

Santa Barbara County Education Office

# BOARD BOOK and AGENDA



June 2024



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

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

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

### **AGENDA**

***The Santa Barbara County Board of Education is holding this meeting on Friday, June 14, 2024 at the SBCEO North County Office, 402 Farnel Road, Santa Maria, CA.***

#### **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/86804302592?pwd=HZWfcWMK9l3VNCduBr27Y9EglUlww.Bae6vPM1y5ZGFVAH>

#### **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](mailto:afreedland@sbceo.org) by 10:00 a.m. the day before the meeting. Notification at least 72 hours prior to the meeting will assist the superintendent in making suitable arrangements.

## **GENERAL FUNCTIONS**

### **1. Call to Order**

### **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.

## **CLOSED SESSION ACTION ITEM**

### **8. Expulsion Appeal Hearing – Closed Session [Time Approximate: 2:15 p.m.]**

The board will hear an appeal from the Lompoc Unified School District regarding expelled student **E24-01**. This hearing will be held in closed session.

**Findings of Fact: [Roll Call Vote:]**

MOVED:

SECONDED:

VOTE:

**Order of the Board: [Roll Call Vote:]**

MOVED:

SECONDED:

VOTE:

**Reconvene to Open Session**

The board will report out any action taken concerning student **E24-01** expulsion appeal: the Findings of Fact and Order of the Board.

**PRESENTATION**

9. **Presentation on the Santa Barbara County Education Office 2024-27 Local Control and Accountability Plan (LCAP)**  
[Time Approximate: 3:45 p.m.]

Associate Superintendent of Student and Community Services Bridget Baublits will provide a presentation to the board on the Santa Barbara County Education Office 2024-27 Local Control and Accountability Plan (LCAP).

**PUBLIC HEARING**

10. **Public Hearing on the Santa Barbara County Education Office 2024-27 Local Control and Accountability Plan (LCAP)**  
[Time Approximate: 4:10 p.m.]

The Education Code requires that a public hearing be held prior to the adoption of the 2024-27 Local Control and Accountability Plan (LCAP).

**PRESENTATION**

11. **Presentation on 2024-25 County School Service Fund Budget**  
[Time Approximate: 4:15 p.m.]

Associate Superintendent of Administrative Services Steve Torres will provide a presentation to the board on the 2024-25 County School Service Fund Budget.

**PUBLIC HEARING**

12. **Public Hearing on the 2024-25 County School Service Fund Budget**  
[Time Approximate: 4:40 p.m.]

The Education Code requires that a public hearing be held prior to the adoption of the new County School Service Fund Budget.

## **SUPERINTENDENT'S REPORT**

### **13. 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.

### **14. Minutes of Meeting Held May 9, 2024 (Attachment)**

### **15. 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 April 7, 2024 to May 6, 2024, and the issuance of temporary county certificates for that same time period.

### **16. Declaration of Surplus (Attachment)**

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

- Human Resources
- Information Technology Services
- Special Education
- Teacher Induction Program
- Transitional Youth Services

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

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

*Dos Puertas School*

- Student CSIS # 2919860278 – May 24, 2024
- Student CSIS # 4696997736 – May 8, 2024

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

**INFORMATION ITEMS**

**18. Tentative Agreement with California School Employees Association, Chapter 817 (CSEA)**  
(Attachment)

A tentative agreement has been reached between the Santa Barbara County Superintendent of Schools and the California School Employees Association (CSEA), Chapter 817 on a successor agreement for the 3-year period of July 1, 2024 through June 30, 2027. A summary of the provisions of the agreement is attached as required by AB 1200 and Government Code Section 3547.5. It is presented as an information item.

**19. Tentative Agreement with Santa Barbara County Education Association (SBCEA)**  
(Attachment)

A tentative agreement has been reached between the Santa Barbara County Superintendent of Schools and the Santa Barbara County Education Association (SBCEA) on a successor agreement for the 3-year period of July 1, 2024 through June 30, 2027. A summary of the provisions of the agreement is attached as required by AB 1200 and Government Code Section 3547.5. It is presented as an information item.

**20. Salary and Fringe Benefit Adjustments for Non-Represented Classified Employees and Management Employees**

The same annual salary adjustments and benefit package as SBCEA and CSEA has been granted to the non-represented classified employees and management employees. This includes an 8 percent salary adjustment for 2024-25, a 4 percent salary adjustment for 2025-26, and a 4 percent salary adjustment for 2026-27, effective July 1 of each year, and modification of current medical and fringe benefit provisions. The superintendent is excluded from the salary adjustments.

**21. Personnel Report**  
(Attachment)

The classified personnel report is presented as an information item.

**22. Report by the Board Legal Committee**

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

**ACTION ITEMS**

**23. Recommended Approval to Submit Letter of Intent to Consider Purchasing Property**  
(Attachment)

The superintendent requests board approval for the Santa Barbara County Education Office to submit a letter of intent to consider purchasing property to the property owner for a facility located on Broadway in the Santa Maria Valley for the Early Care and Education program and the Special Education division.

MOVED:

SECONDED:

VOTE:

**24. Recommended Approval to Expand Lease**  
(Attachment)

The superintendent requests board approval for the Santa Barbara County Education Office to expand the lease for the facility located on McClelland Avenue in Santa Maria for the Special Education division. The cost of the lease will be paid by the school districts that participate in the Special Education division's regional program. Upon approval of the full board, SBCEO will proceed with negotiation and preparation of lease agreement. The Santa Barbara County Special Education Local Plan Area (SELPA) Joint Power Agency (JPA) board must also approve the lease expansion. If approved by the County Board of Education and the SELPA JPA board, the lease agreement will be brought to the County Board of Education for ratification.

MOVED:

SECONDED:

VOTE:

**25. Recommended Approval of 2023-24 School Plan for Student Achievement – Juvenile Court and Community Schools**  
(Attachment)

The superintendent recommends approval of the 2023-24 School Plan for Student Achievement for Juvenile Court and Community Schools. This annual plan is developed and reviewed by the Parent and Student Advisory Committee (PSAC) and is strategic in consolidating all school-level planning efforts for programs funded through the Consolidated Application (ConApp), while

maximizing resources and minimizing duplication with the goal to increase student achievement.

MOVED:

SECONDED:

VOTE:

**26. Recommended Approval of Grant Application – Consolidated Programs**  
(Attachment)

The superintendent recommends approval for submission of application to the California Department of Education (CDE) for 2024-25 funding for Consolidated Categorical Programs as listed in the attachment. This application is submitted to the CDE once a year.

MOVED:

SECONDED:

VOTE:

**27. Recommended Approval of the Santa Barbara County Plan for Expelled Youth 2024-27**  
(Attachment)

The superintendent recommends approval of the Santa Barbara County Plan for Expelled Youth, Triennial Update for 2024-27.

MOVED:

SECONDED:

VOTE:

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

The superintendent recommends approval of the Request for Allowance of Attendance Because of Emergency Conditions (Form J-13A) to be submitted to the California Department of Education for the closure of classes at the following schools:

*SBCEO Special Education Programs at:*

- |                                   |                  |
|-----------------------------------|------------------|
| • Manzanita Public Charter School | February 5, 2024 |
| • Cabrillo High School            | February 5, 2024 |
| • Olga Reed School                | February 5, 2024 |
| • Ralph Dunlap School             | February 5, 2024 |
| • Arellanes Junior High School    | February 5, 2024 |
| • Tommie Kunst Junior High School | February 5, 2024 |
| • Righetti High School            | February 5, 2024 |

*SBCEO Juvenile Court and Community Schools:*

- |  |                  |
|--|------------------|
| • Peter B. FitzGerald Community School | February 5, 2024 |
| • Los Robles High School               | February 5, 2024 |



MOVED:

SECONDED:

VOTE:

**29. Recommended Approval of the 2022-23 Forest Reserve Fund Apportionment (Attachment)**

The superintendent recommends approval of the 2022-23 apportionment from the United States Forest Reserve Fund for school districts and the County Education Office adjacent to or lying within the United States Forest Reserve (Los Padres National Forest). This is an annually recurring item.

MOVED:

SECONDED:

VOTE:

**30. Recommended Approval of the Use of 2024-25 Proposition 30 Education Protection Account (EPA) Revenues (Attachment)**

The superintendent recommends approval of the 2024-25 Proposition 30 Education Protection Account (EPA) Revenues to be used for existing Dos Puertas Juvenile Court School certificated salaries and benefits. This is an annually recurring item.

MOVED:

SECONDED:

VOTE:

**31. Recommended Adoption of Order of Election and Notice to Consolidate for November 2024 Trustee Elections (Attachment)**

The superintendent recommends adoption of Resolution No. 2410 ordering the governing board member election on November 5, 2024.

**[Roll Call Vote:]**

MOVED:

SECONDED:

VOTE:

**32. Recommended Adoption of Resolution Covering Conditions Set Forth for Candidates' Statements (Attachment)**

The superintendent recommends adoption of Resolution No. 2411 covering the conditions set forth for candidates' statements.

**[Roll Call Vote:]**

MOVED:

SECONDED:

VOTE:

**33. Recommended Adoption of Order of Election for San Luis Obispo County**  
(Attachment)

The superintendent recommends adoption of Resolution No. 2412 ordering the governing board member election for Trustee Area 4 in San Luis Obispo County.

**[Roll Call Vote:]**

MOVED:

SECONDED:

VOTE:

**34. Recommended Adoption of Order of Election for Ventura County**  
(Attachment)

The superintendent recommends adoption of Resolution No. 2413 ordering the governing board member election for Trustee Area 4 in Ventura County.

**[Roll Call Vote:]**

MOVED:

SECONDED:

VOTE:

**35. Board Meeting on July 11, 2024**

The board will consider whether to cancel the July 11, 2024 board meeting. Beyond the regular consent agenda items, the other agenda item for July is the Williams Uniform Complaints quarterly report, which may be moved to August.

**FUTURE AGENDA ITEMS**

**36. Future agenda items**

The following are agenda items for the June 20, 2024 board meeting; they are required as part of the LCAP and budget adoption process.

Information Items:

- Summary (presentation) of SBCEO's support for continuous improvement in districts
- LCAP Local Indicators report (presentation)
- LCAP Federal Addendum

Action Items:

- Adoption of 2024-25 LCAP
- Adoption of 2024-25 County School Service Fund Budget

**ADJOURNMENT**

**37. Adjournment to the next regular meeting to be held Thursday, June 20, 2024 as a dual location meeting, in Santa Barbara and Santa Maria, at 10:00 a.m.**

MOVED:

SECONDED:

VOTE:

# Superintendent's Report



# Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

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## Santa Barbara County Board of Education Superintendent's Report June 14, 2024

### Student Enrollment in SBCEO Schools and Programs

	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24	Apr '24	May '23	May '24
JCCS – FitzGerald Community School	25	27	37	38	44	53	32	68
JCCS – Dos Puertas School	25	24	20	19	18	21	29	16
JCCS – Los Robles High School	4	5	2	0	0	0	6	0
Early Care & Education (preschools and infant/toddler centers)	278	282	301	307	310	319	306	319
Special Ed – JCCS	16	13	10	8	10	13	14	12
Special Ed – Early start (infants)	98	105	105	106	103	104	110	103
Special Ed – Direct service districts	98	94	94	95	95	94	111	99
Special Ed – Regional: TK-12 extensive support needs program	55	55	56	56	57	57	61	57
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	79	79	82	82	85	95	75	87
Special Ed – Preschool	533	592	614	671	710	739	664	786

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

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### Governor's Budget May Revise

The Governor released his May Revise to the state budget. Please see the slide presentation that follows from Capital Advisors, who presented at SBCEO on May 29.

## **Last Days of School and High School Graduations in Santa Barbara County Public School Districts and Charter Schools**

Here is a listing of the last days of school for school districts and charter schools:

<b>2024 Last Day of School</b>	<b>District/Charter School</b>
<b>Friday, May 24</b>	Olive Grove Charter
<b>Thursday, May 30</b>	Santa Ynez Valley Union High School District
<b>Friday, May 31</b>	Santa Ynez Valley Charter
<b>Tuesday, June 4</b>	Orcutt Union School District (Junior High) Santa Maria-Bonita School District
<b>Wednesday, June 5</b>	Orcutt Academy Charter Santa Maria Jt. Union High School District
<b>Thursday, June 6</b>	Ballard School District Buellton Union School District Cold Spring School District Family Partnership Charter Guadalupe Union School District Lompoc Unified School District Los Olivos School District Manzanita Public Charter Orcutt Union School District (Elementary)
<b>Friday, June 7</b>	Carpinteria Unified School District College School District Cuyama Joint Unified School District Santa Barbara Charter Solvang School District Trivium Charter
<b>Wednesday, June 12</b>	Blochman Union School District
<b>Thursday, June 13</b>	Adelante Charter Hope School District Goleta Union School District Peabody Charter Santa Barbara Unified School District
<b>Friday, June 14</b>	Montecito Union School District Vista del Mar Union School District
<b>Thursday, June 20</b>	California Connections Academy Central Coast

Below is a listing of high school graduation ceremonies for school districts and charter schools. Note: ceremonies may be subject to change; check high school websites for the latest dates, times, locations, and any guidelines for attendance.

**Carpinteria Unified School District**

- Carpinteria High School: Friday, June 7 at 6 p.m. on the campus field

**Cuyama Joint Unified School District**

- Cuyama Valley High School: Friday, June 7 at 6 p.m. at the campus gymnasium

**Lompoc Unified School District**

- Maple High School: Wednesday, June 5 at 2 p.m. on the campus field
- Cabrillo High School: Thursday, June 6 at 2 p.m. on the campus field
- Lompoc High School: Friday, June 7 at 10 a.m. on the campus field

**Orcutt Union School District**

- Orcutt Academy High School: Wednesday, June 5 at 4 p.m. on the campus field

**Santa Barbara Unified School District**

- La Cuesta/Alta Vista High School: Wednesday, June 12 at 5 p.m. at the Santa Barbara Courthouse
- Dos Pueblos High School: Thursday, June 6 at 5 p.m. on the campus field
- San Marcos High School: Thursday, June 13 at 5 p.m. on the campus field
- Santa Barbara High School: Thursday, June 13 at 6 p.m. on the campus field

**Santa Maria Joint Union High School District**

- Delta High School: Wednesday, June 5 at 4 p.m. on the Ernest Righetti High School field
- Santa Maria High School: Thursday, June 6 at 9 a.m. on the campus field
- Pioneer Valley High School: Thursday, June 6 at 2 p.m. on the campus field
- Ernest Righetti High School: Thursday, June 6 at 11:30 a.m. on the campus field

**Santa Ynez Valley Union High School District**

- Refugio High School: Friday, May 31, at 11 a.m. in the campus courtyard
- Santa Ynez High School: Friday, May 31 at 4 p.m. on the campus field

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**SBCEO DIVISIONS**

**Administrative Services Division**

**SBCEO Financial Reports:** Fiscal Services completed the 2023-24 Estimated Actuals and 2024-25 Adopted Budget reports which are being presented at the June 14 board meeting.

**SBCEO Interim Financial Audit:** Fiscal Services is preparing for our interim external audit from EideBaily which will take place June 10-14. This review is conducted in preparation for the final financial audit visit in the fall.

**District Fiscal Support:** District financial advisors in the School Business Advisory Services (SBAS) department provided support to districts in preparation of their Estimated Actuals, Adopted Budgets, and LCAPs. Districts must take these items to their boards annually for approval before July 1.

**District Audit Reports:** SBAS district financial advisors completed their review of the districts' '22-'23 Audit Corrective Actions. All districts' corrective actions were certified and have been submitted.

### **Curriculum and Instruction Division**

**Guided Language Acquisition Design (GLAD):** This intensive training provides teachers with engaging, effective strategies to scaffold academic language acquisition and literacy in the content areas. Fifty (50) teachers have completed the 12 hours of intensive research and theory, and they will take part in four days of demonstration and application in real classrooms with students this summer at two locations (Lompoc and Santa Barbara). Teachers are spending their evenings and summers to participate and learn. The number of participants was limited to 50 this year, and we have a waiting list for this training.

### **Other Summer Professional Learning**

**Improvement Science for Teams:** On June 24-26, school, district, and county leadership teams will come together in Buellton as we host the regional Improvement Science Training with expert trainers from UCLA. All costs are covered by the 21CSLA grant. Teams will deepen their learning and implement tools for conducting root cause analyses, deploying change ideas, and using continuous improvement cycles to address a problem of practice with the goals of building their collective ability to address needs within their school communities.

**Summer of CS (Computer Science):** SBCEO will host two summer learning events for computer science this summer. The CS Equity Workshop for School Leaders on June 20-21 will provide administrators and lead teachers with the tools and resources to develop an action plan for CS implementation. In July, we will host a 3-day training for elementary teachers to learn strategies for integrating coding and computer science across the curriculum. Both are fully funded through our CS-EWIG (Computer Science Educator Workforce Investment Grant).

**The Whole Teacher Symposium:** This two-day event for early educators – preschool, TK, and kindergarten teachers and paraprofessionals – will feature keynote speakers, panels and hands-on breakout sessions to cultivate well-being, joy and thoughtful learning environments for children and adults in early education. Our Early Educator

Teacher Development Grant (EETDG) will fully fund the symposium, substitute costs, and stipends for those attending outside of their contracts.

**Local Control and Accountability Plan Support:** Seven C&I directors and all district financial advisors from our School Business Advisory Services (SBAS) department and the SBAS administrators are working collaboratively and intensively with assigned districts to provide rapid, customized pre-reviews and feedback on their draft LCAPs prior to their public hearings and adoptions by the end of this month. The new three-year LCAP requires many new legislated elements this cycle for which our LEAs have been preparing. The short time period between the release of the May Revise and statutory deadline for the LCAP adoption, however, continues to create an intense period for finalization, coherence, and alignment of the budget and LCAP at the end of the school year.

**Invited Presentations:** Retiring Director of Instructional Support **Carla Benchhoff** was chosen to present a workshop session with Cuyama's superintendent Alfonso Gamino and Rachel Leyland at the **CalHope Wellness Symposium** held at the Sacramento Convention Center on May 3. Their presentation, "Prioritizing and Establishing SEL in a Rural School Setting," highlighted the work of our countywide Social Emotional Learning Community of Practice (SEL COP) and the supported implementation in Cuyama.

Director of School and District Support **Rachel Fauver** and SELPA Executive Director Ray Avila were featured speakers at the **Statewide Inclusion Conference** on May 9. In their presentation titled, "Finding Focus: Cultivating a Countywide Vision for Inclusion," they shared our Santa Barbara County inclusion network, which has now become the prototype for replication in multiple counties across the state.

Associate Superintendent **Ellen Barger** was an invited panelist for the **AIMS Collaboratory on Middle School Mathematics**, hosted by the **Gates Foundation** to discuss the opportunities and challenges to advancing mathematical equity in our current context in California.

### **Special Education Division**

**Recognition of Special Education Teachers:** Each year, the Santa Barbara County Special Education Local Plan Area (SELPA) recognizes educators throughout the county who inspire profound dedication and outstanding performance in all areas of special education. These educators are nominated by their colleagues in Santa Barbara County, and the final recipients, known as SELPA Stars, are selected by the SELPA Community Advisory Committee (CAC). **Kelly Sanders** and **Isabelle Castilho-Coulter** were honored as SELPA Stars at the awards ceremony on May 16 in Goleta. Kelly serves as the teacher of the deaf for TK-grade 6 in our Regional Deaf and Hard of Hearing program at Ralph Dunlap Elementary School in Orcutt. Isabelle is currently a preschool assessment team teacher, and prior to this role, served as a preschool special education teacher in several of our programs throughout the county.



Five teachers in the Special Education division were recognized on May 23 at SBCEO's 2024 Education Celebration, held at the Craft House at Hotel Corque in Solvang. Four of the teachers participated in an Instructional Strategy Team Grant, with their project called, "Preschool Pioneers: Mastering Early Education." Those teachers were **Laura Ishikawa**, division program specialist; **Lori Jerrier**, New Horizons Preschool A teacher, Clarence Ruth School; **Sylvia Baeza**, Learning Enrichment Autism Program (LEAP) preschool teacher, Ontiveros Elementary; **Norma P. Ramirez**, Crestview Preschool teacher. **Donna Todaro**, teacher of the LEAP preschool at Clarence Ruth Elementary worked with general education preschool teacher, **Belinda Vaj**, on their grant project called, "Growing Our Vegetable and Pollinator Garden."

