Advanced Placement Classes	
2022-23	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	3	1	2	8	4	8						
Mathematics	4	2	2	4	2	5						
Science	3	3	4	4	1	2						
Social Science	2	2	1	6	3	5						

DISTRICT REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 14,356.24
School: From Supplemental/Restricted Sources	\$ 1,033.97
School: From Basic/Unrestricted Sources	\$ 13,322.27
District: From Basic/Unrestricted Sources	\$ 14,688.22
Percentage of Variation between School & District	-9.3 1 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-100 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 55,494	N/A
Mid-Range Teachers	\$ 87,344	N/A
Highest Teachers	\$ 117,912	N/A
Elementary School Principals	–	N/A
Middle School Principals	–	N/A
High School Principals	–	N/A
Superintendent	\$ 284,095	N/A
Teacher Salaries	–	N/A
Administrative Salaries	–	N/A

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	\$ 109,265
District	\$ 89,344
Percentage of Variation between School & District	22.3 %
All Similar School Districts	N/A
Percentage of Variation between School & State	–

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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



Santa Barbara County Office of Education Santa Barbara County Juvenile Court

2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION

Rene Wheeler
rwheeler@sbceo.org

SCHOOL INFORMATION

42104214230157
4400 Cathedral Oaks Rd.
Santa Barbara, CA 93110-1042
(805) 967-5307
www.sbceo.org/districts/sbcourt/welcome.htm

SUPERINTENDENT

Susan Salcido
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DISTRICT INFORMATION

**Santa Barbara County Office of
Education**
4400 Cathedral Oaks Rd.
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BOARD OF EDUCATION

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SARC INFORMATION

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

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

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

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

MESSAGE FROM THE ADMINISTRATOR

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	10.50
Male	89.50
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	5.30
Filipino	
Hispanic or Latino	89.50
Native Hawaiian or Pacific Islander	
White	5.30
Two or More Races	
EL Students	42.10
Foster Youth	
Homeless	15.80
Military	
Socioeconomically Disadvantaged	100.00
Migrant Education	
Students with Disabilities	26.30

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	2
10th	4
11th	9
12th	4
Total	19

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.80	30.17	36.60	70.54	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	1.87	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.40	6.56	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.90	66.33	6.20	11.97	12,115.80	4.41
Unknown	0.20	3.33	4.70	9.05	18,854.30	6.86
Total Teaching Positions	6.00	100.00	51.90	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	20.80	39.60	84.04	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	1.06	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.70	74.40	4.30	9.30	11,953.10	4.28
Unknown	0.20	4.40	2.60	5.55	15,831.90	5.67
Total Teaching Positions	5.00	100.00	47.10	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.90	3.70
Total Out-of-Field Teachers	3.90	3.70

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.10	0.00

SCHOOL FACILITIES

About the Facilities

Santa Barbara County Juvenile Court Schools provide safe environments for student learning. The two facilities that house the court schools provide adequate space for students and staff.

The Santa Maria Juvenile Justice Center

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

Los Prietos Boys Camp

Dos Puertas School at Los Prietos Boys Camp was built in 1948 and spans 5,000 square feet. It has permanent classrooms, office space, a gymnasium, and a multipurpose room.

Maintenance, Cleaning, and Repair

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

Cleaning Process and Schedule

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

FACILITY INSPECTION RESULTS

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

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	12/20/2023
Data Collected:	December 2023
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS

All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The Santa Barbara Education Office determines that each program within has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are provided their own standards-aligned textbooks in core subjects, health, and foreign language for use in the classroom and to take home. The program does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office.

TEXTBOOKS

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

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 7-12 / Course: English Language Arts / Santa Clara University / 2016	Yes	0
Mathematics	Grades: 7-12 / Course: Mathematics / National Geographic / Cengage Learning / 2018	Yes	0
History / Social Science	Grades: 7-12 / Course: History/Social Sciences / Pearson / 2020	Yes	0
Science	Grades: 7-12 / Course: Science / Discovery Education / 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7-12 / Course: Health / Addison Wesley Prentice Hall / 2008	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

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

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

ASSESSMENT RESULTS

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

To protect student privacy, results are not publicly available when a student group has ten or less pupils.