**Inclusion Community of Practice:** The Inclusion Community of Practice team of **Sarah Diaz**, **Rebecca Arreola** and **Laura Ishikawa** held their last in-person meeting of the year at Young Learners State Preschool in Lompoc. Three teachers learned about using recycled materials and loose parts in their classrooms. Teachers had the opportunity to share and brainstorm creative and unusual ways to use a variety of materials with their students and took away engaging materials from Art From Scrap.

**Seminar Series:** The Special Education division wrapped up a yearlong seminar series with **Dr. Rosy Bucio** from SELPA. Educators attended via Zoom or in person each month to learn new best practices when supporting our most challenging students. "Hands down, the best professional development ever!" was the feedback received from all attendees, and we look forward to partnering with Dr. Bucio again next year.

### **Student and Community Services Division**

#### **Children's Creative Project (CCP)**

**38<sup>th</sup> Annual I Madonnari Street Painting Festival:** The CCP team successfully orchestrated the 38<sup>th</sup> Annual I Madonnari Street Painting Festival during Memorial Day weekend. Thousands of visitors flocked to the Santa Barbara Mission to enjoy the vibrant and colorful street paintings, live music performed by local high school bands and professional musicians, food vendors, and activities for children. Children had the opportunity to participate in face painting and showcase their talents in the Kids Square area. The Santa Barbara County Education Office and County Board of Education's sponsored square showcased a beautiful painting of a young girl and a cat peeking over a fence. All proceeds from the festival will support art education programs, including artist-in-residence and touring artist performances, for children across Santa Barbara County.

#### **Children and Family Resource Services (CFRS)**

**Supporting Families and Students with Medical and Dental Needs:** Future Smiles, the orthodontic program for youth, has been very successful this year by providing braces for free to 173 students in our county. Additionally, 3,000 families and individuals have been supported with enrollment and/or renewal of their Medi-Cal insurance.

## **Juvenile Court and Community Schools (JCCS)**

**Art Workshop in JCCS:** In partnership with the Children's Creative Project, students in JCCS participated in an art workshop with a singer/songwriter during the week of May 20<sup>th</sup>. They learned how to arrange a song, identify beats and sound effects to enhance the rhythm, incorporate lyrics, and use a microphone as if they were in a real music studio. Additionally, students used their creativity to construct their songs with the help of their peers.

**Field Trips for Peter B. FitzGerald Community School Students:** FitzGerald Community School students concluded the school year with several field trips. The first trip was to the Santa Maria Recycling Center on April 29, preceded by educational presentations on vermicomposting on April 11 and a hands-on recycling demonstration on April 26. The second trip to Pismo Preserve, on May 7, was in collaboration with One Community Action's POR VIDA program. Students engaged in hands-on exploration of scientific concepts, particularly in ecology, biodiversity, and biomes. The final trip was to the Santa Barbara Zoo on May 9. When the teaching staff learned that none of their students had ever been to a zoo, they ensured the students received the full experience, including riding the train and feeding the giraffes. They also visited interactive exhibits and presentations, gaining insights into animal biology, habitat needs, the importance of biodiversity, wildlife conservation, and breeding programs for endangered species.

## **School Safety**

**SBCEO Emergency Planning Continues:** Dennis Thomas, the school safety liaison, is collaborating with all standalone SBCEO facilities not part of a school district campus. The primary objective of this effort is to update and enhance the safety and disaster preparedness resources for each site. Concurrently, Dennis is conducting comprehensive site-specific assessments to identify the distinct requirements of each location. These assessments are instrumental in developing and refining the SBCEO emergency operations plans, ensuring a tailored approach to safety and emergency responsiveness across our educational sites.

## **Transitional Youth Services (TYS)**

**TYS Director Activities:** In April, YYS Director Amy Willis attended two significant events: the Foster Youth Education Summit in Sacramento and the Homeless Education Conference in San Diego. These mandatory events provided valuable information and strengthened partnerships with other county offices of education across the state. Additionally, during April, Amy submitted two grant applications to support the program: the Education for Homeless Children and Youth Program grant and the Foster Youth Services Coordinating Program grant. These grants aim to fund the program for the next three years.

**Community Involvement and Education:** YYS has been actively engaging with the community, participating in student wellness events at Orcutt Academy and Santa Ynez

High School. In partnership with Soluna, a mental health app for youth aged 13-25, they have focused on mental health while also explaining the role of TYS. Additionally, they presented to students in the Teacher Education Program at UCSB, collaborating with Transition House and UCSB Guardian Scholars.

TYS Director Amy Willis has started working with Child Welfare Services (CWS), presenting at workshops for new social workers. She and other TYS staff are now part of a Learning Circle with Our County, Our Kids, aiming to improve training for new resource parents, starting in August.

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

- |      |   |
|------|---|
| 5/6  | Superintendents' Council meeting; Santa Barbara County SELPA JPA Board meeting; SBCEO employee meeting in Santa Barbara   |
| 5/8  | Fighting Back Leadership Coalition  |
| 5/10 | Partners in Education Board meeting; meeting with Josh Fryday, chief service officer, California Volunteers, Office of the Governor   |
| 5/15 | Partners in Education Executive Committee meeting   |
| 5/16 | Santa Barbara County SELPA's "SELPA-bration" awards ceremony  |
| 5/17 | State of Vandenberg Space Force Base; Santa Barbara City College commencement   |
| 5/20 | First 5 Commission meeting  |
| 5/22 | Scholarship Foundation of Santa Barbara's scholarship awards ceremony in Santa Maria  |
| 5/23 | SBCEO Education Celebration   |
| 5/27 | I Madonnari Festival  |
| 5/29 | Budget Perspectives Workshop: May Revision 2024-25  |
| 5/31 | KUHL Live radio interview in Santa Maria; visited Elesa Carlson, 2024 Performing Arts Teacher of the Year, and Laura Branch, 2025 Santa Barbara County Teacher of the Year, at Ernest Righetti High School in Santa Maria |

**Budget Perspectives Workshop**  
Governor's Budget 2023-24



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## Budget Perspectives Workshop

### Governor's Budget 2023-24



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## Initial Thoughts/Political Context

- Despite dramatic decline in revenues over last two years, Governor proposing to protect existing, ongoing K-14 programs and provide 1.07% COLA
- Governor proposes significant reductions to non-Prop 98 side of the budget (particularly one-time funds), which will require negotiation and compromise
- Prop 98 spending is also reduced to the minimum over the budget period
- For schools, the 2022-23 Prop 98 maneuver is the biggest issue to be resolved – CTA memo to Legislature, pressure from other education groups and election-year politics forced discussions and resulted in a tentative deal
- New leaders in the Legislature are tested early in their tenure
- Spending down Prop 98 reserves to avoid budget year cuts – revenue growth will be needed over next couple years to maintain existing programs

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## The Budget Problem

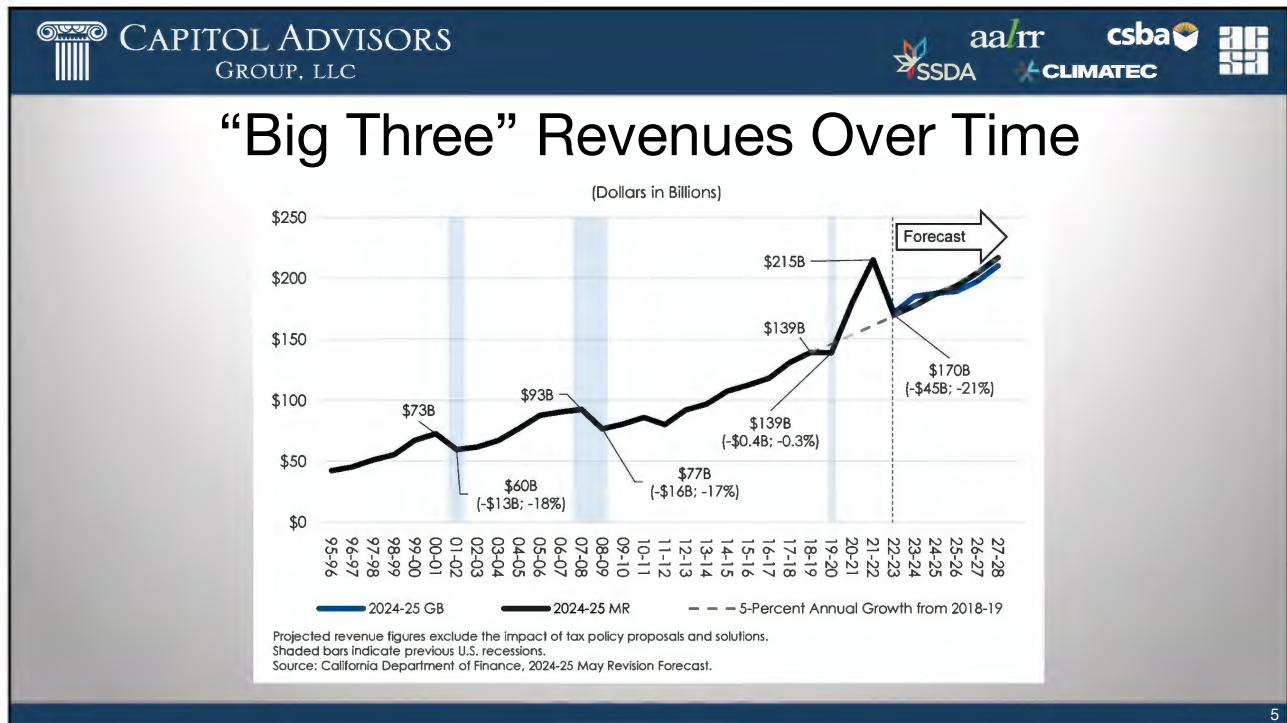
- Large budget deficits usually happen when a period of economic growth is followed by a recession – that is not what is happening now
- General Fund revenues spiked in 2021 and 2022, largely due to a jump in capital gains from stock market performance and some anomalous economic conditions during the early phase of the COVID pandemic
- Dramatically lower GF revenue in 2023 and 2024 appears to be a return to a more typical revenue growth pattern rather than part of a broader economic downturn
- The problem is really the amount of revenue volatility – unexpectedly rapid revenue growth for two years followed by a precipitous decline in revenue the next two years
- When combined with delayed tax filings masking the scope of the revenue decline in 2022-23, the result is major adjustments in expenditures and expectations in the budget year
- By far the biggest reductions are outside of education, particularly programs related to climate change, housing and homelessness, and some health and human services

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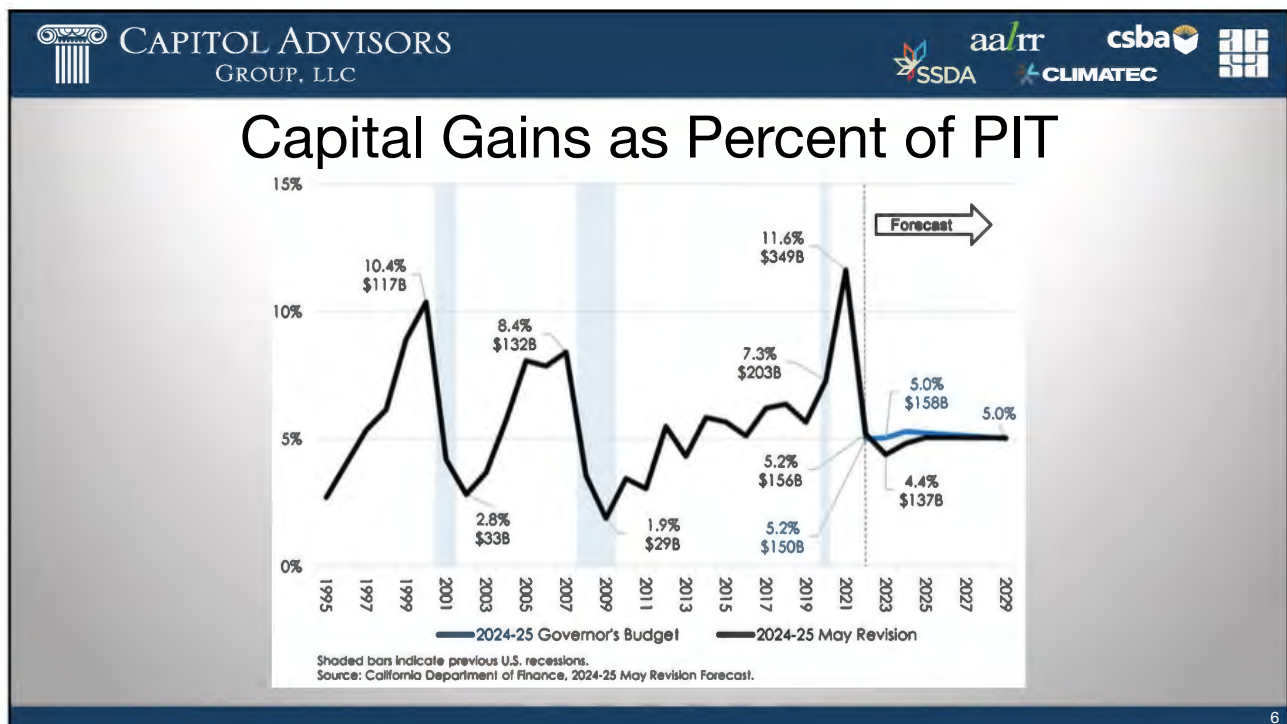
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# Budget Perspectives Workshop

## Governor's Budget 2023-24



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




# Budget Perspectives Workshop

## Governor's Budget 2023-24

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GF Expenditures by Agency				
(Dollars in Millions)				
	2023-24	2024-25	Change from 2023-24	
			Dollar Change	Percent Change
Legislative, Judicial, Executive	\$12,704	\$7,582	-\$5,122	-40.3%
Business, Consumer Services & Housing	2,868	631	-2,237	-78.0%
Transportation	1,041	554	-487	-46.8%
Natural Resources	11,686	5,410	-6,276	-53.7%
Environmental Protection	2,333	624	-1,709	-73.3%
Health and Human Services	73,622	70,194	-3,428	-4.7%
Corrections and Rehabilitation	15,312	14,174	-1,138	-7.4%
K-12 Education	73,739	76,323	2,584	3.5%
Higher Education	21,635	21,830	195	0.9%
Labor and Workforce Development	1,248	844	-404	-32.4%
Government Operations	4,770	2,540	-2,230	-46.8%
General Government:				
Non-Agency Departments	2,770	1,355	-1,415	-51.1%
Tax Relief/Local Government	595	579	-16	-2.7%
Statewide Expenditures	1,565	-1,666	-3,231	-206.5%
<b>Total</b>	<b>\$225,888</b>	<b>\$200,974</b>	<b>-\$24,914</b>	<b>-11.0%</b>
Note: Numbers may not add due to rounding.				
Source: DOF				

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Closing the Budget Shortfall				
<ul style="list-style-type: none"> <li>Remember that a “budget deficit” or “budget shortfall” is a GF problem under Administration definition, not a Prop 98 problem – LAO view differs</li> <li>According to the Administration, the 2023 Budget Act addressed a shortfall of \$32 billion</li> <li>The January budget projected an additional shortfall of \$37.9 billion, and the May Revision estimates that the deficit has grown by another \$7 billion</li> <li>Including January budget, Early Action and May Revision, the Governor identifies \$46.1 billion in 2024-25 budget solutions including BSA reserves, spending reductions, revenue/borrowing, delays and fund shifts</li> <li>The Governor further notes that additional solutions are needed to avoid an operating deficit in 2025-26, and identifies an additional \$28.4 billion in solutions for that fiscal year</li> <li>All of this assumes no economic downturn and a return to reasonably strong GF revenue growth in the budget year and the following (2025-26) fiscal year</li> </ul>				

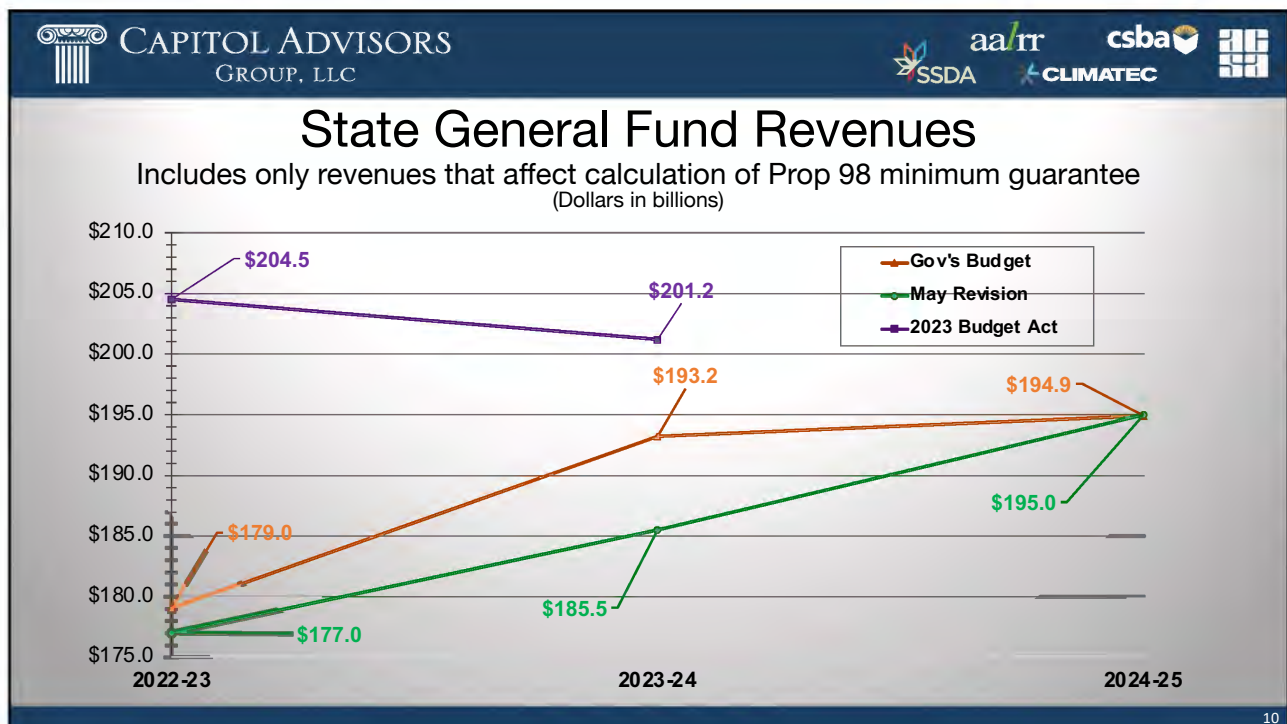
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## Governor's Budget 2023-24



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### GF Reserves and Withdrawals

- Governor maintains proposal to withdraw **\$13.1 billion** from the various GF reserves, **\$12.2 billion** from the BSA and **\$900 million** by withdrawing all of the funds in the Safety Net Reserve
- Proposes to utilize the funds over two fiscal years rather than all in the budget year - \$3.3 billion in 2024-25 and \$8.9 billion in 2025-26
- Must declare budget emergency to withdraw funds from the mandatory BSA balance
- In January, Governor argued for change to 10% limit on mandatory deposits to BSA – not sufficient reserves for level of volatility
- May Revision adds idea of setting aside a portion of anticipated surplus funds to be allocated in future budget act – attempt to avoid problems when expected surplus is not realized

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### GF Revenues, Expenditures and Reserves

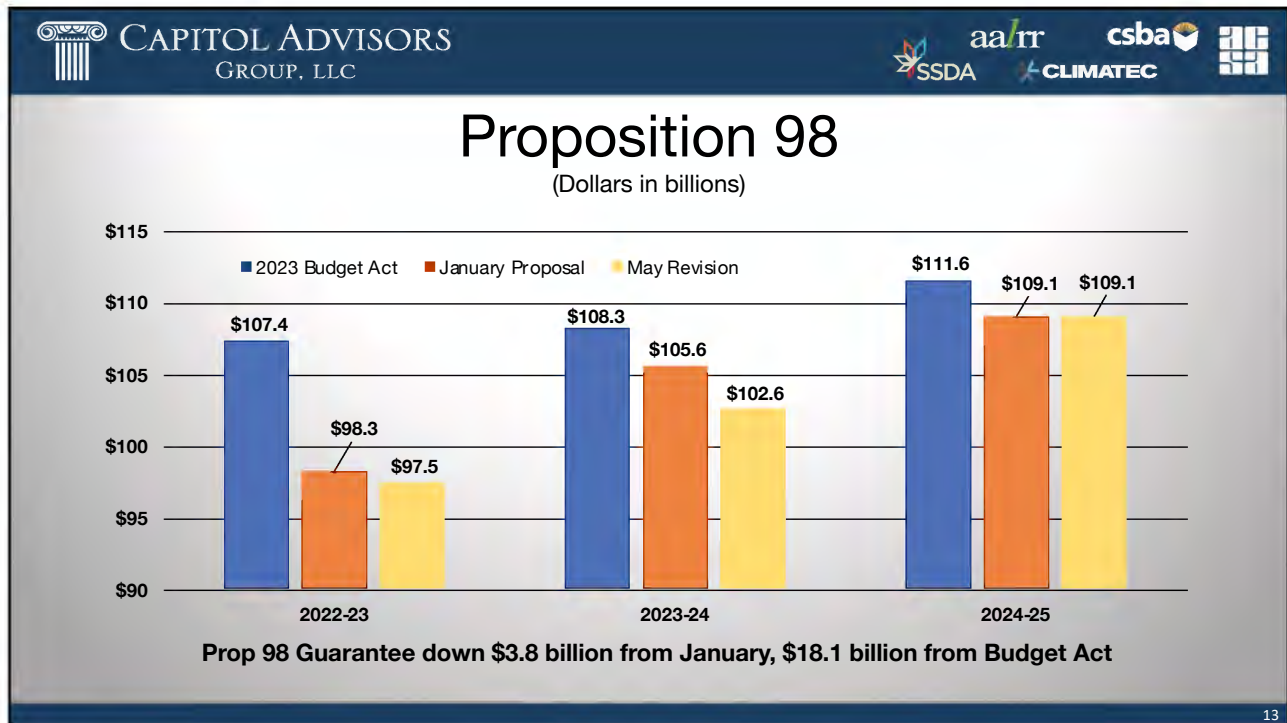
- \$215 billion in total available 2024-25 GF resources
  - \$205.2 billion total 2023-24 revenues/transfers plus prior year balance of \$9.7 billion
- 2024-25 total GF expenditures are \$201 billion, leaving a fund balance of \$14 billion
- By end of 2024-25, \$19.4 billion in Rainy Day Fund and \$3.4 billion in discretionary reserve (SFEU) = total GF reserves of about \$22.8 billion

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### Governor's Budget 2023-24



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**Proposition 98: The Maneuver**

- The largest reduction proposed by the May Revision during the budget period was to the Prop 98 Guarantee in 2022-23 (\$8.8 billion - \$7.8 billion K-12 and \$1 billion community colleges)
- Would have resulted in billions in lost funding for Prop 98 in current year and beyond
- After a strong opposition campaign by labor and management, a deal was announced between CTA and the Administration on Monday, May 27<sup>th</sup> (details next)
- The deal includes a modified version of the Governor's maneuver, along with other accounting tools to fully fund schools

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## Proposition 98: The Deal

- Under the compromise, schools will receive the same amount as proposed in the May Revision for the budget period
- The deal utilizes inter-year deferrals, the Prop 98 reserve, and a loan from the general fund to make up for the budget shortfall caused by Prop 98 in 2022-23
- Retains 2022-23 Prop 98 level in 2023 Budget Act, adopts negotiated suspension in current year
- Suspension of Guarantee in current year results in \$5.5 billion in maintenance factor, paid to schools when state budget allows
- Legislature, other stakeholders will need to see official language – June 15<sup>th</sup> due date for Budget Act will constrain ongoing negotiations

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## Public School System Stabilization Account\*

- 2023 Budget Act projected a Prop 98 reserve balance of \$10.8 billion by the end of 2023-24
- Governor's January budget included withdrawals of roughly \$5.7 billion, reduced the deposits into the Prop 98 reserve over the budget period, and projected a balance of \$3.8 billion by the end of 2024-25
- The May Revision pegs the balance of the Prop 98 reserve at \$8.4 billion at the end of 2022-23 and proposes to utilize all of these funds in 2023-24 and 2024-25
- 2023-24 withdrawals total \$5.8 billion - \$1 billion mandatory and \$4.8 billion discretionary
- 2024-25 withdrawal of \$2.6 billion is mandatory
- Note that the revised \$2.6 billion balance by end of 2023-24 means local reserve caps are no longer triggered in the budget year (under this proposal, not in 2025-26 either)
- Use of Prop 98 reserve funds prevents cuts to ongoing programs in the budget year – with those funds expended, need significant Prop 98 growth in 2025-26 to maintain these programs
- *\*The deal also proposes to exhaust the Prop 98 reserve; the years and amounts could change*

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### Governor's Budget 2023-24

## Legislative Analyst's Office (LAO) Perspective\*

- Overall prefers May Revision approach over January – more spending reductions, less reliance on GF reserves, better fiscal footing for 2025-26
- Estimates that GF revenue is \$8.6 billion lower in current and budget years compared to May Revision
- Lower revenue would reduce Prop 98 Guarantee by \$3.3 billion over those two years
- LAO critique of K-12 May Revision proposals:
  - 2022-23 Prop 98 funding maneuver increases GF costs by \$1.8 billion per year for five years and creates pressure for similar cost shifts in the future
  - Use of one-time funds for ongoing programs in 2024-25 creates a shortfall the next year
  - Exhausting Prop 98 reserve means fewer tools to deal with that shortfall
  - Additional spending (COLA, meals, buses) is unaffordable
- LAO alternative options, basically to reduce K-12 spending and cut programs, not likely to be attractive to either the Legislature or Governor
- *\*LAO's perspective on the budget deal unknown, but similar concerns will likely persist*

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## District and Charter LCFF Entitlement

- Base Grant per ADA (with 1.07% COLA)
  - TK-3 = \$10,026 (+\$31/+\$106)\*
  - 4-6 = \$10,176 (+\$32/+\$111)
  - 7-8 = \$10,478 (+\$31/+\$108)
  - 9-12 = \$12,141 (+\$36/+\$126)
- Grade Span Adjustments:
  - 10.4% = \$1,043 (+\$4/+\$11) per K-3 ADA
  - 2.6% = \$316 (+1/+\$4) per 9-12 ADA
- Supplemental Grant = 20% of Adjusted Base Grant
- Concentration Grant = 65% of Adjusted Base Grant
- TK add-on for staff = \$3,077 per TK ADA
- HTST add-on receives 1.07% COLA
- TIIG add-on remains constant
- Equity Multiplier also receives 1.07% COLA (brings total funding to \$303.2 million for 2024-25)

\*(change from Jan/change from 2023 Budget Act)

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### Governor's Budget 2023-24

# County Office of Education LCFF Entitlement

- Alternative Education Grant
  - Base Grant per ADA (with 1.07% COLA) = \$16,571 (+\$51/\$175)\*
  - Supplemental Grant = 35% of Base Grant per unduplicated students, plus juvenile court school students
  - Concentration Grant = 35% of Base Grant per unduplicated student (beyond 50%), plus 50% of juvenile court school enrollment
- Operations Grant
  - \$881,483 (with 1.07% COLA) for each COE, plus:
    - \$350,881 per each school district in the county, and;
    - A per ADA amount based on county-wide ADA, ranging from \$110.38/ADA in the smallest counties to \$70.07/ADA in the largest

\*(change from Jan/change from 2023 Budget Act)

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# Stand-Alone Categorical Programs

## Proposed for Ongoing Funding (no COLA)

- After School Education & Safety Program (\$794.4 million)
- Career Technical Education Incentive Grant (\$300 million)
- K-12 Strong Workforce Program (\$163.5 million)
- State Assessment Program (\$107.4 million + \$19 million federal)
- California Partnership Academies (\$21.4 million)
- County Office Fiscal Oversight (\$8.1 million)
- College Planning and Preparation Website (\$29.2 million)
- California School Information Services (\$8.6 million)
- Specialized Secondary Education Grants (\$4.9 million)
- Agricultural Education Incentive Program (\$6.1 million)
- Teacher Dismissal (\$300,000)

## Proposed for Ongoing Funding (1.07% COLA)

- Special Education: (\$5.6 billion + \$1.5 billion federal)
- Child Nutrition (\$1.85 billion\* + \$2.7 billion federal)
- Adult Education Block Grant (\$659.1 million + \$110.9 million federal)
- Mandate Block Grant (\$289.2 million\*\*)
- Foster Youth Programs (\$32.4 million)
- American Indian Education Centers (\$5.3 million)
- American Indian Early Childhood Education Program (\$704,000)


\*Also includes an additional \$179.4 million to fully fund Universal Meals in 2024-25





\*\*Still includes an additional \$25 million to support training of educators to administer literacy screenings

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

## School Nutrition

- Universal School Meals - Includes additional funding to cover the full cost of meals in 2023-24 and beyond:
  - \$118.9 million one-time for full implementation in 2023-24 (\$53.9 million increase from January)
  - \$179.4 million ongoing for full implementation in 2024-25 (\$57.2 million increase from January)
- Proposed policy changes
  - For 2021 Kitchen Infrastructure and Training (KIT) funding, extend the date by which LEAs must report to CDE how the funding was used to no later than June 30, 2025 (1-year extension)
  - Only require an LEA to enroll in a federal provision (ex. Community Eligibility Provision (CEP), Provision 2) if the LEA has an Identified Student Percentage of at least 40%

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## Attendance Recovery & Instructional Continuity

- Governor's Budget proposed additional ways for LEAs to provide attendance recovery opportunities and instructional continuity when a student misses school due to emergencies, illness, etc.
- Neither program applies to students served in nonclassroom-based (NCB) programs, including NCB charters and long-term independent study
- Student participation in both programs is voluntary
- Attendance accrued through both programs must be maintained separately from regular school day attendance
- May Revision included additional clarifying changes

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## Attendance Recovery Programs (ARPs)

- Beginning July 1, 2025, would allow LEAs to implement ARPs to allow students to make-up lost instructional time and offset absences, for both funding and accountability
- Attendance would be generated in 15-minute increments and students must be under the “immediate supervision and control” of a certificated employee of the LEA
- May operate before/after school (ELOP, ASES, etc.), on weekends, or during intersessional periods
- Attendance generated must be credited to the school year in which the ARP is operated and the LEA in which the student is enrolled
- Class-sizes and pupil-to-teacher ratios for ARPs cannot exceed 20 to 1, or 10 to 1 for TK/K programs
- Students credited for the lesser of their accrued absences that school year or 15 days of attendance
- Would be added to the 2025-26 Audit Guide

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## Instructional Continuity Programs (ICPs)

- Proposal to restructure short-term independent study
- Proposed as an alternative way to provide limited-term instruction in the event of a temporary disruption in in-person instruction, like following a natural disaster
- Beginning July 1, 2024, would allow an LEA to receive apportionment for a student enrolled in an ICP that meets all the following conditions:
  - The LEA has implemented specific board adopted written policies for the ICP
  - The student has an annual signed written agreement that includes, among other things, the types of instruction/assignments the student would be expected to participate in/complete and maximum duration of the ICP
  - The ICP is conducted under the “general supervision” of a certificated employee of the LEA
- Apportionment would be based on the combined time value of a student’s participation in classroom-based or remote asynchronous or synchronous instruction and the time value of the student’s work product
  - Would be limited to 15 schooldays in a school year per student, unless the student is participating in an ICP due to medical needs or due to a natural disaster
- Would be added to the 2024-25 Audit Guide

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### Governor's Budget 2023-24

## J-13 Waiver

- For waivers submitted after September 1, 2021 but on or before June 30, 2025 that result in a closure or material decrease, LEAs must certify they have a plan in place to provide instructional continuity **within 5 calendar days** (down from 10) of the first day of the closure or material decrease
- For events occurring after July 1, 2025 that result in a closure or decrease of at least 5 days, LEAs must certify it has offered all impacted pupils with at least one of the following no later than 5 calendar days after the first day of decrease or closure:
  - Access to instruction, either in person or remote
  - Support to pupils and families to enroll in or be temporarily reassigned to another LEA
    - May Revision clarifies that a student temporarily reassigned to another district shall meet residency requirements
    - Allows LEAs to continue to enroll a student temporarily reassigned to another LEA for ease of reentry
- LEAs are encouraged to meet instructional standards at least equivalent to instructional continuity or independent student programs

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## Learning Recovery Emergency (LRE) Block Grant


- Adds new reporting requirements for LEAs with unspent LRE funds
- Requires LEAs that receive LRE apportionments to develop a needs assessment regarding the use and expenditure of funds for the 2025-26, 2026-27 and 2027-28 school years that identifies students in the greatest need of learning recovery supports
- LRE funds must be reported as part of an LEAs LCAP from 2025-26 through 2027-28 school years and actions in LCAP must be tied to needs assessment
- More detail in Appendix


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## Transitional Kindergarten (TK)


- TK expansion continues on schedule – LEAs required to offer TK to all children turning five between September 2 and June 2 beginning in 2024-25 school year
- \$526 million in 2024-25 for estimated TK ADA expansion to reflect two additional months of eligibility (April 2 to June 2) – Prop 98 will continue to be rebenchmarked to cover increased TK ADA
- Total of \$514 million in 2024-25 for additional staff in TK classrooms
- Challenges remain for Community Funded Districts
- Early enrollment requirements (class size, ratios, credentialing) – See Appendix


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## Early Learning and California State Preschool (CSPP)


- Proposes to reallocate \$250 million for the Inclusive Early Education Expansion Program (IEEEP) for electric school busses
- Requirement to serve children with disabilities in CSPP programs to remain at 5%, rather than ramping up to 10%
  - Saves \$47.9 million in 2025-26
  - Saves \$97.9 million ongoing starting in 2026-27





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







### New Expenditure Deadlines

- **ELO-P** – Requires unspent ELO-P funds from 2021-22 and 2022-23 that aren't spent by September 30, 2024 to be returned to the state. Moving forward, LEAs would have to return funds that are unspent by June 30 of the fiscal year following the appropriation (eg. unspent ELO-P funds from 2024-25 would be returned after June 30, 2026).
- **A-G Completion Improvement Grant Program** – Adds reporting deadline for final expenditures of August 31, 2026, at which point CDE will initiate collection of unexpended funds. LEAs that don't submit a report forfeit all funds.
- **Arts, Music, and Instructional Materials Discretionary Block Grant** – Adds expenditure deadline of June 30, 2026 (current law sets an encumbrance date of June 30, 2025). Adds reporting deadline for final expenditures of September 30, 2026, at which point CDE will initiate collection of unexpended funds. LEAs that don't submit a report forfeit all funds.
- **Equity Multiplier** – Requires LEAs to return funds that went to a schoolsite that has closed.

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### School Employer Pension Costs

#### CalSTRS

Fiscal Year	Contribution Rate**
2014-15	8.88%
2023-24	19.1%
2024-25	19.1%
2025-26	19.1%*
2026-27	19.1%*
2027-28	19.1%*

#### CalPERS

Fiscal Year	Contribution Rate
2014-15	11.77%
2023-24	26.68%
2024-25	27.05%
2025-26	27.6%*
2026-27	28.0%*
2027-28	29.2%*
2028-29	29.0%*
2029-30	28.8%*


\* Latest projected rates based on most recent projections


\*\* CalSTRS Board now allowed to adjust employer contribution rate up or down by up to 1% each year, but no higher than 20.25% and no lower than 8.25%


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## School Facilities


- May Revision eliminates remaining \$375 million of the previously proposed \$875 million one-time GF for the State School Facilities Program (SFP) in 2024-25
  - Governor proposed to reduce the funding by \$500 million in January
  - OPSC estimates the remaining \$1 billion in SFP will fund projects through the end of this year
- Eliminates \$550 million one-time GF for the Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
  - Governor suggests including this in the statewide school facilities bond still being negotiated by the Legislature and the Governor
  - Legislature has until June 27<sup>th</sup> to qualify a bond for the November 5<sup>th</sup> General Election
  - AB 247 (Muratsuchi) and SB 28 (Glazer) are both still potential vehicles


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## Electric School Bus Program

- Total of \$895 million (75% for buses, 25% charging stations)
  - \$500 million proposed in January and \$395 million more in May Revision – front loads program, no additional funding proposed for 2025-26
- Sweeps unexpended funds from several sources to fund electric bus program
- Proposed program sweeps include:
  - Inclusive Early Education Expansion Program (\$250 million)
  - Child Nutrition Programs (\$26.8 million)
  - Special Education Program for Individuals with Exceptional Needs (\$19.3 million)
  - Career Technical Education Incentive Grant (\$19 million)
  - Reading Difficulties Risk Screener Selection Panel (\$1 million)


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

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# Construction / Infrastructure / Energy


## Current Landscape

- Utility Concerns
  - PSPS Events, Outages, Fire Season
  - Rate Increases
- Construction Challenges
  - Cost Escalations (Inflation), Lead Times, Labor Markets, Change Orders




## Trending Now





- Inflation Reduction Act
  - Application Deadline November 15<sup>th</sup>
- CalSHAPE – AB 841
- Electrification (Buildings & Fleet)



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# INFLATION REDUCTION ACT (IRA)

## Grants / Incentives / Bonuses

- The Inflation Reduction Act (IRA) of 2022 aims to reduce carbon emissions by 40% (from 2005 levels) by 2032.
- \$370 B to stimulate adoption of clean energy technologies. This means funding for:
  - Solar (parking, shade and rooftop)
  - Electric vehicles, electric buses, and EV infrastructure
- \$270 B delivered through Investment Tax Credit (ITC) and Production Tax Credit (PTC)
  - Available to school districts through direct payment of tax credits once solar is online & producing (yes, even though you don't pay taxes)
    - Comes in the form of a reimbursement
  - Investment Tax Credit = Lump Sum and Production Tax Credit = Paid by Production
- Application deadline for systems that came online in 2023 is **November 15<sup>th</sup>**






## Other Funding

- State Agencies (I.e. CEC, CPUC, CARB....)
- Utility Programs & Incentives (SCE, PG&E, SDG&E, IID, ETC.)
- Regional Programs (I.e. Air Quality Agencies)
- Private Sector Funding (interest rates still considered historically low despite rate increases)






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### Governor's Budget 2023-24

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Approx. Funding	Category	Notes / Requirements
Base Grant 30%	Solar/ Renewable Energy + Energy Storage & Integrated Controls	<ul style="list-style-type: none"> <li>- Solar eligible if constructed between 2022-2032</li> <li>- Once solar is online, public agencies may apply through IRS portal for "Direct Pay" incentives to reimburse solar investments</li> </ul>
Additional 10% Bonus		<ul style="list-style-type: none"> <li>- Components produced/manufactured in the US</li> </ul>
Additional 10% Bonus		<ul style="list-style-type: none"> <li>- Low Income Communities (commercial)</li> <li>- Same % tier is applicable to energy storage technologies.</li> </ul>
Additional 10% Bonus		<ul style="list-style-type: none"> <li>- Classified as an "energy community"</li> </ul>
30% Incentive	Electric Vehicle (EV) Charging Systems & Infrastructure	<ul style="list-style-type: none"> <li>- Maximum incentive \$100,000 per charger</li> <li>- Must be in eligible census tract</li> </ul>

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<h2>What's Next</h2> <ul style="list-style-type: none"> <li>• Budget committee hearings</li> <li>• Budget to Governor by June 15</li> <li>• June 27 deadline for legislative measures to qualify for November</li> <li>• Final budget deal by June 30</li> <li>• Virtual Budget Perspectives Workshops in July</li> </ul>		

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**Budget Perspectives Workshop**  
Governor's Budget 2023-24

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## Thank You

- Please feel free to use the content
- Send any questions to:
  - Paola Tapia: [paola@capitoladvisors.org](mailto:paola@capitoladvisors.org)

## See you in July!

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## Appendix

- Golden State Teacher Grant Program
- Charter School Renewals
- Learning Recovery Emergency Block Grant
- TK Early Enrollment Reminders
- Alternative Pathways to a Diploma