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	0	18	2	4	47	46
Mathematics (Grades 3-8 and 11)	0	0	0	0	33	34
Science (Grades 5, 8, and 10)	--	--	--	0	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	12	11	91.67	8.33	18.18
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	
Two or More Races					
EL Students					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Migrant Education					
Students with Disabilities					

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	12	10	83.33	16.67	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2022-23	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	0

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	39
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

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

To protect student privacy, results are not publicly available when a student group has ten or less pupils.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	--	--	--	--	--

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

DROPOUT AND GRADUATION RATES

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

To protect student privacy, results are not publicly available when a student group has ten or less pupils.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	--	27.3	50	--	63.6	35
District	55	30.8	47.6	25	53.8	33.3
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	20	7	35.0
Female	--	--	--
Male	18	7	38.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	15	5	33.3
Native Hawaiian or Pacific Islander	0	0	0.00
White	--	--	--
Two or More Races	--	--	--
EL Students	--	--	--
Foster Youth	--	--	--
Homeless	11	3	27.3
Military	--	--	--
Socioeconomically Disadvantaged	20	7	35.0
Migrant Education	--	--	--
Students with Disabilities	--	--	--

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	114	53	4	7.5
Female	18	3	0	0.0
Male	95	50	4	8.0
Non-Binary	1	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	1	0	0	0.0
Hispanic or Latino	99	48	3	6.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	10	4	1	25.0
Two or More Races	3	0	0	0.0
EL Students	32	15	0	0.0
Foster Youth	12	4	1	25.0
Homeless	31	14	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	114	53	4	7.5
Migrant Education	1	0	0	0.0
Students with Disabilities	38	24	2	8.3

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	1.64	9.28	12.28	0.00	0.00	0.00
District	0.96	10.99	10.28	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	12.28	0.00
Female	5.56	0.00
Male	13.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	14.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	18.75	0.00
Foster Youth	16.67	0.00
Homeless	9.68	0.00
Military	--	--
Socioeconomically Disadvantaged	12.28	0.00
Migrant Education	0.00	0.00
Students with Disabilities	7.89	0.00

SCHOOL SAFETY

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

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

The comprehensive School Safety Plan was developed by Santa Barbara County Education Office to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The following requirements of SB 187 are included in the School Safety Plan, published within the Annual Student/Parent Handbook: current status of school crime, child abuse reporting procedures, disaster procedures; policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a schoolwide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures. The plan was most recently updated and reviewed with staff in February 2023.

OTHER SARC INFORMATION

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

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

ADVANCED PLACEMENT

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

Advanced Placement Classes	
2022-23	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	2	2	2	19	21	20						
Mathematics	2	2	2	9	10	8						
Science	2	2	2	11	11	7						
Social Science	2	2	2	10	8	15						

DISTRICT REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$2,302.89
School: From Supplemental/Restricted Sources	\$936.94
School: From Basic/Unrestricted Sources	\$1,365.95
District: From Basic/Unrestricted Sources	\$14,688.22
Percentage of Variation between School & District	-90.7 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-100 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 63,615	N/A
Mid-Range Teachers	\$ 103,865	N/A
Highest Teachers	\$ 140,219	N/A
Elementary School Principals	–	N/A
Middle School Principals	–	N/A
High School Principals	–	N/A
Superintendent	\$ 284,095	N/A
Teacher Salaries	–	N/A
Administrative Salaries	–	N/A

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	\$ 113,597
District	\$87,344
Percentage of Variation between School & District	22.3 %
All Similar School Districts	N/A
Percentage of Variation between School & State	–

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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



Santa Barbara County Office of Education Santa Barbara County Special Education

2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION

Kirsten Escobedo
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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

**Santa Barbara County Office of
Education**
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SARC INFORMATION

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

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

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

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

SCHOOL VISION STATEMENT

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

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

DESCRIPTION OF SERVICES

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

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	43.10
Male	56.90
Non-Binary	
American Indian or Alaska Native	
Asian	1.70
Black or African American	
Filipino	1.70
Hispanic or Latino	84.50
Native Hawaiian or Pacific Islander	
White	6.90
Two or More Races	5.20
EL Students	39.70
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	75.90
Migrant Education	
Students with Disabilities	100.00

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	5
1st	4
2nd	3
3rd	1
4th	5
5th	5
6th	10
7th	8
8th	3
9th	3
10th	2
11th	1
12th	8
Total	58

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.00	79.31	36.60	70.54	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.90	2.26	0.90	1.87	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.40	7.94	3.40	6.56	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.20	11.97	12,115.80	4.41
Unknown	4.50	10.47	4.70	9.05	18,854.30	6.86
Total Teaching Positions	42.90	100.00	51.90	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.20	92.78	39.60	84.04	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.24	0.50	1.06	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.30	9.30	11,953.10	4.28
Unknown	2.30	5.95	2.60	5.55	15,831.90	5.67
Total Teaching Positions	40.10	100.00	47.10	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	3.40	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.40	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	0.00

SCHOOL FACILITIES

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

FACILITY INSPECTION RESULTS

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

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	
Data Collected:	
Overall Summary of School Facility Conditions:	

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

INSTRUCTIONAL MATERIALS

All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The Santa Barbara Education Office determines that each program within has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are provided their own standards-aligned textbooks in core subjects, health, and foreign language for use in the classroom and to take home. The program does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office.