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## Budget Perspectives Workshop

### Governor's Budget 2023-24

# Golden State Teacher Grant Program

- Makes various changes to the Golden State Teacher Grant Program
  - Excludes intern programs
  - Adds means testing
  - Changes requirement from 4 years of service in 8, to 2 years of service in 4
  - Decreases total grants to \$10,000
- Reduces program by \$60.2 million

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# Charter Schools – A Refresher

- After deferrals, charter renewals are back starting with petitions that will begin submissions this summer
- New requirements (AB 1505):
  - Increases public hearing deadline to 60 days after submission of petition, decision to grant/deny to 90 days
  - Can still be extended 30 days by mutual agreement
  - Petition deemed received when submitted to District/County Office with certification that it is complete
  - Board shall publish recommendation 15 days prior to public hearing in which decision is made
  - Petitioners given equal time at public hearing to present evidence and testimony and to respond to staff findings and recommendation
- Authorizer may deny renewal for substantial fiscal or governance factors, failure to serve all pupils who wish to attend (Ed. Code 47607(e))
  - The chartering authority may deny renewal of a charter school upon a finding that the school is 1) demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or 2) is not serving all pupils who wish to attend, as documented pursuant to information obtained under 47607(d)
  - Notwithstanding performance category

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## Budget Perspectives Workshop

### Governor's Budget 2023-24

## What Data Does an Authorizer Need for Renewals?

- State provides the following data for charter renewals:
  - Enrollment Data (EC Section 47607(d)(1))
  - Verified Data (EC Section 47607.2)
  - Performance Categories – Based on Dashboard (EC Section 47607(c))
    - High, Middle, Low – Each level has its own renewal requirements
  - Charter Renewal Dates
  - Active DASS Schools (DASS charters have their own renewal requirements)
  - All information can be found on the CDE Charter webpage:
    - <https://www.cde.ca.gov/sp/ch/datainfo.asp>

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## Preparing Your District/COE for Renewal Petition

- Prepare your Superintendent and board members
  - Share any changes to legislation
  - Review your renewal process with them
- Determine your petition review team on staff
- Prepare your renewal tools:
  - Do you have a petition review checklist? How will you analyze data?
  - How will you determine petition is complete? (EC 47605(b))
- Review prior year dashboard and other student outcome data, both schoolwide and by student group (and, if required, the Verified Data)
- Communicate with your charter school(s) for submission of their petition supporting documents, and board presentation items
- Create a timeline of tasks based on petition submission date
- Questions? Email Stephanie [stephanie@capitoladvisors.org](mailto:stephanie@capitoladvisors.org)

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## LRE Block Grant Needs Assessment

- Needs assessment must
  - Identify pupils in greatest need of learning recovery supports and the interventions the LEAs have selected to address their needs
  - Include a review of each of the following metrics:
    - Assessment of academic performance in ELA and math
    - Assessment of chronic absenteeism
- LEA may include local metrics as part of the needs assessment, and may contract with a third party to develop/support the development of the needs assessment

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## LRE Block Grant LCAP Changes

- For LRE funds received in 2025-26, 2026-27, and 2027-28, LCAPs would need to include the following:
  - Identification of all planned expenditures
  - Identification of at least one metric to monitor the impact of each service provided
  - Articulation of the rationale for selecting the planned actions
  - Explanation of how research supports each selected service

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## Budget Perspectives Workshop

### Governor's Budget 2023-24



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## TK Early Enrollment Reminders

- Defines children who turn four between June 2 and September 1 as “early enrollment children” (EEC)
- Allows LEAs to enroll EEC but imposes the following requirements:
  - Classrooms that include EEC must meet a 1:10 adult-to-student ratio
  - Classrooms that included EEC must remain at 20 students or smaller
  - To the extent possible, teachers in classrooms with EEC should have earned 24 units in ECE or equivalent
- Imposes fiscal penalties on LEAs if ratio and class size requirements are not met for classrooms that included EEC
- EEC do not generate attendance

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## Alternative Pathways to a Diploma

- Allows an LEA to exempt a student with exceptional needs who was enrolled in 10<sup>th</sup> grade or higher in the 2022-23 school year from local graduation requirements beyond what is required by the state, provided their IEP provides for all of the following:
  - IEP team has deemed the pupil eligible to take the state's alternative assessments
  - The pupil is required to complete state standards aligned coursework to meet the statewide course requirements
- Section becomes inoperative on July 1, 2031

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# Consent Agenda



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

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

**REGULAR MEETING**  
May 9, 2024 – 2:00 p.m.

### **MINUTES**

#### **UNAPPROVED**

#### **GENERAL FUNCTIONS**

##### **1. Call to Order**

The regular meeting of the County Board of Education was called to order at 2:01 p.m. by Board President Judy Frost.

##### **2. Spanish Interpretation/Interpretación**

The president announced that Spanish interpretation of the board meeting was unavailable due to unexpected circumstances.

##### **3. Pledge of Allegiance**

The vice president 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  
Anna Freedland, executive assistant

Ellen Barger	Kirsten Escobedo	Steve Keithley	Steve Torres
Camie Barnwell	Nicole Evenson	Don Lockwood	
Bridget Baublits	Anne Flores	Luis Medina	
Tracie Cordero	Isabel Guerrero	Amy Ramos	

#### Others Present

Nancy Barclay, Classified School Employee of the Year  
 Laura Branch, 2025 Santa Barbara County Teacher of the Year  
 Marianne Heuchert, Classified School Employee of the Year  
 Kara Lane, Classified School Employee of the Year  
 Mike Ostini, Personnel Commissioner  
 Deborah Smith, Classified School Employee of the Year  
 Greg Wolf, 2024 Santa Barbara County Teacher of the Year  
 Friends, family members, and colleagues of the honorees

#### **5. Changes to the Agenda**

None.

#### **6. President and Board Comments**

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

- The president shared about upcoming events: Scholarship Foundation of Santa Barbara Awards Ceremonies on May 21 (Santa Barbara) and May 22 (Santa Maria); Allan Hancock College Foundation scholarship event on May 23; SBCEO's Education Celebration on May 23; Mother's Day on May 12.
- Board Member Carty congratulated the superintendent on her recent award, "2024 Women of Achievement," from the Association of Women in Communications Santa Barbara. She also shared about a recent First 5 Santa Barbara County education session.
- Board Member Howell briefly commented on the Tradart Foundation's "The Big Show" student woodworking competition and construction technology event being held in the SBCEO Auditorium that evening.
- Board Member de Werd shared that she missed last month's board meeting due to serving on a jury. She shared about a recent California School Boards Association (CSBA) webinar about the transition from the California County Boards of Education (CCBE) to the CSBA. Mrs. de Werd also acknowledged receipt of 41 emails that she, the board, and the superintendent received (in April) from SBCEO staff members regarding various concerns. She expressed appreciation for the staff members and gratitude for them writing.
- Board Member Alvarez Flores shared about the Strawberry Industry Appreciation event in Santa Maria, hosted by the Santa Maria Valley Chamber of Commerce, that she attended.

## **7. Public Comments**

None.

## **RECOGNITIONS**

### **8. Santa Barbara County Classified School Employees of the Year Recognition**

The superintendent provided background on the Classified School Employee of the Year program. Dr. Salcido and the members of the board announced the 2024 Santa Barbara County Classified School Employees of the Year and presented them with certificates of recognition:

- Marianne Heuchert, Orcutt Union School District, clerical and administrative services category
- Nancy Barclay, Lompoc Unified School District, custodial and maintenance services category
- Deborah Smith, Goleta Union School District, health and student services category
- Kara Lane, Orcutt Union School District, paraprofessional services category

### **9. Teacher of the Year Announcement**

The superintendent announced the 2025 Santa Barbara County Teacher of the Year, Laura Branch, a science teacher at Ernest Righetti High School. The superintendent and Board President Frost presented Mrs. Branch with a plaque on behalf of the board.

Board adjourned for a brief recess at 2:44 p.m. Board reconvened at 2:59 p.m.

## **SUPERINTENDENT'S REPORT**

### **10. Superintendent's Report**

The superintendent's report was presented as an information item. Dr. Salcido also shared the following information:

- SBCEO's Battle of the Books – The superintendent showed a 1-minute photo and video montage of recent student events hosted by SBCEO, including the Battle of the Books event in the south county, which was covered by National Public Radio (NPR).
- Tradart Foundation's "The Big Show" student woodworking competition and construction technology show – The event was being held that evening in the SBCEO Auditorium. Dr. Salcido reminded the board that Frank Schipper, who founded the event, sponsored the Marvin Melvin

CTE Award, which would be awarded at the SBCEO Education Celebration on May 23.

- ACSA Region 13 Administrator Awards Ceremony – The event was held last week in Ventura. Cold Spring School District Superintendent/Principal Dr. Amy Alzina is a regional and state honoree. The Erik Frost Memorial Leadership Award was given to Paul Bommersbach of Lompoc Unified School District.
- May Revise – The superintendent reported that Governor Newsom's May Revise to the state budget would be announced on May 10. She shared that, on May 29, the Capitol Advisors group would hold an in-person workshop on the May Revise at SBCEO and offer virtual workshops on May 29 and 30.
- Search for preschool facilities (Early Care and Education, and Special Education) – The superintendent reminded the board that SBCEO was actively seeking 4-6 classroom spaces for preschools. She reported that since last month's report, SBCEO staff had spoken with staff at Allan Hancock College, Supervisor Nelson's and Supervisor Lavangnino's offices, and the Santa Maria city manager, and had 1 site visit.
- SBCEO employee meetings and negotiations – Dr. Salcido provided a brief summary of the employee meetings held recently. The superintendent also reported that SBCEO's negotiations process was in the final stages of solidifying the next 3-year contracts with the unions.
- Juvenile Court and Community Schools (JCCS) – The superintendent reported on a student field trip to the Pismo Preserve and on additional supports for students and staff due to recent student behavioral impacts at Peter B. FitzGerald Community School.

## **CONSENT AGENDA**

The board approved all consent items:

### **11. Minutes of Meeting Held April 11, 2024**

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

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from March 7, 2024 to April 6, 2024, and the issuance of temporary county certificates for that same time period.

### **13. Acceptance of Donations**

Acceptance of donations for the following department:

- Teacher Programs and Support

#### **14. Declaration of Surplus**

Declaration of surplus for the following departments:

- Administrative Services
- Curriculum and Instruction
- Early Care and Education
- School Business Advisory Services

Motion to approve all consent items:

MOVED: **Mrs. Alvarez Flores**    SECONDED: **Mrs. Carty**    VOTE: **Passed 7-0**

#### **ACTION ITEMS**

#### **15. Reimburse Expenses for Board Members to Attend the SBCEO Education Celebration**

The board approved the reimbursement of actual and necessary expenses for board members to attend the SBCEO Education Celebration, May 23, 2024, in accordance with Board Policy 9250.

MOVED: **Mrs. Carty**    SECONDED: **Mrs. Alvarez Flores**    VOTE: **Passed 6-1**  
**Porter voted no**

#### **16. Reimburse Expenses for Board Members to Attend the State of Vandenberg Space Force Base**

The board approved the reimbursement of actual and necessary expenses for board members to attend the State of Vandenberg Space Force Base luncheon, May 17, 2024, hosted by the Lompoc Valley Chamber of Commerce and the Santa Maria Valley Chamber of Commerce, in accordance with Board Policy 9250.

MOVED: **Ms. Ehrman**    SECONDED: **Mrs. Carty**    VOTE: **Passed 5-2**  
**de Werd and Porter voted no**

#### **INFORMATION ITEMS**

#### **17. Report by the Board Organization Committee**

Board Organization and Development Committee Chair Howell reported on the recent committee meeting about board governance planning and training options. He stated that the committee recommended enhancing the board webpage, creating an onboarding handbook for board members, and planning a future board working session. The board agreed that the committee should continue to



work on the first 2 items but wait to plan a board working session until after the board election in November.

## **18. Personnel Report**

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

## **DISCUSSION ITEM**

## **19. Discussion about Expulsion Appeal Hearing Proceedings**

In anticipation of an expected expulsion appeal hearing at the June 14, 2024 board meeting, the superintendent and legal counsel shared about the proceedings of an expulsion appeal hearing, including details for the closed session. The board discussed and asked questions about the proceedings to the superintendent and legal counsel.

## **FUTURE AGENDA ITEMS**

## **20. Future agenda items**

The following were mentioned as potential future agenda items:

- Discussion about board meeting start time.
- Discussion about conflict of interest related to SBCEO-administered non-profit organizations.
- Artificial intelligence (AI) use, management or protocol in education.

## **ADJOURNMENT**

## **21. Adjournment**

The meeting was adjourned at 4:16 p.m. to the next regular meeting to be held Friday, June 14, 2024 in Santa Maria at 2:00 p.m.

**MOVED: Mrs. Carty**

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

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Judith Frost, President  
County Board of Education

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

Susan C. Salcido, Superintendent of Schools

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## **Santa Barbara County Board of Education**

### **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  
April 7, 2024 - May 6, 2024**

**Name****Type of Credential/Permit****Expiration Date: 2024**

Shekinah	Bryant	30-Day Substitute Teaching Permit
Maria	Calderon	Short-Term Staff Permit
Ana Lee	Conde	Short-Term Staff Permit
Janice	Enriquez	Short-Term Staff Permit
Kaitlyn	Howell	Short-Term Staff Permit
Alondra	Manzo	Crosscultural, Lang, & Academic Devel Permit
Melissa	Montes	30-Day Substitute Teaching Permit

**Expiration Date: 2025**

Sandra	Adams	30-Day Substitute Teaching Permit
Virginia	Akil	30-Day Substitute Teaching Permit
Maya	Armenta	30-Day Substitute Teaching Permit
DeAnna	Barragan	30-Day Substitute Teaching Permit
Debora	Belardino	30-Day Substitute Teaching Permit
Jose	Bernal	30-Day Substitute Teaching Permit
Catarina	Bettencourt	30-Day Substitute Teaching Permit
Soledad	Carbajal	30-Day Substitute Teaching Permit
Lucio	Casiano	30-Day Substitute Teaching Permit
Shantal	Castro	30-Day Substitute Teaching Permit
Eleonora	Cervantes	30-Day Substitute Teaching Permit
Amy	Chambless	Education Specialist Instruction Credential
Bridget	Clancy	30-Day Substitute Teaching Permit
Eric	Corsini	30-Day Substitute Teaching Permit
Dyanna	Cress	30-Day Substitute Teaching Permit
Alma	Cuevas	30-Day Substitute Teaching Permit
Gloria	Desales	30-Day Substitute Teaching Permit
Paul	Drapkin	30-Day Substitute Teaching Permit
Adriana	Espinoza	30-Day Substitute Teaching Permit
Elizabeth	Gain	30-Day Substitute Teaching Permit
Jonathan	Gall	30-Day Substitute Teaching Permit
Alvaro	Garcia	30-Day Substitute Teaching Permit
Leslie	Garcia	30-Day Substitute Teaching Permit
Kerry	Gilligan	30-Day Substitute Teaching Permit
Lori	Givans	Teaching Permit for Statutory Leave
Tanya	Gold	30-Day Substitute Teaching Permit

Rosette	Gonzales	30-Day Substitute Teaching Permit
Jennifer	Goodchild	30-Day Substitute Teaching Permit
Teresa	Guerrero	30-Day Substitute Teaching Permit
Angel	Guzman	30-Day Substitute Teaching Permit
Drew	Halvorson	30-Day Substitute Teaching Permit
Michael	Hamilton	Teaching Permit for Statutory Leave
Jessica	Hernandez	30-Day Substitute Teaching Permit
Zoe	Herold	30-Day Substitute Teaching Permit
Daniel	Hodina	30-Day Substitute Teaching Permit
Linda	Honsberger	30-Day Substitute Teaching Permit
Erica	Huff	30-Day Substitute Teaching Permit
Amber	Hughes	Teaching Permit for Statutory Leave
Glenn	Jones	30-Day Substitute Teaching Permit
Marisa	Kaleva	30-Day Substitute Teaching Permit
Jesse	Lara	30-Day Substitute Teaching Permit
Kolleen	Lawson	30-Day Substitute Teaching Permit
Patricia	Lester	30-Day Substitute Teaching Permit
Izack	Licata	30-Day Substitute Teaching Permit
Gloria	Lopez	30-Day Substitute Teaching Permit
Justin	Lopez	30-Day Substitute Teaching Permit
Nicole	Lowe	30-Day Substitute Teaching Permit
Kristina	Lowman	30-Day Substitute Teaching Permit
Olat	Luna	30-Day Substitute Teaching Permit
Sean	Mageean	30-Day Substitute Teaching Permit
Laura	Mast	30-Day Substitute Teaching Permit
Naomi	Mau	30-Day Substitute Teaching Permit
Daniel	Mountcastle	30-Day Substitute Teaching Permit
Nicholaus	Paulus	30-Day Substitute Teaching Permit
Laurie	Peterson	30-Day Substitute Teaching Permit
Thomas	Petroff	30-Day Substitute Teaching Permit
Mayah	Pico	30-Day Substitute Teaching Permit
Christopher	Proudman	30-Day Substitute Teaching Permit
Jennifer	Rameson	30-Day Substitute Teaching Permit
Ginger	Ramin	Education Specialist Instruction Credential
Amanda	Rittenberg	Education Specialist Instruction Credential
Crystal	Rivera	30-Day Substitute Teaching Permit
Evan	Rowbottom	30-Day Substitute Teaching Permit
David	Schwenk	30-Day Substitute Teaching Permit
Paulette	Smith	30-Day Substitute Teaching Permit
Lauren	Sparks	30-Day Substitute Teaching Permit
Cheyenne	Taylor	30-Day Substitute Teaching Permit
Crystal	Trotter	Education Specialist Instruction Credential
Cecilia	Uriarte	30-Day Substitute Teaching Permit
Alejandra	Valdez	30-Day Substitute Teaching Permit
Yana	Vinnitsky	30-Day Substitute Teaching Permit
Candace	Vosburg	Education Specialist Instruction Credential
Cameron	Walker	30-Day Substitute Teaching Permit

Mary	Wawrzusin	30-Day Substitute Teaching Permit
Talia	White	30-Day Substitute Teaching Permit
Sandra	Wood	30-Day Substitute Teaching Permit
Anne	Zabalski	30-Day Substitute Teaching Permit
Odaliss	Zarate	30-Day Substitute Teaching Permit
Nora	Zepeda	30-Day Substitute Teaching Permit

**Expiration Date: 2026**

Alyssa	Anadon	Education Specialist Instruction Credential
Reiko	Guy	Education Specialist Instruction Credential
Rebecca	Ingrahm	Administrative Services Credential
Ann	Mackintosh	Single Subject Teaching Credential
Alyssa	Shannon	Education Specialist Instruction Credential
Maria	Solis	Single Subject Teaching Credential
Lisa	Thomas	Education Specialist Instruction Credential
Amanda	Wheeler	Multiple Subject Teaching Credential

**Expiration Date: 2027**

Laci	Andrich	Education Specialist Instruction Credential
Laura	Litvinchuk	Education Specialist Instruction Credential
Jamie	Monighetti	Education Specialist Instruction Credential
Laurinda	Rivera	Education Specialist Instruction Credential
Anastasia	Sosa	Administrative Services Credential
Kazan	Westhoff	Education Specialist Instruction Credential

**Expiration Date: 2028**

Ricardo	Castro	Multiple Subject Teaching Credential
Daniela	Downs	Education Specialist Instruction Credential
Jaqueline	Espinoza	Multiple Subject Teaching Credential
Giselle	Garcia	Child Development Teacher Permit
Stephanie	Hernandez	School Nurse Services Credential
Teresa	Hickey	Education Specialist Instruction Credential
Lillian	Kies	Single Subject Teaching Credential
Lillian	Kies	Specialist Instruction Credential (Agriculture)
Linda	Leonard	Education Specialist Instruction Credential
Alondra	Manzo	Multiple Subject Teaching Credential
Lorna	McNamee	Multiple Subject Teaching Credential
Christin	Pollock	Education Specialist Instruction Credential
Rebecca	Prado	Education Specialist Instruction Credential
Bethany	Schacherer	Education Specialist Instruction Credential
Elise	Schmidt	Education Specialist Instruction Credential