TEXTBOOKS

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

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Core: Houghton-Mifflin, Holt Literature Supplemental: SRA Corrective Reading, Scholastic Read 180, Computer software and internet access, SANDI, Unique Learning Systems	Yes	0
Mathematics	Core: Harcourt Math, Houghton-Mifflin Supplemental: Saxon, Pacemaker, AGS, Computer software and internet access, SANDI	Yes	0
History / Social Science	Core: Harcourt, McGraw Hill, Houghton-Mifflin Supplemental: Pacemaker series, Computer software and internet access	Yes	0
Science	Core: Harcourt, Houghton-Mifflin Supplemental: Pacemaker, Computer software and internet access	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Positive Prevention Plus	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

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

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	0	0	2	4	47	46
Mathematics (Grades 3-8 and 11)	0	0	0	0	33	34
Science (Grades 5, 8, and 10)		--	--	0	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	35	32	91.43	8.57	0.00
Male	19	19	100.00	0.00	0.00
Female	16	13	81.25	18.75	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	27	93.10	6.90	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	25	89.29	10.71	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	35	32	91.43	8.57	0.00

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	35	32	91.43	8.57	0.00
Male	19	19	100.00	0.00	0.00
Female	16	13	81.25	18.75	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	27	93.10	6.90	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	25	89.29	10.71	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	35	32	91.43	8.57	0.00

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2022-23	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

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

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	--	--	--	--	--
7th	--	--	--	--	--
9th	--	--	--	--	--

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	60	53	37	69.8
Female	25	23	15	65.2
Male	35	30	22	73.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	52	46	33	71.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	4	3	2	66.7
Two or More Races	2	2	1	50.0
EL Students	24	19	14	73.7
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Military	--	--	--	--
Socioeconomically Disadvantaged	48	44	31	70.5
Migrant Education	0	0	0	0.0
Students with Disabilities	60	53	37	69.8

DROPOUT AND GRADUATION RATES

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	--	--	--	--	--	--
District	55	30.8	47.6	25	53.8	33.3
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
White	0	0	0.00
Two or More Races	0	0	0.00
EL Students	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Military	--	--	--
Socioeconomically Disadvantaged	--	--	--
Migrant Education	0.0	0.0	0.0
Students with Disabilities	--	--	--

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.00	0.00	0.00	0.00	0.00
District	0.96	10.99	10.28	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

SCHOOL SAFETY

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

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

The Santa Barbara County Education Office Comprehensive School Safety Plan was most recently updated and reviewed with staff in February 2023.

OTHER SARC INFORMATION

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

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	10.2
Social Worker	
Nurse	3
Speech/Language/Hearing Specialist	17
Resource Specialist (non-teaching)	2
Other	5.9

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
K	4	3	3	1	2	2						
1st		2	2		1	2						
2nd		1	3		1	1						
3rd		2	1		2	1						
4th	8	2	2	1	3	3						
5th		3	2		4	3						
6th		3	3		3	4						
Other	7			5								

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English												
Mathematics												
Science												
Social Science												

ADVANCED PLACEMENT

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

Advanced Placement Classes	
2022-23	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES

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

- Child Nutrition Programs
- Instructional Materials
- Special Education, Staff Development
- Title I Part D Program
- Title II
- Tobacco-Use Prevention Education Program (TUPE)

SCHOOL AND DISTRICT EXPENDITURES

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

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

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 80,799.33
School: From Supplemental/Restricted Sources	\$ 80,799.33
School: From Basic/Unrestricted Sources	\$ 0
District: From Basic/Unrestricted Sources	\$ 0
Percentage of Variation between School & District	—
State: From Basic/Unrestricted Sources	—
Percentage of Variation between School & State	—

TEACHER AND ADMINISTRATIVE SALARIES

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

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,652	N/A
Mid-Range Teachers	\$ 71,319	N/A
Highest Teachers	\$ 111,648	N/A
Elementary School Principals	—	N/A
Middle School Principals	—	N/A
High School Principals	—	N/A
Superintendent	\$ 165,859	N/A
Teacher Salaries	20.0 %	N/A
Administrative Salaries	4.3 %	N/A

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	\$ 96,195.00
District	\$ 96,195.00
Percentage of Variation between School & District	0 %
All Similar School Districts	N/A
Percentage of Variation between School & State	—

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

Opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Staff members are offered professional growth opportunities in curriculum, teaching strategies, and pro-social skills to academic pedagogy and mythologies. Recent professional development topics include social emotional student support, and ongoing training in development of Individualized Education Plans.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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



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

Personnel reports pertaining to SBCEO personnel, employed by the Santa Barbara County Superintendent of Schools

The certificated and classified personnel reports are provided to the board as an information item.