**Expiration Date: 2029**

Guadalupe	Alindajao	Single Subject Teaching Credential
Kristi	Anderson	Single Subject Teaching Credential
Erin	Augustine	Multiple Subject Teaching Credential
Paula	Baker	Multiple Subject Teaching Credential
Phoebe	Ball	Multiple Subject Teaching Credential
Kimberly	Berman	Multiple Subject Teaching Credential
Tad	Bixler	Single Subject Teaching Credential
Elayne	Blessing	Single Subject Teaching Credential
Lisa	Boyer	Single Subject Teaching Credential
Teri	Briggs	Multiple Subject Teaching Credential
Christina	Callaghan	Administrative Services Credential
Juana	Carreno	Child Development Associate Teacher Permit
Vanessa	Carrillo	Single Subject Teaching Credential
Teresa	Chavez	Multiple Subject Teaching Credential
Henry	Ciddio	Education Specialist Instruction Credential
Shannon	Colson	Multiple Subject Teaching Credential
Eddie	Corletto	Education Specialist Instruction Credential
Richard	Costanza	Single Subject Teaching Credential
Suzanne	Cowden	Single Subject Teaching Credential
Jennifer	Cruz	Multiple Subject Teaching Credential
Elizabeth	Cutler	Single Subject Teaching Credential
Jorge	De Julian	Multiple Subject Teaching Credential
Kelly	Demarest	Multiple Subject Teaching Credential
Ayryan	Dickinson	Education Specialist Instruction Credential
Carlos	Estrada	Single Subject Teaching Credential
Ina	Ettenberg	Multiple Subject Teaching Credential
Holly	Eubank	Pupil Personnel Services Credential
Jacqueline	Firestone	Multiple Subject Teaching Credential
Collette	Flynn	Multiple Subject Teaching Credential
Kristen	Frias	Single Subject Teaching Credential
Kirk	Fridrich	Single Subject Teaching Credential
Kathy	Gallo	Multiple Subject Teaching Credential
Jessy	Glazewski	Multiple Subject Teaching Credential
Sarah	Gleason	Single Subject Teaching Credential
Andrea	Groppetti	Education Specialist Instruction Credential
Carolina	Guerrero	Single Subject Teaching Credential
Pedro	Guillen	Multiple Subject Teaching Credential
Laura	Harrington	Multiple Subject Teaching Credential
Melanie	Hidinger	Administrative Services Credential
Heidi	Hoffacker	Multiple Subject Teaching Credential
Lindsay	Hubert	Multiple Subject Teaching Credential
Kacie	Janzen	Multiple Subject Teaching Credential
Jalene	Jayaraman	Single Subject Teaching Credential
Priscilla	Johnson	Multiple Subject Teaching Credential
Kaitlin	Judson	Multiple Subject Teaching Credential

Brighton	Judy	Multiple Subject Teaching Credential
Juri	Junimura	Multiple Subject Teaching Credential
Anuroopa	Kalbag	Single Subject Teaching Credential
Shampa	Karandikar	Clinical or Rehabilitative Services Credential
Amaris	Lansford	Speech-Language Pathology Services Credential
Alice	Laufer	Multiple Subject Teaching Credential
Susan	Lee	Pupil Personnel Services Credential
Victoria	Lokken	Multiple Subject Teaching Credential
Rosemary	Lopez	Single Subject Teaching Credential
Victoria	Lopez	Pupil Personnel Services Credential
Michael	Luis	Multiple Subject Teaching Credential
Nathaniel	Maas	Administrative Services Credential
Nathaniel	Maas	Single Subject Teaching Credential
Nathaniel	Maas	Multiple Subject Teaching Credential
Hilda	Maldonado	Administrative Services Credential
Hilda	Maldonado	Multiple Subject Teaching Credential
Ma Isabel	Martinez	Child Development Program Director Permit
Susana	Martinez	Child Development Site Supervisor Permit
Shannon	Mascarenhas	Multiple Subject Teaching Credential
Theresa	Masterson	Multiple Subject Teaching Credential
Randy	McPeck	Education Specialist Instruction Credential
Susan	Melican	Multiple Subject Teaching Credential
Luz	Mendoza	Child Development Associate Teacher Permit
Maria	Meraz	Multiple Subject Teaching Credential
Katherine	Merlo	Multiple Subject Teaching Credential
Tanya	Mishler	Multiple Subject Teaching Credential
Julie	Moerman	Single Subject Teaching Credential
Jose	Nam	Single Subject Teaching Credential
Brian	Naughton	Administrative Services Credential
Suzanne	Nicastro	Administrative Services Credential
Suzanne	Nicastro	Single Subject Teaching Credential
Randy	Nichols	Education Specialist Instruction Credential
Scott	Nickason	Single Subject Teaching Credential
Elenor	Novo	Multiple Subject Teaching Credential
Dustin	Oakley	Education Specialist Instruction Credential
Kelly	O'Donnell	Education Specialist Instruction Credential
Jaime	Palacios	FT DS Career Technical Education Teaching Credential
Christine	Paloczi	Multiple Subject Teaching Credential
Eduardo	Panting	Administrative Services Credential
Eduardo	Panting	Single Subject Teaching Credential
David	Parker	Single Subject Teaching Credential
Gina	Pearce	Single Subject Teaching Credential
Patricia	Peinado	Single Subject Teaching Credential
Tanna	Price	Pupil Personnel Services Credential
Gregory	Roper	Pupil Personnel Services Credential
Erin	Schroeder	Multiple Subject Teaching Credential
Jessica	Self	Child Development Site Supervisor Permit

Erin	Smith	Education Specialist Instruction Credential
Traci	Staal	Single Subject Teaching Credential
Jamie	Stratford	Multiple Subject Teaching Credential
Jeannette	Todd	Single Subject Teaching Credential
Elizabeth	Tracy	Specialist Instruction Credential in Special Education
Kathy	Trent	Multiple Subject Teaching Credential
Jeanette	Valles	Child Development Teacher Permit
Jenny	Van Steyn	Multiple Subject Teaching Credential
Bianca	Vega	Administrative Services Credential
Bianca	Vega	Multiple Subject Teaching Credential
Cailean	Villasenor	Administrative Services Credential
Cailean	Villasenor	Single Subject Teaching Credential
Rebecca	Weber	Education Specialist Instruction Credential
Summer	Willis	Pupil Personnel Services Credential
Shauna	Wilson	Multiple Subject Teaching Credential
Anjanette	Winckler	Administrative Services Credential
Anjanette	Winckler	Multiple Subject Teaching Credential
Anjanette	Winckler	Specialist Instruction Credential in Special Education
Kelli	Zamudio	Single Subject Teaching Credential
Ronald	Zecher	Administrative Services Credential
Ronald	Zecher	Multiple Subject Teaching Credential

**Expiration Date: 2030**

Judy	Compton	Administrative Services Credential
Judy	Compton	Multiple Subject Teaching Credential
Judy	Compton	Specialist Instruction Credential (Early Childhood Ed)
Eric	Onsgard	Single Subject Teaching Credential

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

Victoria	Aguon	Single Subject Teaching Credential
Saul	Botello	Single Subject Teaching Credential
Calisa	Castillo	Pupil Personnel Services Credential
Johnny	Diaz	Provisional Internship Permit
Tami	Kroning	Child Development Site Supervisor Permit
Lindsey	Petway	Provisional Internship Permit
Carolyn	Ross	Single Subject Teaching Credential
Celine	Salas	Multiple Subject Teaching Credential
Denice	Smith	Teaching Permit for Statutory Leave





# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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## **Santa Barbara County Board of Education Recommended Approval for Declaration of Surplus June 14, 2024**

### **Human Resources**

- SB 19749 Dell Opti-Plex 7010 Mini Tower

### **Information Technology Services**

- SB 20142 Dell Latitude 5550 Laptop Computer

### **Special Education**

- SB 18225 Toshiba A13 PC Laptop Computer
- SB 18450 Proj Teaching EDL/X- Digital Presenter Model TT-02RX
- SB 19290 Apple Mac Book Pro
- SB 19294 Apple MacBook Pro
- SB 19324 Apple iMac Computer
- SB 19330 Projection System Data Projector
- SB 19331 Projection System Data Projector
- SB 19575 Edge 531 PC Laptop Computer
- SB 19583 Apple MacBook Pro
- SB 19606 Apple iPad Air
- SB 19716 Think Pad E545 Laptop Computer
- SB 19872 Apple iMac 21.5 Computer
- SB 19873 Apple iMac 2015 Computer
- SB 20060 HP ENVY 13 Touchscreen Laptop
- SB 20062 Apple MacBook Pro 13-inch
- SB 20064 Toshiba Portégé Z30-C1320
- SB 20066 Apple MacBook Pro 13-inch
- SB 20067 Apple MacBook Pro 13-inch
- SB 20068 Apple MacBook Pro 13-inch
- SB 20070 Apple MacBook Pro 13-inch
- SB 20072 Apple MacBook Pro 13-inch
- SB 20085 Toshiba Portégé Z30-C1320
- SB 20086 Toshiba Portégé Z30-C1320
- SB 20088 Toshiba Portégé Z30-C1320
- SB 20091 Toshiba Portégé Z30-C1320

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

**Special Education (continued)**

- SB 20092 Toshiba Portégé Z30-C1320
- SB 20095 Toshiba Portégé Z30-C1320
- SB 20104 Apple MacBook Air 13-inch
- SB 20105 Apple MacBook Air 13-inch
- SB 20122 Apple iPad Wifi 128 GB
- SB 20498 Apple MacBook Pro 13-inch
- SB 20613 Apple iPhone 8
- SB 20615 ASUS ZenBook Laptop Computer
- SB 20634 ASUS ZenBook Flip Touchscreen Laptop
- SB 20648 Acer Aspire 5 Laptop Computer
- SB 20674 Apple iPhone 8
- SB 20682 Apple iPhone 8
- SB 22007 Verizon MiFi MHS900L
- SB 22363 HP 17.3" Touchscreen Laptop
- SB 22495 MacBook Pro 13.3-inch

**Teacher Induction Program**

- SB 19871 Apple iMac Desktop Computer

**Transitional Youth Services**

- SB 22194 Apple iPhone 8

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

# Information Items



February 14, 2024

**Tentative Agreement for the Successor Agreement 2024-2027**

This is a tentative agreement between the Santa Barbara County Education Office and the California School Employees Association and its Coast and Valleys Chapter 817.

The following is a summary of changes to the modified agreement:

**Table of Contents**

Renamed Duty Hours to Working Conditions to better reflect its content.

**ARTICLE I. Purpose of Agreement**

Reflects the new contract term of three years from July 1, 2024 through June 30, 2027.

**ARTICLE II. Recognition**

Reflects updated titles of positions.

**ARTICLE IV. Management Rights and Employer Rights**

Added section that in the event of staffing shortages, management reserves the right to determine and provide new hire employees with incentives including but not limited to stipends and signing bonuses.

**ARTICLE VII. Working Conditions**

Added section related to extra hours involving communication with families outside of regular work schedules.

Revised definition of overtime to align with law.

Modified summer work section to document how unit members' rate of pay is determined for summer work assignments.

Added section on remote work requests and parameters.

Modified calendar variance provisions so that unit members will automatically receive pay for the established annual workdays of their assignment even when leap year or other natural calendar variations result in fewer than the established annual workdays.

#### **ARTICLE VIII. Transfer, Assignment, and Reassignment**

Memorialized prior MOU by modifying number of days' notice for transfer opportunities.

#### **ARTICLE XII. Layoffs**

Memorialized prior MOU to align with current law and document revised and established procedures.

#### **ARTICLE XIII. Pay and Allowances**

Augmentation of salary.

Restructure of salary schedule including the addition of one step (range will now include steps A-Z).

Memorialized prior MOU regarding overpayment/underpayment to align with law.

Memorialized MOU to modify range differentials to percentage differentials.

Added to new differentials for Juvenile Court Schools and Virtual Therapy.

Increased the cap on differential pay from 5 ranges (or 12.5%) to 15%.

Augmentation of Masters and Doctorate stipends.

#### **ARTICLE XIV. Health and Welfare Benefits**

Modified language to include a Tiered Salary Employee Contribution for full-time unit members (87.5% or higher) when electing the base plan. If a plan less costly than the base plan is elected, no unit member contribution is required. The Tiered Salary Employee Contribution does not apply to eligible part-time unit members (50-87.49% FTE), who will continue to contribute a prorated percentage of the premium of the plan elected, based on their full-time equivalency.

Unit members who elect a plan that costs more than the base plan will pay the difference between the base plan and the elected higher plan premiums.

Removed section regarding continuing benefit after retirement for employees hired on or prior to January 1, 1986 that is no longer applicable to the current population.

Revised language for clarification.

#### **ARTICLE XV. Holidays**

Memorialized prior MOU to include Juneteenth holiday.

Added one additional floating holiday.

#### **ARTICLE XVII. Leaves**



Modifications to language that align with current law and practice.  
Added eligible reasons for leave to include reproductive loss and relief or medical attention as a result of domestic violence, sexual assault, or stalking.  
Memorialized prior MOU regarding bereavement leave to align with current law.  
Added leave options under CFRA to designate a person to care for.  
Updated language to reflect appropriate criteria for child-bonding.  
Expanded catastrophic leave language to include donation of vacation, compensation, and sick leave hours.  
Refined catastrophic leave procedures.

**ARTICLE XVIII. Employee Data**

Revised language to refine policies and procedures.

**ARTICLE XXIV. Term**

Reflects the new contract term of three years from July 1, 2024 through June 30, 2027.

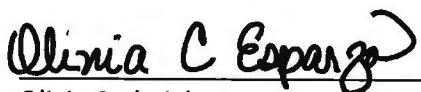
*Updates to Appendices:*

*updated classifications,  
and updated salary schedules.*

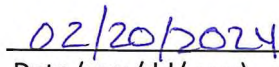
*Throughout the contract, integrated prior Memoranda of Understanding.*

*Throughout the contract, minor edits and formatting, as needed.*

*Revised Table of Contents including correct page numbers.*

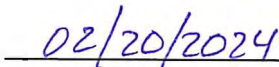


Olivia Carbajal  
Chapter President  
Chapter 817

  
Date (mm/dd/yyyy)



Mari Minjarez Gonzales  
Associate Superintendent HR  
Santa Barbara County Education Office

  
Date (mm/dd/yyyy)



Carlos Lopez  
CSEA Labor Relations Representative

2/19/2024  
Date (mm/dd/yyyy)





April 22, 2024

## Tentative Agreement for the Successor Agreement 2024-2027

This is a tentative agreement between the Santa Barbara County Education Office and the Santa Barbara County Education Association.

The following is a summary of changes to the modified agreement:

### **Table of Contents**

Renamed Hours to Working Conditions to better reflect its content.

Restructured to include sub-headers for ease of locating specific sections.

### **ARTICLE V. Wages and Fringe Benefits**

Augmentation of salary.

Modified language to include a Tiered Salary Employee Contribution for full-time unit members (87.5% or higher) when electing the base plan. If a plan less costly than the base plan is elected, no unit member contribution is required. The Tiered Salary Employee Contribution does not apply to eligible part-time unit members (50-87.49% FTE), who will continue to contribute a prorated percentage of the premium of the plan elected, based on their full-time equivalency.

Unit members who elect a plan that costs more than the base plan will pay the difference between the base plan and the elected higher plan premiums.

Modified medical benefits committee language to include two meetings per year and purpose of meetings.

Removed section regarding continuing benefit after retirement for employees hired on or prior to January 1, 1986 that is no longer applicable to the current population.

Restructure of salary schedules A eliminating column I.

Restructure of salary schedules SLP with a single range and fourteen (14) steps.

Removal of initial step maximum years of experience.

Addition of Bilingual Stipend

Addition of Mentorship Stipend  
Addition of Teacher of Record Stipend

#### **ARTICLE VI. Working Conditions**

Increased Special Education calendar from 184 to 186 workdays.  
Augmented non-student preparation days for Special Education staff.  
Memorialized non-student preparation days for Early Care and Education staff.  
Memorialized non-student preparation days for Juvenile Court and Community staff.  
Added section on non-student preparation, release, and jobalike days for Preschool SDC teachers.  
Added Home and Hospital instruction parameters.  
Added caseload and assignment parameters.  
Added parameters in the event of vacancies.  
Added a section on parameters pertaining to new classrooms.  
Added a section on classroom supplies.  
Added a section on cellular phone issuance or stipend.  
Added section on temporary remote work requests and parameters.

#### **ARTICLE VIII. Transfer Procedures**

Clarified language regarding transfer requests and applications.

#### **ARTICLE IX. Evaluation Procedure**

Removed reference to “highly qualified”.  
Modified language to permit all unit members to be eligible for the 5-year plan if eligibility criteria is met.

#### **ARTICLE X. Leaves**

Added language to specify reasons for sick leave.  
Expanded reasons for use of sick leave not limited to physical, behavioral, and/or mental health.  
Expanded reasons for use of sick leave to include those related to domestic violence, sexual assault, stalking, and reproductive loss.  
Expanded the definition of “family member”.  
Added language that unit members are not required to provide a reason for use of

Personal Compelling unless there is a legitimate business concern.  
Updated FMLA and CFRA language consistent with law.  
Modified the Catastrophic Sick Leave Bank language regarding membership eligibility.

**ARTICLE XII. Safety**

Added language regarding prioritization of safety requests found valid.  
Added language on training and input on student reintegration plans for unit members in Juvenile Court and Community Schools.  
Modified language on timeline for response to reports of unsafe conditions.  
Added language regarding safety impacts due to shortage of staff.  
Added language regarding safety plans pertaining to events such as earthquakes, fires, and lockdowns.  
Added language regarding safety pertaining to home visits including training.

**ARTICLE XVI. Term**

Reflects the new contract term of three years from July 1, 2024 through June 30, 2027.

*Updates to Appendices:*

*updated positions,  
added School Psychologist evaluation form,  
and updated salary schedules.*

*Throughout the contract, integrated prior Memoranda of Understanding.*

*Throughout the contract, minor edits and formatting, as needed.*

*Revised Table of Contents including correct page numbers and sub-headers.*

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Sandra Sousa  
Union President

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Date (mm/dd/yyyy)

---

Mari Minjarez Gonzales  
Associate Superintendent HR  
Santa Barbara County Education Office

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Date (mm/dd/yyyy)



# Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

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## **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

Classified Personnel Report

June 14, 2024

**Appointments**

***Limited Term/Substitute***

Raja, Shulin April 22, 2024  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

***Probationary***

Beevers, Jennifer May 13, 2024  
Educational Interpreter, American Sign Language, Certified • Special Education • Ralph Dunlap School DHOH  
75% • 10 months

Diaz Carrillo, Tomas April 22, 2024  
Paraeducator • Special Education • Robert Bruce Preschool  
87.5% • 10 months

Hunstad, Martina May 8, 2024  
Clerical Assistant • Early Care and Education • Early Care and Education - Santa Maria 2  
100% • 12 months

Sakai-Hart, Michelle April 29, 2024  
Administrative Assistant • Student and Community Services • Student and Community Services  
100% • 12 months

**Changes**

***Anniversary Increase***

Bomer, Dyan May 1, 2024  
Administrative Assistant, Senior • Early Care and Education • Early Care and Education - Hope Center  
100% • 12 months

Carpio, Andrew May 1, 2024  
Paraeducator • Special Education • Lenora Fillmore Preschool  
87.5% • 10 months

Cervantes, Juan	May 1, 2024
Maintenance and Operations Supervisor • Internal Services • Operations South	
100% • 12 months	
 Figueroa, Nelson	 May 1, 2024
Clerical Assistant • Early Care and Education • Early Care and Education - Santa Maria 2	
100% • 12 months	
 Kerrutt-Dent, Erin	 May 1, 2024
Certificated Human Resources Specialist • Human Resources • Human Resources Staff	
100% • 12 months	
 Lopez, Jessica	 May 1, 2024
Human Resources Supervisor • Human Resources • Certificated Human Resources Staff	
100% • 12 months	
 Martinez, Serena	 May 1, 2024
Paraeducator • Special Education • Ralph Dunlap School DHOH 2	
75% • 10 months	
 Munar, Desiree	 May 1, 2024
Paraeducator • Special Education • Alice Shaw Preschool	
87.5% • 10 months	
 Olivas, Alleena	 May 1, 2024
Paraeducator • Special Education • Ralph Dunlap School DHOH 2	
62.5% • 10 months	
 Quezada, Jacqueline	 May 1, 2024
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2	
100% • 12 months	
 Robertson, Shawna	 May 1, 2024
Paraeducator • Special Education • Casmalia Preschool 2	
87.5% • 10 months	
 Torres, Liliana	 May 1, 2024
Paraeducator • Special Education • Clarence Ruth Preschool	
75% • 10 months	



Trigueros, Crystal  
Paraeducator • Special Education • Regency Preschool  
87.5% • 10 months  
May 1, 2024

***Differential - Add***

Braz Gonzalez, Lupita  
Paraeducator • Special Education • Alice Shaw Preschool  
87.5% • 10 months  
Specialized Health Care  
May 2, 2024

***Differential - Remove***

Baro, Jose  
Teaching Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School  
87.5% • 10 months  
Bilingual  
May 13, 2024

***Probation to Permanent***

Arrieta Jacinto, Maria  
Paraeducator • Special Education • Cuyama Headstart  
37.5% • 10 months  
May 1, 2024

Fuentes, Michael  
Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School  
87.5% • 12 months  
May 1, 2024

Martinez, Veronica  
Clerical Assistant • Special Education • Special Education Administration, Santa Maria  
100% • 10 months  
May 1, 2024

***Reallocation***

Aceves Garcia, Alejandra  
Paraeducator • Special Education • Clarence Ruth Preschool  
75% • 10 months  
From range 60 to 64  
May 1, 2024

Acheoual, Nancy  
Paraeducator • Special Education • Manzanita Charter School  
81.25% • 10 months  
From range 60 to 64  
May 1, 2024

<p><b>Aguilar Navarrete, Cinthia</b>          Paraeducator • Special Education • Montecito Union School          81.25% • 10 months          From range 60 to 64</p>	<p>May 1, 2024</p>
<p><b>Aguirre, Ancelmo</b>          Paraeducator • Special Education • Cabrillo High School          90.825% • 10 months          From range 60 to 64</p>	<p>May 1, 2024</p>
<p><b>Almodovar, Nelson</b>          Paraeducator • Special Education • Manzanita Charter School          81.25% • 10 months          From range 60 to 64</p>	<p>May 1, 2024</p>
<p><b>Alvarado-Luna, Gabriela</b>          Paraeducator • Special Education • Ernest Righetti High School DHOH          81.25% • 10 months          From range 60 to 64</p>	<p>May 1, 2024</p>
<p><b>Anderson, Michelle</b>          Paraeducator • Special Education • Ralph Dunlap School DHOH &amp; Pre-K          75% • 10 months          From range 60 to 64</p>	<p>May 1, 2024</p>
<p><b>Arrieta Jacinto, Maria</b>          Paraeducator • Special Education • Cuyama Headstart          37.5% • 10 months          From range 60 to 64</p>	<p>May 1, 2024</p>
<p><b>Bravo, Christina</b>          Paraeducator • Special Education • Chapel Head Start          43.75% • 10 months          From range 60 to 64</p>	<p>May 1, 2024</p>
<p><b>Braz Gonzalez, Lupita</b>          Paraeducator • Special Education • Alice Shaw Preschool          87.5% • 10 months          From range 60 to 64</p>	<p>May 1, 2024</p>

<p>Brown, Sarah</p> <p>Paraeducator • Special Education • Ontiveros Preschool</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Burquez, Patricia</p> <p>Paraeducator • Special Education • Cabrillo High School</p> <p>93.75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Carbajal-Esparza, Olivia</p> <p>Paraeducator • Special Education • Speech/Language Services, Miller</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Carbajal, Silvia</p> <p>Paraeducator • Special Education • Infant Services, South/Valley</p> <p>50% • 12 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Carpio, Andrew</p> <p>Paraeducator • Special Education • Lenora Fillmore Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Carroll, Jaime</p> <p>Paraeducator • Special Education • Allan Hancock Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Castro-Ramirez, Fabiola</p> <p>Paraeducator • Special Education • Olga Reed Elementary</p> <p>77.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Catalan Pineda, Zurisaday</p> <p>Paraeducator • Special Education • Clarence Ruth Preschool</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024

<p>Cheong, Cheonghwa</p> <p>Paraeducator • Special Education • Cold Spring School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Clark, Dionysius</p> <p>Paraeducator • Special Education • New Horizons Preschool B</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Coracero, Antonio</p> <p>Paraeducator • Special Education • Ralph Dunlap School DHOH &amp; Pre-K</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>de los Cobos, Erin</p> <p>Paraeducator • Special Education • Oak Valley Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Deines, Jenia</p> <p>Paraeducator • Special Education • Crestview Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Delgadillo, Fabian</p> <p>Paraeducator • Special Education • Speech/Language Services, McClelland</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Delgado, Elvira</p> <p>Paraeducator • Special Education • Montecito Union School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Devaux, Gabriela</p> <p>Paraeducator • Special Education • Speech/Language Services, Lompoc 1</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024

Diaz Carrillo, Tomas	May 1, 2024
Paraeducator • Special Education • Robert Bruce Preschool	
87.5% • 10 months	
From range 60 to 64	
Earle, Rosangel	May 1, 2024
Paraeducator • Special Education • Speech/Language Services, Lompoc 1	
87.5% • 10 months	
From range 60 to 64	
Escalante-Locke, Yvonne	May 1, 2024
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	
From range 60 to 64	
Escamilla Hernandez, Dulce	May 1, 2024
Paraeducator • Special Education • De Colores Preschool	
87.5% • 10 months	
From range 60 to 64	
Filomia, Andres	May 1, 2024
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	
From range 60 to 64	
Fonceca, Ernestina	May 1, 2024
Paraeducator • Special Education • Cuyama Elementary School	
81.25% • 10 months	
From range 60 to 64	
Fraire, Kathleen	May 1, 2024
Paraeducator • Special Education • Deaf/Hard-of-Hearing Services	
75% • 10 months	
From range 60 to 64	
Funkhouser, Rose Mary	May 1, 2024
Paraeducator • Special Education • Cuyama Elementary School	
81.25% • 10 months	
From range 60 to 64	

Gonzalez, Bertha	May 1, 2024
Paraeducator • Special Education • Infant Services, Santa Maria	
50% • 12 months	
From range 60 to 64	
Gonzalez, Eduardo	May 1, 2024
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	
From range 60 to 64	
Gonzalez, Esther	May 1, 2024
Paraeducator • Special Education • Speech/Language Services, Dunlap	
75% • 10 months	
From range 60 to 64	
Hauber, Vanetta	May 1, 2024
Paraeducator, Behavioral Intervention • Special Education • Behavior Specialist Support, Santa Maria	
75% • 10 months	
From range 62 to 66	
Hendricks, Kasandra	May 1, 2024
Paraeducator • Special Education • Meridian Head Start	
43.75% • 10 months	
From range 60 to 64	
Hernandez, Ana	May 1, 2024
Paraeducator • Special Education • New Horizons Preschool B	
87.5% • 10 months	
From range 60 to 64	
Hernandez, Rocio	May 1, 2024
Paraeducator • Special Education • Lenora Fillmore Preschool	
87.5% • 10 months	
From range 60 to 64	
Hidalgo, Monique	May 1, 2024
Paraeducator • Special Education • Los Padres Head Start	
43.75% • 10 months	
From range 60 to 64	



<p>Ho, Chrystal</p> <p>Paraeducator • Special Education • Cabrillo High School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Holt, Max</p> <p>Paraeducator • Special Education • De Colores Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Jasso, Gabriela</p> <p>Paraeducator • Special Education • Ontiveros Preschool</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Kerns, Heather</p> <p>Paraeducator • Special Education • Vision Services</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Lebolo, Lorena</p> <p>Paraeducator • Special Education • Montecito Union School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Leonard, Julie</p> <p>Paraeducator, Behavioral Intervention • Special Education • Behavior Specialist Support, Lompoc</p> <p>75% • 10 months</p> <p>From range 62 to 66</p>	May 1, 2024
<p>Luevanos, Nataly</p> <p>Paraeducator • Special Education • New Horizons Preschool A</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Maldonado, Liliana</p> <p>Paraeducator • Special Education • Cold Spring School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024

<p>Marble, Margaret</p> <p>Paraeducator • Special Education • Montecito Union School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Martinez, Serena</p> <p>Paraeducator • Special Education • Ralph Dunlap School DHOH 2</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Mireles, Jarery</p> <p>Paraeducator • Special Education • New Horizons Preschool A</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Montgomery, Karyn</p> <p>Paraeducator • Special Education • Vision Services</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Moreno Covarrubias, Blanca</p> <p>Paraeducator • Special Education • Montecito Union School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Munar, Desiree</p> <p>Paraeducator • Special Education • Alice Shaw Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Muniz, Alicia</p> <p>Paraeducator • Special Education • Cuyama Elementary School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	May 1, 2024
<p>Nash, Shalane</p> <p>Paraeducator • Special Education • Regency Preschool</p> <p>87.5% • 10 months</p> <p>To range 60 to 64</p>	May 1, 2024

Nuno, Ellen	May 1, 2024
Paraeducator • Special Education • Cuyama High School	
81.25% • 10 months	
From range 60 to 64	
 Olivas, Alleena	 May 1, 2024
Paraeducator • Special Education • Ralph Dunlap School DHOH 2	
62.5% • 10 months	
From range 60 to 64	
 Padilla, Leticia	 May 1, 2024
Paraeducator • Special Education • Speech/Language Services, Miller	
75% • 10 months	
From range 60 to 64	
 Perez, Alexis	 May 1, 2024
Paraeducator • Special Education • Young Learners State Preschool, SPED	
87.5% • 10 months	
From range 60 to 64	
 Perez, Silvia	 May 1, 2024
Paraeducator • Special Education • Young Learners State Preschool, SPED	
87.5% • 10 months	
From range 60 to 64	
 Ramirez, Martin	 May 1, 2024
Paraeducator • Special Education • Casmalia Preschool 1	
87.5% • 10 months	
From range 60 to 64	
 Ramirez, Raquel	 May 1, 2024
Paraeducator • Special Education • Oakley Preschool	
87.5% • 10 months	
From range 60 to 64	
 Ramos, Sarah	 May 1, 2024
Paraeducator • Special Education • Zaca Preschool	
43.75% • 10 months	
From range 60 to 64	

<p>Read, Joseph</p> <p>Paraeducator • Special Education • Orientation and Mobility Specialist</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Reyes, Delfina</p> <p>Paraeducator • Special Education • Infant Services, Lompoc</p> <p>50% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Robertson, Shawna</p> <p>Paraeducator • Special Education • Casmalia Preschool 2</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Robles, Esther</p> <p>Paraeducator • Special Education • Casmalia Preschool 1</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Rodriguez-Castellanos, Gabriela</p> <p>Paraeducator • Special Education • Speech/Language Services, McClelland</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Rodriguez, Alyssa</p> <p>Paraeducator • Special Education • Alice Shaw Preschool</p> <p>43.75% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Rodriguez, Elizabeth</p> <p>Paraeducator • Special Education • Vision Services</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Rodriguez, Isabel</p> <p>Paraeducator • Special Education • Manzanita Charter School</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>

Rodriguez, Yenica	May 1, 2024
Paraeducator • Special Education • Cuyama Elementary School	
81.25% • 10 months	
From range 60 to 64	
Rubio, Paloma	May 1, 2024
Paraeducator • Special Education • Oakley Preschool	
87.5% • 10 months	
From range 60 to 64	
Sanchez, Sandra	May 1, 2024
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	
From range 60 to 64	
Santiago, Noelia	May 1, 2024
Paraeducator • Special Education • Speech/Language Services, McClelland	
87.5% • 10 months	
From range 60 to 64	
Sherlock, Jennifer	May 1, 2024
Paraeducator • Special Education • Robert Bruce Preschool	
87.5% • 10 months	
From range 60 to 64	
Solorio, Maria	May 1, 2024
Paraeducator • Special Education • Casmalia Preschool 2	
87.5% • 10 months	
From range 60 to 64	
Teran, Ruby	May 1, 2024
Paraeducator • Special Education • Dos Puertas School	
84.375% • 12 months	
From range 60 to 64	
Toro, Jasmine	May 1, 2024
Paraeducator • Special Education • Cold Spring School	
81.25% • 10 months	
From range 60 to 64	

<p>Torres, Brianda</p> <p>Paraeducator • Special Education • Central Avenue Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Torres, Gloria</p> <p>Paraeducator • Special Education • Central Avenue Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Torres, Liliana</p> <p>Paraeducator • Special Education • Clarence Ruth Preschool</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Torres, Marianna</p> <p>Paraeducator • Special Education • Ontiveros Preschool</p> <p>75% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Trigueros, Crystal</p> <p>Paraeducator • Special Education • Regency Preschool</p> <p>87.5% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Trisler, Mary</p> <p>Paraeducator • Special Education • Preschool Assessment Team, Santa Barbara/Valley</p> <p>25% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Trisler, Mary</p> <p>Paraeducator • Special Education • Infant Services</p> <p>50% • 12 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>
<p>Uribe-Garcia, Elizabeth</p> <p>Paraeducator • Special Education • Manzanita Charter School 2</p> <p>81.25% • 10 months</p> <p>From range 60 to 64</p>	<p>May 1, 2024</p>



Vargas, Beatriz	May 1, 2024
Paraeducator • Special Education • Clarence Ruth Preschool	
75% • 10 months	
From range 60 to 64	
Vega, Wendy	May 1, 2024
Paraeducator • Special Education • Speech/Language Services, McClelland	
87.5% • 10 months	
From range 60 to 64	
Velazquez, Ricardo	May 1, 2024
Paraeducator • Special Education • Infant Services, Santa Maria	
50% • 10 months	
From range 60 to 64	
Velazquez, Ricardo	May 1, 2024
Paraeducator • Special Education • School Nurse, Santa Maria	
50% • 10 months	
From range 60 to 64	
Wallan, Jennifer	May 1, 2024
Paraeducator • Special Education • Manzanita Charter School	
81.25% • 10 months	
From range 60 to 64	
Watson, Clarissa	May 1, 2024
Paraeducator • Special Education • Dos Puertas School	
68.75% • 12 months	
From range 60 to 64	
Wold, Kristen	May 1, 2024
Paraeducator • Special Education • Montecito Union School	
81.25% • 10 months	
From range 60 to 64	
Zarate Uribe, Odaliss	May 1, 2024
Paraeducator • Special Education • Allan Hancock Preschool	
87.5% • 10 months	
From range 60 to 64	

Zavala, Abigail

May 1, 2024

Paraeducator • Special Education • Casmalia Preschool 3  
87.5% • 10 months  
From range 60 to 64

Zepeda-Jimenez, Valeria

May 1, 2024

Paraeducator • Special Education • Crestview Preschool  
87.5% • 10 months  
From range 60 to 64

## **Separation**

### ***Resignation***

Cheong, Cheonghwa

June 7, 2024

Paraeducator • Special Education • Cold Spring School  
81.25% • 10 months

Garate, Hermelinda

May 20, 2024

Clerical Assistant • Special Education • Special Education Support Staff North  
100% • 12 months

Inzunza Aquino, Celina

May 3, 2024

Youth Support and Service Specialist - Bilingual • Transitional Youth Services • Transitional Youth - North  
100% • 12 months

Rodriguez, Alejandra

May 3, 2024

Accounting Assistant • Internal Services • Accounting - Fiscal Services  
100% • 12 months

Sanchez Camarena, Maria

May 15, 2024

Technology Support Administrative Assistant • Information Technology Services • Cathedral Oaks  
100% • 12 months

### ***Retirement***

Sanchez, Naomi

June 30, 2024

Teaching Assistant • Juvenile Court and Community Schools • Los Robles High School  
87.5% • 12 months

# Action Items



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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June 4, 2024

Scharin Family Trust

Attn:

[delivery address or email]

Re: Letter of Intent (Nonbinding) re Property located at 528 S Broadway, Santa Maria, CA

Dear Mr. xxx (Trust representative/Owner or Broker for Owner):

This letter is to serve as a Letter of Intent between Santa Barbara County Education Office, as Buyer, and Scharin Family Trust as Seller, stating a preliminary intention of the parties to negotiate an agreement for purchase and sale of the real property commonly known as 528 S Broadway Santa Maria, CA 93454. This Letter of Intent constitutes an expression of the parties' intent only and is not intended to constitute a final binding agreement, but rather to serve as the basis for negotiating and drafting a definitive purchase and sale agreement between the parties containing the terms stated in this letter of intent as well as other terms and conditions to be determined. Neither party will be bound unless and until a definitive agreement has been executed and delivered by both parties and approved by their respective attorneys.

It is understood and agreed that this letter of intent does not contain all the essential terms that the parties expect will be part of an agreement. Further negotiations between the parties are contemplated before a binding agreement will be prepared, but neither party is bound to continue such negotiations, which may be terminated at any time. Further efforts by either party to perform due diligence, arrange or obtain financing, or carry out other acts in contemplation of the possible purchase and sale of the Property may not be deemed evidence of intent by either party to be bound by this letter of intent.

The performance by either party before execution of a formal contract of any of the obligations that may be included in a contract between the parties when negotiations are completed will not be considered evidence of intent by either party to be bound by this letter of intent.

While it is understood that this LOI is preliminary in nature with the operative details of the timing, terms and conditions remaining to be determined, the Parties nonetheless agree that they are committed to meet and negotiate on the definitive terms of a purchase and sale agreement in good faith.

Preliminary Terms set forth in this Letter of Intent:

- 1. Purchaser:** Santa Barbara County Education Office ("SBCEO")

2. **Seller:** Scharin Family Trust
3. **Description of Property:** The land and improvements located at 528 S Broadway, Santa Maria, CA 93454.
4. **Purchase Price:** To be negotiated.
5. **Contingencies:** SBCEO's contingencies prior to execution of a formal purchase and sale agreement will include (but are not limited to) review and satisfaction of each of the following matters: (1) Title to the Property; (2) physical inspection, including environmental, engineering, geological with consultants of SBCEO's choice (3) additional Due Diligence Period, and 4) approval of the transaction by the Santa Barbara County Board of Education.
6. **Inspection:** Owner agrees, subject to reasonable prior notification, to allow SBCEO, its employees, consultants, agents, or contractors, at SBCEO's sole cost and expense, access to the Property for the limited purpose of inspections. All activities undertaken by or on behalf of SBCEO in connection with the inspections shall fully comply with applicable laws and regulations and SBCEO shall promptly restore, at its sole cost and expense, any damage arising in connection with the inspections.
7. **Representations and Warranties:** Any Purchase and Sale Agreement will contain the customary covenants, agreements, representations and warranties and the following representations and warranties of Owner/Seller, the precise statement of which will be subject to the parties' mutual agreement:
  - a. All documents provided by Seller are true and correct;
  - b. Seller possesses all licenses, permits, and government approvals necessary for conveyance of the Property;
  - c. The Property is not in violation of any zoning, land-use, environmental, public health, or safety laws;
  - d. No litigation affecting the Property is pending or currently threatened;
  - e. Seller has good and marketable title to the Property, and has the unrestricted power and authority to convey the Property to Buyer;
  - f. Seller is unaware of any pending or threatened condemnation action affecting the Property.
  - g. Seller has not discharged or permitted the storage on the Property of any hazardous materials, and is not aware of any discharge or storage of hazardous materials on the Property by any other persons or entities.
  - h. Seller to provide assurance that the Property will be vacant and ready for immediate occupation by the SBCEO upon execution of the final Purchase and Sale Agreement.