Certificated Personnel Report

Certificated employees are those whose positions require a specific credential issued by the California Commission on Teacher Credentialing.

The certificated personnel report is generated regularly and includes all actions made regarding employment of certificated employees at SBCEO such as appointments and separations.

Classified Personnel Report

Classified employees are those whose positions do not require a state-issued credential. Since 1975, the Santa Barbara County Education Office has operated a Merit System for the classified service. Merit System law (Education Code § 45240-45320) provides that classified employees are selected, retained and promoted on the basis of merit and fitness, exclusive of discrimination due to actual or perceived race, color, ethnicity, age, religion, political affiliation, marital status, disability, gender, sexual orientation or national origin. The Personnel Commission, composed of three members, is the impartial body authorized by the state to be responsible for implementing and interpreting Merit System rules and adjudicating appeals on those facets of employment within its purview.

The classified personnel report is typically generated monthly and includes all personnel actions affecting classified employees at SBCEO such as appointments, changes to status, and separations.

Santa Barbara County Board of Education
Santa Barbara County Education Office

Certificated Personnel Report
April 11, 2024

Appointments

Effective Date

Offer of Employment

Stever, Susan	Special Day Class Teacher	February 12, 2024
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Separations

Effective Date

Retirements

Kelly, Hailey	Speech Language Specialist	February 16, 2024
Mitchell, Todd	IEP Team Chairperson	June 18, 2024

Santa Barbara County Board of Education

Classified Personnel Report

April 11, 2024

Appointments

Limited Term/Substitute

Delong, Aidan February 26, 2024
Student Worker • Special Education • Cathedral Oaks
• Hourly as needed

Gil-Olivera, Vicente March 11, 2024
Paraeducator • Special Education • Various Sites
• Hourly as needed

Kessler, Karyn March 4, 2024
Paraeducator • Special Education • Various Sites
• Hourly as needed

Sanchez, Jose February 9, 2024
Paraeducator • Special Education • Various Sites
• Hourly as needed

Sprague, Lynette February 29, 2024
Paraeducator • Special Education • Various Sites
• 10 months

Zavala, Abigail March 4, 2024
Paraeducator • Special Education • Various Sites
• Hourly as needed

Probationary

Bulfeda Castro, Orlando March 5, 2024
Administrative Assistant • Special Education • Special Education Support Staff, Santa Barbara
100% • 12 months

Peacock, Kayla March 11, 2024
Administrative Assistant • Educational Technology Services • Educational Technology Services
100% • 12 months

Changes

Anniversary Increase

Almodovar, Nelson	March 1, 2024
Paraeducator • Special Education • Manzanita Charter School	
81.25% • 10 months	
Almquist, Brigitte	March 1, 2024
Administrative Analyst • Student and Community Services • Student and Community Services	
100% • 12 months	
Alvarado-Luna, Gabriela	March 1, 2024
Paraeducator • Special Education • Ernest Righetti High School DHOH	
81.25% • 10 months	
De La Cruz, Alejandro	March 1, 2024
Custodian/Maintenance Worker • Internal Services • Operations North	
100% • 12 months	
Delgado, Elvira	March 1, 2024
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	
Devaux, Gabriela	March 1, 2024
Paraeducator • Special Education • Speech/Language Services, Lompoc 1	
87.5% • 10 months	
Hallberg, Jessica	March 1, 2024
Payroll Supervisor • Internal Services • Payroll Administration	
100% • 12 months	
Montgomery, Karyn	March 1, 2024
Paraeducator • Special Education • Vision Services	
75% • 10 months	
Morin, Jovonni	March 1, 2024
Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School	
87.5% • 10 months	