June 4, 2024

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8. **Counterpart Execution/Electronic Delivery:** This LOI may be executed in any number of counterparts, which, when taken together, shall constitute one and the same instrument. Executed counterparts of this LOI may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.
9. **Notification:** All notices, requests, and other communication under this MOA shall be in writing and mailed to:

Santa Barbara County Education Office

Attn: Steve Torres, Associate Superintendent Administrative Services

P.O. Box 6307

Santa Barbara, CA 93160-6307

and 4400 Cathedral Oaks Road,

Santa Barbara, CA 93110

Scharin Family Trust

Attn:

\_\_\_\_\_  
\_\_\_\_\_

IN WITNESS HEREOF, the parties have executed this Letter of Intent:

SBCEO:

\_\_\_\_\_

Steve Torres, Assistant Superintendent Administrative Services

Susan Saucedo, Superintendent

Date

Scharin Family Trust/Seller

\_\_\_\_\_

Name/Title:

\_\_\_\_\_ Date

## SPECIAL EDUCATION AND EARLY CHILDHOOD EDUCATION LEASES

Special Education Leases Program Type		Property Owner/Manager	Location	Monthly Amount	Price/Ft <sup>2</sup>	Market Price/Ft <sup>2</sup>	Lease Term	Cycle
1	Preschool	Zaca Center Preschool	27 Six Flags Circle, Buellton	\$2,080.00	660 ft <sup>2</sup> (\$3.15/ft <sup>2</sup> )	\$16.00/ft <sup>2</sup>	8/15/22-6/9/23	Automatic Renewal for one-year terms
2	Preschool	Lompoc Allan Hancock College Children's Center	Children's Center, 800 S. College Drive, Santa Maria	\$2,080.00	880 ft <sup>2</sup> (\$2.36/ft <sup>2</sup> )	\$16.46/ft <sup>2</sup>	8/8/22-6/9/23	Automatic Renewal for one-year terms
3	Preschool Specialist	Orcutt Presbyterian Church	993 Patterson Road, Orcutt	\$100.00	300 ft <sup>2</sup> (\$0.33/ft)	\$27.50/ft <sup>2</sup>	7/1/22-6/30/23	
4	Preschool Specialist	Santa Ynez Valley Presbyterian Church	Franklin-1825 Alamo Pintado Ave., Santa Ynez	\$80.00	80 ft <sup>2</sup> (\$1.00/ft <sup>2</sup> )	\$25.75/ft <sup>2</sup>	7/1/22-6/30/23	Automatic Renewal for one-year terms
5	Preschool	Regency Estates Development	2320 Central Park Drive, Santa Maria	\$1,950.00	880 ft <sup>2</sup> (\$2.15/ft)	\$16.46/ft <sup>2</sup>	7/1/22-6/30/23	Automatic Renewal for one-year terms
6	Preschool Specialist	G A Hancock Properties, Inc. c/o Pacifica Property Mgmt.	625 S. McClelland St., Suites B & C, Santa Maria	\$1654.80 \$1,210.00	2,964 ft <sup>2</sup> (\$0.56/ft <sup>2</sup> ) 1,100 ft <sup>2</sup> (\$1.10/ft <sup>2</sup> )	\$16.46/ft <sup>2</sup>	7/1/22-6/30/23	
7	Office/PSS	425 West Central Properties, c/o Pacifica Property Mgmt.	425 W. Central Avenue, Suite 101A, Lompoc	\$2,411.00	1,370 ft <sup>2</sup> (\$1.76/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	8/1/22-7/31/25	
8	Preschool	Orcutt Union School District	3491 Point Sal Road, Casmalia	\$133.00	(entire elementary campus)	\$16.46/ft <sup>2</sup>	7/01/23-6/30/26	
Educational Services Program Name/Type		Property Owner/Manager	Location	Monthly Amount	Price/Ft <sup>2</sup>	Market Price/Ft <sup>2</sup>	Lease Term	Cycle
Children & Family Resource Services								
8	Health Linkages Office	Ebbert's Property Managment	104 South C Street, Suite E, Lompoc	\$450.00	530 ft <sup>2</sup> (\$0.85/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	Monthly	Automatic Renewal
Early Care & Education (ECE)								
9	ECE Lompoc Office Suite H	Ebbert's Property Management	104 South C Street, Suite H, Lompoc	\$600.00	600 ft <sup>2</sup> (\$0.82/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	7/1/22-6/30/23	7/1/2023 (renewed monthly)
#	ECE Lompoc Office Suite G	Ebbert's Property Management	104 South C Street, Suite G, Lompoc	\$975.00	830 ft <sup>2</sup> (\$1.17/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	7/1/22-6/30/23	7/1/2023 (renewed monthly)
#	ECE Main Street Office	Olivera Properties, LLC	722 E. Main Street, Suites 201-210, Santa Maria	\$11,466.65	9,971 ft <sup>2</sup> (\$1.15/ft <sup>2</sup> )	\$16.46/ft <sup>2</sup>	7/1/23-6/30/26	



# School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Juvenile Court School	42-30157	May 2, 2024	TBD

## Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

JCCS Administration meets regularly with the JCCS Leadership Team which is comprised of the lead teacher from each of the three school sites, a Special Education Teacher, a Teaching Assistant, the Student Data Advisor, the Special Education Coordinator, and the Testing Coordinator. This team reviews progress on the SPSA and makes recommendations. In addition, the JCCS Parent Student Advisory Committee (PSAC) meets quarterly to provide input and guidance. Additionally, the school staff meet collaboratively each week to discuss support services such as counseling, to review student progress, and to address school wide concerns.

## Educational Partner Involvement

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

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

Throughout the 2022-23 school year, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process. Educational partners contributed by providing input and feedback in a variety of ways including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions of the plan.

We continue to find that having multiple modalities to collect information provides successful ways of gathering feedback from our specific educational partner groups and assists in meeting our obligation to consult with statutorily required educational partners.

Educational partners included:

- Administrators- The JCCS Director and the Coordinator for JCCS are the writers of the LCAP.
- Special Education/ SELPA
- Parent Student Advisory Committee (PSAC)- JCCS is not statutorily required to operate a DELAC committee.
- Parents and guardians
- Leadership team and bargaining units
- Students
- Probation administration and staff
- Mental health staff
- District partners
- CTE Director and Coordinators
- Foster Youth Coordinating Services Program (FYSCP) Executive Advisory Committee (EAC)

In addition, state data (generated through the Dashboard, CAASPP, ELPAC, DataQuest, CalPADS, and CBEDS), local data (generated through AERIES, Let's Go Learn, Anywhere Learning Systems, and formative assessments), surveys, CTE rubrics, and other assessment tools were used in a systematic way to help evaluate progress.

Delineated below are summaries of the feedback received from specific educational partner groups.

#### SPECIAL EDUCATION/SELPA

Our JCCS program has 21.43% of students identified with disabilities, therefore meeting regularly as a team is a priority in order to ensure our students receive the services they need. This has proven to be a valuable strategy as there is a need to constantly recalibrate as our student population changes with some enrollments lasting only a day or two while some students are with us for a year or more. The SBCEO Special Education Team meets regularly with the Santa Barbara SELPA, thereby completing the feedback loop.

The JCCS administrators meet with the Special Education/SELPA regularly on goals and actions specifically related to serving the needs of the students with disabilities enrolled in the JCCS schools.

Meeting dates: 7/12/2022, 8/2/2022, 9/6/2022, 9/15/2022, 1/6/2023, 1/25/2023

#### PARENT SCHOOL ADVISORY COMMITTEE (PSAC)

The PSAC met four times throughout the 2022-23 school year, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was directly involved in the development and review of the parent survey. The annual survey showed that 86.1% of parents believe our schools do a good job of evaluating their children's academic needs. 83.3% of parents believe our schools do a good job of preparing students for work and/or careers. 86.1% of parents believe our schools do a good job of keeping students safe and secure. 91.7% of parents believe our schools communicate well with them.

Meeting dates: 9/22/2022, 12/15/2022, 3/16/2023, 5/17/2023

## PARENTS AND GUARDIANS

In 2022-23, our school overhauled its annual parent survey. We contracted with the Promotores Network to review and provide suggested changes to ensure that our parent survey was culturally and linguistically relevant for our parent population. We also used the Promotores to individually contact each family to obtain their survey responses. We were able to reach 36 out of 65 parents, which is 55% of our parent population. This is a significant increase in the number of parents who participated in the survey.

This year's annual survey data reflected that 86.1% of parents believe our schools do a good job of evaluating their children's academic needs. 83.3% of parents believe our schools do a good job of preparing students for work and/or careers. 86.1% of parents believe our schools do a good job of keeping students safe and secure. 91.7% of parents believe our schools communicate well with them.

Survey window: March 27- 30, 2023

## LEADERSHIP TEAM AND BARGAINING UNITS

- **LEADERSHIP TEAM:** The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) collaborated on the Local Indicators, and provided essential support in the development of the 2023-24 LCAP. The leadership team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement. With assistance from the Leadership Team, the SBCEO SPSA writing team incorporated their input and analysis into the 2023-24 SPSA.

- **DOS PUERTAS STAFF:** During the 2022-23 school year, Dos Puertas which operates in the Juvenile Justice Center had significant concerns related to staff safety, student behavior, instructional time, and communication between Probation and the school therefore, we met with staff and Probation administration multiple times during the year to problem solve and address the issues raised.

Meeting dates: 7/14/2022, 8/23/2022, 10/11/2022, 10/18/2022, 10/28/2022, 11/15/2022, 11/29/2022, 1/5/2023, 1/25/2023, 1/31/2023, 2/7/2023, 2/8/2023, 2/9/2023, 2/14/2023, 3/6/2023, 3/7/2023, 4/13/2023, 4/18/2023

- **BARGAINING UNITS:** SBCEO Administration met several times with the Santa Barbara County Education Association (SBCEA) and with California School Employees Association (CSEA) to discuss concerns and problem-solve throughout the year. These meetings were successful in addressing issues that arose throughout the school year.

SBCEA Meeting Dates: 10/10/2022, 12/12/2022, 1/30/2023, 3/20/2023, 4/17/2023

CSEA Meeting Dates: 8/12/2022, 9/14/2022, 10/20/2022, 11/30/2022, 1/18/2023, 2/15/2023, 3/16/2023, 4/19/2023, 5/18/2023

## STUDENTS

We believe that students' voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was last administered in November 2022 and provided valuable feedback. The data demonstrated that:

- 53% of students believe their teachers have high expectations for their success;
- 60% of students report that they try hard at their schoolwork;

- 60% of students feel our teaching staff treats students fairly;
- 60% of students report that they are always trying to do better at their schoolwork;
- 91% of students report that they have not been afraid at school in the past 12 months;
- 50% of students report that they would like to attend a 2-year or vocational school after high school;

#### PROBATION ADMINISTRATION AND STAFF

The Deputy Chief Probation Officer, Camp Director, Camp Supervisor, Hall Director, and Hall Supervisor were valuable contributors to the development of the SPSA, particularly in the areas of communication; processes, and procedures; supporting and maximizing instructional efforts; supporting on-task behaviors in the classroom; supporting college awareness efforts; supporting parent involvement, and supporting the effectiveness of career technical education.

Meeting Dates: 7/14/2022, 7/20/2022, 9/14/2022, 10/6/2022, 10/12/2022, 10/13/2022, 11/9/2022, 11/16/2022, 12/1/2022, 12/9/2022, 12/16/2022, 1/18/2023, 1/25/2023, 2/1/2023, 3/13/2023, 3/2/2023, 6/6/2023

#### DISTRICT PARTNERS

##### • FITZGERALD COMMUNITY SCHOOL

The Associate Superintendent of Educational Services and the JCCS Director met with the Santa Maria Joint Union High School District (SMJUHS) and the Santa Maria-Bonita School District (SMBSD) to discuss the continuation of services provided through a Memorandum of Understanding (MOU) for students to attend Peter B. FitzGerald Community School. Through the meetings, SBCEO staff and the districts developed operating agreements, identified student and program needs, and evaluated student and program effectiveness. The JCCS Director meets regularly with the district administrators to discuss referrals, student progress updates, and program services.

Meeting Dates: 9/21/2022, 9/28/2022, 10/18/2022, 10/27/2022, 12/9/2022, 1/23/2023, 1/27/2023, 2/14/2023, 3/6/2023, 3/22/2023, 5/1/2023, 5/2/2023

##### • CTE PROGRAM

The CTE Advisory Committee met this year, to solicit input and advisement regarding CTE programming. The committee reviewed the curriculum to ensure alignment between pathways offered in JCCS schools and districts throughout the county. There was a discussion regarding industry certifications, career interest surveys, and employability skills. The JCCS CTE teachers shared with advisory members the value of career interest survey data and how it is an integral part of their exploration courses. The advisory members shared which skills they felt are lacking in their younger employees and the importance of explicitly teaching employability skills. The members gave suggestions on potential strategies and completed a survey where they chose which Career Ready Practice standards (employability skills) they feel are most important, resulting in a "top 5". Based on feedback, instruction on employability skills has been a focus, including the implementation of a Career Ready Curriculum. Partners that participated included: Santa Maria Joint Union High School District, Allan Hancock College, the Santa Barbara County Probation Department, and industry partners.

Meeting Dates: 11/9/2022 and 3/8/2023

#### CTE DIRECTOR AND CTE COORDINATOR

The JCCS Director met with the CTE team multiple times throughout the year to coordinate the CTE lab and Manufacturing Course

implementation and identify training needs and additional resources needed to ensure efforts would improve the CTE program. A CTE Teacher on Special Assignment (TOSA) was hired in 2021-22 to implement the program with fidelity. The TOSA met weekly with each CTE teachers to develop curriculum, provide coaching, and model best teaching practices. TOSA facilitated bi-monthly CTE meetings and actively participated in CTE Workdays; these meetings included all JCCS CTE teachers.

CTE Lab and Manufacturing Meeting Dates: 9/14/2022, 9/28/2022, 10/12/2022, 1/11/2023, 2/8/2023, 3/8/2023, 3/22/2023, 4/26/2023, 5/24/2023

TOSA and CTE Teacher Bi-monthly meeting facilitated by CTE TOSA

Meeting dates: 10/4/22, 12/6/22, 2/7/23, 4/18/23, 6/6/23

Description/Purpose

10/4/22: Overview of the California Career Resource Network (CalCRN) website/resource; presenters John Merris-Coots and Hannah Stier

12/6/22: Career Interest Survey, CalCRN, Employability Skills, and Q&A session

2/7/23: Implementation status of career interest surveys and employability skills lessons. March Advisory Board Meeting agenda and presentation discussion

4/18/23: Review/Revision of Who am I? and Investigating Career student assignment templates

6/6/23: Reflection of the 2022-23 school year and identification of areas of focus for the 2023-24 school year

JCCS CTE Workdays facilitated by CTE Coordinator

Meeting dates: 9/1/22, 11/3/22, 5/4/23

Description/Purpose

9/1/22: Introduction to Occupational Identity, Career Interest Surveys, and Real Career Employability Skills Program. Teacher work time.

11/3/22: Introduction of fostering student self-awareness, review of curriculum, and development of implementation plan for Career Interest Surveys and Employability Skills Program. Teacher work time.

3/9/23: Deeper dive into "Building Student's Self-Awareness", implementation status, and revisions. Teacher work time

5/4/23: Review the updated Career Self-Awareness and Development plan. Teacher work time.

Planned Back-to-School CTE Staff Presentation

Meeting Date: 7/29/23

Topic/Purpose: Preparing JCCS Students to be Future Ready, the importance of integration of Career Ready Skills into the academic area, discussion of classroom applications, and CTE Lab/Manufacturing updates.

# Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the analysis of educational partner input, local and state data, it was determined that students would benefit from additional opportunities that target individual learning gaps, credit recovery efforts, and prepare students for college and career.

## Goals, Strategies/Activities, and Expenditures

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

### Goal 1

Goal 1	English Learners who test with JCCS for two consecutive ELPAC administration cycles will demonstrate annual progress in English
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### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Learners are a recognized subgroup in California as having specific needs that require additional support. JCCS has a higher than average EL population with 35.71% of our student population identified as English Language learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reports	<p>60% of students improved a level. Five students took the ELPAC with JCCS in two consecutive years (2020-21 &amp; 2021-22).</p> <p>Three of the five students improved a level and made progress toward English proficiency as measured by the ELPAC.</p>	10% of EL students that test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.
Reclassification Rate	In 2022-23, 0% of English Learner students were Redesignated English Fluent Proficient.	Overall 8% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	In 2022-23, 96.55% of workgroup members attended professional learning for ELD and mathematics.	100% of workgroup members attended professional learning for ELD.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.



## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	JCCS Teaching Assistants will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. (aligned to LCAP 1.d.)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #2	JCCS Teaching Assistants will assist teachers with ELD instruction, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. (aligned to LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teaching assistants will continue to assist the teacher to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature (CBL) lessons. (aligned to LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #4	JCCS teaching assistants will continue to systematically review and identify students for reclassification eligibility and ensure that all identified students are reclassified. RFEP students reclassified within four years will continue to be closely monitored to ensure academic and language growth. Identified students will be discussed during weekly site meetings to monitor progress across subjects and classes. (LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A

## Goal #2

<b>Goal #2</b>	All students enrolled 85 days or more will show progress towards proficiency in ELA as measured by state and local assessments.
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## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	In 2022-23, 1.36 was the average grade increase between the DORA pre/post scores.	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
JCCS Writing Assessments	In 2022-23, 43% of students increased at least 1 point on a four point rubric.  28 students with a pre/post score, eight (8) improved one point, and four (4) improved 2 point	65% of students will increase one point on a four point rubric.
CAASPP results	In 2021-22, 37.5% of Court students scored at nearly met or met standard in ELA on the CAASPP.	40% of students will score at nearly met or met standard in ELA on the CAASPP.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)	All Students	\$192,951.16  (Teaching Assistants Salary/Benefits)	Title 1, Part D
Strategy/ Activity #2	Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	LCFF
Strategy/ Activity #3	JCCS teachers and teaching assistants will continue administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results regularly to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #4	The JCCS Director and teachers will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. Teachers and teaching assistants will inform individual Probation Case Managers of students who are struggling and in need of extra help. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

## Goal # 3

<b>[Goal 3]</b>	Students enrolled 85 days or more will show progress towards proficiency in Mathematics as measured by state and local assessments.
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### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results	In 2021-22, 22.2% of Court students scored at nearly met or met standard in mathematics on the CAASPP.	35% of students will score at nearly met or met standard in mathematics on the CAASPP.
Adaptive Diagnostic Assessment of Mathematics (ADAM)	In 2022-23, 0.68 was the average grade increase between the ADAM pre/post scores.	The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.
Training Sign-In Sheets	In 2022-23, 96.55% of workgroup members attended professional learning for mathematics.	100% of workgroup members will attend professional learning for mathematics.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #1]	JCCS teachers will engage in math strategies professional development in order to support student's ability to access mathematics curriculum.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #2]	JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #3]	JCCS teachers and teaching assistants will continue to administer the "Adaptive Diagnostic Assessment of Mathematics" (ADAM). upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.)	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #4]	JCCS teachers and teaching assistants will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

### Goal #4

<b>[Goal #4]</b>	Students in JCCS will (1) participate in career awareness programs, (2) build a post-secondary plan identifying college and/or career options, and (3) be provided instruction and guidance in researching and pursuing work in areas of interest and aptitude. (LCAP 1.c)
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# Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

# Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who are enrolled in a CTE course.	In 2022-23, 67.5% of students were enrolled in a CTE course	75% of students will be enrolled in a CTE course.
Industry Certifications	In 2022-23, 20% of students enrolled in a CTE course received an approved industry certification.	25% of students will receive an approved industry certification

# Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #1]	JCCS students will be enrolled in a exploratory Career Technical Exploration (CTE) course utilizing the Paxton-Patterson CTE labs located at each site. (Aligned with LCAP goal 1.c)	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #2]	JCCS staff will facilitate field trips to community college campuses in Santa Barbara County to provide an orientation and tour, and familiarize them with specialized programs, such as "Transitions" (for students on probation or parole), "Sparks" (for teen parents), and "Running Start" (summer bridging) programs. (Aligned with LCAP goal 1.c.)	All Students	No additional cost; part of staff duties	N/A

## Goal #5

<b>[Goal #5]</b>	SBCEO, in collaboration with Probation, and in consultation with all 20 school districts in Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.
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## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #1]	Upon entry the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services. Records are requested from previous schools and the transcript is updated to include all earned credits to date.	All Students	\$54,455.11	Title 1
[Strategy/ Activity #2]	While the student is enrolled JCCS staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their students and school placement options. Parents are consulted to review their child's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents the date, time, and contact information.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #3]	Upon release, Office Assistants update the transcripts with credits earned in court schools and forward to receiving school districts.	All Students	No additional cost; part of staff duties	N/A

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We experienced some increases and decreases in our metric data. Most notably, we saw a significant increase in our Diagnostic Online Reading Assessment (DORA), which is linked to actions 1.a.1 and 1.a.4. Through these actions, students are provided with intervention time during the school day, in which students are able to earn credit at an accelerated rate, thereby assessing grade-level curriculum. In doing so, DORA assessments provide formative assessment metrics on student growth. This work is completed by staff weekly during staff meetings. We see an increase of student performance on DORA, from 0.21 grade level increase in 2021-2022, to a 1.36 grade level increase 2022-23. The desired outcome was set at a 1.0 grade level increase, so we are pleased with our student's results. We believe that planned action 1.d.2, impacted student performance on the ELPAC. We saw an increase in our ELPAC scores from 37.5% of students to 60% of students who made one level of progress.