<p>Perez, Alexis</p> <p>Paraeducator • Special Education • Young Learners State Preschool, SPED</p> <p>87.5% • 10 months</p>	<p>March 1, 2024</p>
<p>Perez, Silvia</p> <p>Paraeducator • Special Education • Young Learners State Preschool, SPED</p> <p>87.5% • 10 months</p>	<p>March 1, 2024</p>
<p>Rios, Josefa</p> <p>Program Associate • Children and Family Resource Services • Health Linkages - South County</p> <p>100% • 12 months</p>	<p>March 1, 2024</p>
<p>Rodriguez, Yenica</p> <p>Paraeducator • Special Education • Cuyama Elementary School</p> <p>81.25% • 10 months</p>	<p>March 1, 2024</p>
<p>Sherchan, Arlene</p> <p>Administrative Assistant, Superintendent's Office (Confidential) - Exempt • Superintendent • Cathedral Oaks</p> <p>100% • 12 months</p>	<p>March 1, 2024</p>
<p>Sherlock, Peter</p> <p>Computer/Network Technician, ITS • Information Technology Services • ITS - North County</p> <p>100% • 12 months</p>	<p>March 1, 2024</p>
<p>Toro, Jasmine</p> <p>Paraeducator • Special Education • Cold Spring School</p> <p>81.25% • 10 months</p>	<p>March 1, 2024</p>
<p>Zarate Uribe, Odaliss</p> <p>Paraeducator • Special Education • Allan Hancock Preschool</p> <p>87.5% • 10 months</p>	<p>March 1, 2024</p>

Differential - Add

<p>Acheoual, Nancy</p> <p>Paraeducator • Special Education • Manzanita Charter School</p> <p>81.25% • 10 months</p> <p>Specialized Health Care</p>	<p>January 22, 2024</p>
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Increased Time (Voluntary)

Moore, Nicholas	March 1, 2024
Accounting Assistant • Internal Services • Accounting - Fiscal Services	
100% • Hourly as needed	
From .75	

Probation to Permanent

Carrillo, Gabriel	March 1, 2024
Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 3	
100% • 12 months	

Cheong, Cheonghwa	March 1, 2024
Paraeducator • Special Education • Cold Spring School	
81.25% • 10 months	

Davis, Eli	March 1, 2024
Payroll Technician • Internal Services • Payroll	
100% • 12 months	

Devlin, Lux April	March 1, 2024
Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 4	
100% • 12 months	

Gonzalez Loera, Dulcea	March 1, 2024
Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 2	
100% • 12 months	

Meers, Julie	March 1, 2024
School Occupational Therapist • Special Education • Infant Services, Santa Maria	
40% • 10 months	

Mireles, Jarery	March 1, 2024
Paraeducator • Special Education • New Horizons Preschool A	
87.5% • 10 months	

Mitchell, Kelly	March 1, 2024
Program Associate • Children's Creative Project • Children's Creative Project	
100% • 12 months	

Ramirez, Alejandrina
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months
March 1, 2024

Sherlock, Jennifer
Paraeducator • Special Education • Robert Bruce Preschool
87.5% • 10 months
March 1, 2024

Uribe-Garcia, Elizabeth
Paraeducator • Special Education • Manzanita Charter School 2
81.25% • 10 months
March 1, 2024

Promotion

Patrick, Delaney
Manager, Communications • Communications • Communications
100% • 12 months
March 1, 2024

Transfer

Padilla, Leticia
Paraeducator • Special Education • Speech/Language Services, Miller
87.5% • 10 months
From DHOH Support Staff
March 25, 2024

Separation

Released

Cose, Michiel
Paraeducator • Special Education • Arellanes Junior High School
87.5% • 10 months
Non completion of probation
February 29, 2024

Gallas, Marybeth
Director, Facilities • Internal Services • Operations Administration
100% • 12 months
Non completion of probation
February 23, 2024

Quarterly Report
on
Williams Uniform Complaints

[Education Code § 35186]

2024

District: Santa Barbara County Education Office

Name of person completing this form: Bridget Baublits

Title of person completing this form: Associate Superintendent

Please provide the date when this information will be reported publicly at the district governing board meeting:

April 11, 2024

Quarterly report submission date (check one):

- ☒ April (January — March)
☐ July (April — June)
☐ October (July — September)
☐ January (October — December)

General Subject Area	Total number of complaints	Number of complaints resolved	Number of complaints unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Misassignment or Vacancies	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Signature of district superintendent

March 29, 2024

Date



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

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

February 21, 2024

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

Dear Superintendent Salcido:

Subject: 2023–24 First Interim Report

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

The CDE appreciates the submission of your First Interim Report and awaits your Second Interim Report, which must be submitted to our office no later than March 18, 2024. If you have any questions or concerns, please contact our office by phone at 916-322-1770 or email at SACSINFO@cde.ca.gov.

Sincerely,

/s/

John Miles, Administrator
Fiscal Oversight and Support Office

JM:jh
2024-0203-42

cc: Steve Torres, Associate Superintendent, Administrative Services