### SUCCESSSES:

#### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

We have increased our CAASPP scores in ELA from 14% of Court and 38% of Community students scoring nearly met in 2020-21 to 37.5% of Court and 50% of Community 2021-22. We saw a similar increase in our Math scores with 0% of students scoring at nearly met in 2020-21 to 22.2% of Court and 0% of Community In 2021-22. We contribute this average increase of 20% to our extensive professional development and coaching in the past two years. There has also been a dramatic change in the length of enrollment in our court schools. In 2020-21 we had one (1) student enrolled for the entire year, in 2021-22, this increased to three (3) students and this year we have had five (5) students enrolled the entire school year. The ability to teach and assess the same cohort of students, in combination with professional development, has had a positive impact on student outcomes. At FitzGerald, our student population is dynamic and we do not have a cohort of students consistently enrolled over the course of the academic year. Unfortunately, we do not see the same positive increase in

**CHALLENGES:  
RECLASSIFICATION**

Reclassification rates continue to be an area of focus. 0% of English Learner students were redesignated as proficient in the 2022-23 school year in large part due to overall ELPAC scores. One contribution may be our high percentage of 74% of Long Term English Learners (LTELs), compared to the county average of 25%. However, additional data analysis reveals that we see an improvement in student's ELPAC scores over time. Of the students that took the ELPAC for two consecutive years with JCCS, there was a level increase in cohort data from 37.5% (2019-2020 to 2020-21) to 60% (2020-21 to 2021-22). Similarly to CAASPP improvements, we contribute this to our extensive professional development efforts and teacher developed ELD supports.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences between the budgeted expenditures and the estimated actual expenditures.

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

No Changes

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$156,094
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,951.16

## In Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	\$152,886
Title II, Part A Supporting Effective Instruction ESSA	\$3,208

Subtotal of additional federal funds included for this school: \$ 156,094

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

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

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

Total of federal, state, and/or local funds for this school: \$156,094

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

## **Goals, Strategies/Activities, and Expenditures**

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

### **Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.



- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

### Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

## Budget Summary

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

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

## **Budget Summary Table**

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

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

# **Appendix A: Plan Requirements for Title I Schoolwide Programs**

## **Schoolwide Program Requirements**

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

### **Requirements for Development of the Plan**

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
- iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
- v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

#### Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. Use methods and instructional strategies that:
      - i. Strengthen the academic program in the school,
      - ii. Increase the amount and quality of learning time, and
      - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students

demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. Strategies to improve students' skills outside the academic subject areas;
- ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Community School	42-30207	May 2, 2024	TBD

## Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

JCCS Administration meets regularly with the JCCS Leadership Team which is comprised of the lead teacher from each of the three school sites, a Special Education Teacher, a Teaching Assistant, the Student Data Advisor, the Special Education Coordinator, and the Testing Coordinator. This team reviews progress on the SPSA and makes recommendations. In addition, the JCCS School Site Council (SCS) meets quarterly to provide input and guidance. Additionally, the school staff meet collaboratively each week to discuss support services such as counseling, to review student progress, and to address school-wide concerns.

## Educational Partner Involvement

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

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

Throughout the 2022-23 school year, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process. Educational partners contributed by providing input and feedback in a variety of ways including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions of the plan.



We continue to find that having multiple modalities to collect information provides successful ways of gathering feedback from our specific educational partner groups and assists in meeting our obligation to consult with statutorily required educational partners.

Educational partners included:

- Administrators- The JCCS Director and the Coordinator for JCCS are the writers of the LCAP.
- Special Education/ SELPA
- Parent Student Advisory Committee (PSAC)- JCCS is not statutorily required to operate a DELAC committee.
- Parents and guardians
- Leadership team and bargaining units
- Students
- Probation administration and staff
- Mental health staff
- District partners
- CTE Director and Coordinators
- Foster Youth Coordinating Services Program (FYSCP) Executive Advisory Committee (EAC)

In addition, state data (generated through the Dashboard, CAASPP, ELPAC, DataQuest, CalPADS, and CBEDS), local data (generated through AERIES, Let's Go Learn, Anywhere Learning Systems, and formative assessments), surveys, CTE rubrics, and other assessment tools were used in a systematic way to help evaluate progress.

Delineated below are summaries of the feedback received from specific educational partner groups.

#### SPECIAL EDUCATION/SELPA

Our JCCS program has 21.43% of students identified with disabilities, therefore meeting regularly as a team is a priority in order to ensure our students receive the services they need. This has proven to be a valuable strategy as there is a need to constantly recalibrate as our student population changes with some enrollments lasting only a day or two while some students are with us for a year or more. The SBCEO Special Education Team meets regularly with the Santa Barbara SELPA, thereby completing the feedback loop.

The JCCS administrators meet with the Special Education/SELPA regularly on goals and actions specifically related to serving the needs of the students with disabilities enrolled in the JCCS schools.

Meeting dates: 7/12/2022, 8/2/2022, 9/6/2022, 9/15/2022, 1/6/2023, 1/25/2023

#### PARENT SCHOOL ADVISORY COMMITTEE (PSAC)

The PSAC met four times throughout the 2022-23 school year, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was directly involved in the development and review of the parent survey. The annual survey showed that 86.1% of parents believe our schools do a good job of evaluating their children's academic needs. 83.3% of parents believe our schools do a good job of preparing students for work and/or careers. 86.1% of parents believe our schools do a good job of keeping students safe and secure. 91.7% of parents believe our schools communicate well with them.

Meeting dates: 9/22/2022, 12/15/2022, 3/16/2023, 5/17/2023

## PARENTS AND GUARDIANS

In 2022-23, our school overhauled its annual parent survey. We contracted with the Promotores Network to review and provide suggested changes to ensure that our parent survey was culturally and linguistically relevant for our parent population. We also used the Promotores to individually contact each family to obtain their survey responses. We were able to reach 36 out of 65 parents, which is 55% of our parent population. This is a significant increase in the number of parents who participated in the survey.

This year's annual survey data reflected that 86.1% of parents believe our schools do a good job of evaluating their children's academic needs. 83.3% of parents believe our schools do a good job of preparing students for work and/or careers. 86.1% of parents believe our schools do a good job of keeping students safe and secure. 91.7% of parents believe our schools communicate well with them.

Survey window: March 27- 30, 2023

## LEADERSHIP TEAM AND BARGAINING UNITS

- **LEADERSHIP TEAM:** The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) collaborated on the Local Indicators, and provided essential support in the development of the 2023-24 LCAP. The leadership team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement. With assistance from the Leadership Team, the SBCEO SPSA writing team incorporated their input and analysis into the 2023-24 SPSA.

- **DOS PUERTAS STAFF:** During the 2022-23 school year, Dos Puertas which operates in the Juvenile Justice Center had significant concerns related to staff safety, student behavior, instructional time, and communication between Probation and the school therefore, we met with staff and Probation administration multiple times during the year to problem solve and address the issues raised.

Meeting dates: 7/14/2022, 8/23/2022, 10/11/2022, 10/18/2022, 10/28/2022, 11/15/2022, 11/29/2022, 1/5/2023, 1/25/2023, 1/31/2023, 2/7/2023, 2/8/2023, 2/9/2023, 2/14/2023, 3/6/2023, 3/7/2023, 4/13/2023, 4/18/2023

- **BARGAINING UNITS:** SBCEO Administration met several times with the Santa Barbara County Education Association (SBCEA) and with California School Employees Association (CSEA) to discuss concerns and problem-solve throughout the year. These meetings were successful in addressing issues that arose throughout the school year.

SBCEA Meeting Dates: 10/10/2022, 12/12/2022, 1/30/2023, 3/20/2023, 4/17/2023

CSEA Meeting Dates: 8/12/2022, 9/14/2022, 10/20/2022, 11/30/2022, 1/18/2023, 2/15/2023, 3/16/2023, 4/19/2023, 5/18/2023

## STUDENTS

We believe that students' voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was last administered in November 2022 and provided valuable feedback. The data demonstrated that:

- 53% of students believe their teachers have high expectations for their success;
- 60% of students report that they try hard at their schoolwork;

- 60% of students feel our teaching staff treats students fairly;
- 60% of students report that they are always trying to do better at their schoolwork;
- 91% of students report that they have not been afraid at school in the past 12 months;
- 50% of students report that they would like to attend a 2-year or vocational school after high school;

#### PROBATION ADMINISTRATION AND STAFF

The Deputy Chief Probation Officer, Camp Director, Camp Supervisor, Hall Director, and Hall Supervisor were valuable contributors to the development of the SPSA, particularly in the areas of communication; processes, and procedures; supporting and maximizing instructional efforts; supporting on-task behaviors in the classroom; supporting college awareness efforts; supporting parent involvement, and supporting the effectiveness of career technical education.

Meeting Dates: 7/14/2022, 7/20/2022, 9/14/2022, 10/6/2022, 10/12/2022, 10/13/2022, 11/9/2022, 11/16/2022, 12/1/2022, 12/9/2022, 12/16/2022, 1/18/2023, 1/25/2023, 2/1/2023, 3/13/2023, 3/2/2023, 6/6/2023

#### DISTRICT PARTNERS

##### • FITZGERALD COMMUNITY SCHOOL

The Associate Superintendent of Educational Services and the JCCS Director met with the Santa Maria Joint Union High School District (SMJUHS) and the Santa Maria-Bonita School District (SMBSD) to discuss the continuation of services provided through a Memorandum of Understanding (MOU) for students to attend Peter B. FitzGerald Community School. Through the meetings, SBCEO staff and the districts developed operating agreements, identified student and program needs, and evaluated student and program effectiveness. The JCCS Director meets regularly with the district administrators to discuss referrals, student progress updates, and program services.

Meeting Dates: 9/21/2022, 9/28/2022, 10/18/2022, 10/27/2022, 12/9/2022, 1/23/2023, 1/27/2023, 2/14/2023, 3/6/2023, 3/22/2023, 5/1/2023, 5/2/2023

##### • CTE PROGRAM

The CTE Advisory Committee met this year, to solicit input and advisement regarding CTE programming. The committee reviewed the curriculum to ensure alignment between pathways offered in JCCS schools and districts throughout the county. There was a discussion regarding industry certifications, career interest surveys, and employability skills. The JCCS CTE teachers shared with advisory members the value of career interest survey data and how it is an integral part of their exploration courses. The advisory members shared which skills they felt are lacking in their younger employees and the importance of explicitly teaching employability skills. The members gave suggestions on potential strategies and completed a survey where they chose which Career Ready Practice standards (employability skills) they feel are most important, resulting in a “top 5”. Based on feedback, instruction on employability skills has been a focus, including the implementation of a Career Ready Curriculum. Partners that participated included: Santa Maria Joint Union High School District, Allan Hancock College, the Santa Barbara County Probation Department, and industry partners.

Meeting Dates: 11/9/2022 and 3/8/2023

#### CTE DIRECTOR AND CTE COORDINATOR

The JCCS Director met with the CTE team multiple times throughout the year to coordinate the CTE lab and Manufacturing Course

implementation and identify training needs and additional resources needed to ensure efforts would improve the CTE program. A CTE Teacher on Special Assignment (TOSA) was hired in 2021-22 to implement the program with fidelity. The TOSA met weekly with each CTE teachers to develop curriculum, provide coaching, and model best teaching practices. TOSA facilitated bi-monthly CTE meetings and actively participated in CTE Workdays; these meetings included all JCCS CTE teachers.

CTE Lab and Manufacturing Meeting Dates: 9/14/2022, 9/28/2022, 10/12/2022, 1/11/2023, 2/8/2023, 3/8/2023, 3/22/2023, 4/26/2023, 5/24/2023

TOSA and CTE Teacher Bi-monthly meeting facilitated by CTE TOSA

Meeting dates: 10/4/22, 12/6/22, 2/7/23, 4/18/23, 6/6/23

Description/Purpose

10/4/22: Overview of the California Career Resource Network (CalCRN) website/resource; presenters John Merris-Coots and Hannah Stier

12/6/22: Career Interest Survey, CalCRN, Employability Skills, and Q&A session

2/7/23: Implementation status of career interest surveys and employability skills lessons. March Advisory Board Meeting agenda and presentation discussion

4/18/23: Review/Revision of Who am I? and Investigating Career student assignment templates

6/6/23: Reflection of the 2022-23 school year and identification of areas of focus for the 2023-24 school year

JCCS CTE Workdays facilitated by CTE Coordinator

Meeting dates: 9/1/22, 11/3/22, 5/4/23

Description/Purpose

9/1/22: Introduction to Occupational Identity, Career Interest Surveys, and Real Career Employability Skills Program. Teacher work time.

11/3/22: Introduction of fostering student self-awareness, review of curriculum, and development of implementation plan for Career Interest Surveys and Employability Skills Program. Teacher work time.

3/9/23: Deeper dive into "Building Student's Self-Awareness", implementation status, and revisions. Teacher work time

5/4/23: Review the updated Career Self-Awareness and Development plan. Teacher work time.

Planned Back-to-School CTE Staff Presentation

Meeting Date: 7/29/23

Topic/Purpose: Preparing JCCS Students to be Future Ready, the importance of integration of Career Ready Skills into the academic area, discussion of classroom applications, and CTE Lab/Manufacturing updates.

# Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the analysis of educational partner input, local and state data, it was determined that students would benefit from additional opportunities that target individual learning gaps, credit recovery efforts, and prepare students for college and career.

## Goals, Strategies/Activities, and Expenditures

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

### Goal 1

<b>Goal 1</b>	English Learners who test with JCCS for two consecutive ELPAC administration cycles will demonstrate annual progress in English
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### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Learners are a recognized subgroup in California as having specific needs that require additional support. JCCS has a higher than average EL population with 35.71% of our student population identified as English Language learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reports	<p>60% of students improved a level. Five students took the ELPAC with JCCS in two consecutive years (2020-21 &amp; 2021-22).</p> <p>Three of the five students improved a level and made progress toward English proficiency as measured by the ELPAC.</p>	10% of EL students who test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.
Reclassification Rate	In 2022-23, 0% of English Learner students were Redesignated English Fluent Proficient.	Overall 8% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	In 2022-23, 96.55% of workgroup members attended professional learning for ELD and mathematics.	100% of workgroup members attended professional learning for ELD.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	JCCS Teaching Assistants will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. (aligned to LCAP 1.d.)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #2	JCCS Teaching Assistants will assist teachers with ELD instruction, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. (aligned to LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teaching assistants will continue to assist the teacher to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature (CBL) lessons. (aligned to LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #4	JCCS teaching assistants will continue to systematically review and identify students for reclassification eligibility and ensure that all identified students are reclassified. RFEP students reclassified within four years will continue to be closely monitored to ensure academic and language growth. Identified students will be discussed during weekly site meetings to monitor progress across subjects and classes. (LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A

## Goal #2

<b>Goal #2</b>	All students enrolled for 85 days or more will show progress towards proficiency in ELA as measured by state and local assessments.
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## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	In 2022-23, 1.36 was the average grade increase between the DORA pre/post scores.	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
JCCS Writing Assessments	In 2022-23, 53% of students increased at least 1 point on a four point rubric.  17 students with a pre/post score, 5 improved one point, 3 improved 2 points and 1 improved 3 points.	65% of students will increase one point on a four point rubric.
CAASPP results	In 2021-22, 50% of Community students scored at nearly met or met standard in ELA on the CAASPP.	40% of students will score at nearly met or met standard in ELA on the CAASPP.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.



## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #2	Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teachers and teaching assistants will continue administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results regularly to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #4	The JCCS Director and teachers will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. Teachers and teaching assistants will inform individual Probation Case Managers of students who are struggling and in need of extra help. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

## Goal # 3

<b>[Goal 3]</b>	Students enrolled 85 days or more will show progress towards proficiency in Mathematics as measured by state and local assessments.
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### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results	In 2021-22, 0% of Community students scored at nearly met or met standard in mathematics on the CAASPP.	35% of students will score at nearly met or met standard in mathematics on the CAASPP.
Adaptive Diagnostic Assessment of Mathematics (ADAM)	In 2022-23, 0.68 was the average grade increase between the ADAM pre/post scores.	The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.
Training Sign-In Sheets	In 2022-23, 96.55% of workgroup members attended professional learning for mathematics.	[Add expected outcome here]

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #1]	JCCS teachers and teaching assistants will engage in math strategies professional development in order to support student's ability to access mathematics curriculum.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #2]	JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #3]	JCCS teachers and teaching assistants will continue to administer the "Adaptive Diagnostic Assessment of Mathematics" (ADAM). upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.)	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #4]	JCCS teachers and teaching assistants will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

### Goal #4

<b>[Goal #4]</b>	Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.(LCAP 2.b)
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# Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

# Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	In 2022-23, 60% of the community school students were chronically absent.	Less than 10% of community school students will be considered chronically absent.
Attendance rate	In 2022-23, 72.4% of community school students attended school on a daily basis.	75% of community school students will attend school on a daily basis.
Suspension rate	In 2022-23, 11.4% of students were suspended.	Reduce suspension rate by 10%.

# Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #1]	SBCEO will provide a School Based Therapist (SBT) who will provide individual sessions on an as-needed/ basis. The SBT will also teach group sessions in a variety of topics up to and including: peer mediation, conflict resolution, making healthy choices, gang awareness, etc.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #2]	JCCS teaching assistants will continue to provide academic and behavioral supports based on student need.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #3]	JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, and/or Crisis Prevention & Intervention (CPI).	All Students	\$3,208	Title II, Part A

## Goal #5

<b>[Goal #5]</b>	SBCEO, in collaboration with Probation, and in consultation with all 20 school districts in Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.
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## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

# Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.


# Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #1]	Upon entry the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services. Records are requested from previous schools and the transcript is updated to include all earned credits to date.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #2]	While the student is enrolled JCCS staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their students and school placement options. Parents are consulted to review their child's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents the date, time, and contact information.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #3]	Upon release, Office Assistants update the transcripts with credits earned in court schools and forward to receiving school districts.	All Students	No additional cost; part of staff duties	N/A

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We experienced some increases and decreases in our metric data. Most notably, we saw a significant increase in our Diagnostic Online Reading Assessment (DORA), which is linked to actions 1.a.1 and 1.a.4. Through these actions, students are provided with intervention time during the school day, in which students are able to earn credit at an accelerated rate, thereby assessing grade-level curriculum. In doing so, DORA assessments provide formative assessment metrics on student growth. This work is completed by staff weekly during staff meetings. We see an increase of student performance on DORA, from 0.21 grade level increase in 2021-2022, to a 1.36 grade level increase 2022-23. The desired outcome was set at a 1.0 grade level increase, so we are pleased with our student's results. We believe that planned action 1.d.2, impacted student performance on the ELPAC. We saw an increase in our ELPAC scores from 37.5% of students to 60% of students who made one level of progress.

## SUCCESES:

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

We have increased our CAASPP scores in ELA from 14% of Court and 38% of Community students scoring nearly met in 2020-21 to 37.5% of Court and 50% of Community 2021-22. We saw a similar increase in our Math scores with 0% of students scoring at nearly met in 2020-21 to 22.2% of Court and 0% of Community In 2021-22. We contribute this average increase of 20% to our extensive professional development and coaching in the past two years. There has also been a dramatic change in the length of enrollment in our court schools. In 2020-21 we had one (1) student enrolled for the entire year, in 2021-22, this increased to three (3) students and this year we have had five (5) students enrolled the entire school year. The ability to teach and assess the same cohort of students, in combination with professional development, has had a positive impact on student outcomes. At FitzGerald, our student population is dynamic and we do not have a cohort of students consistently enrolled over the course of the academic year. Unfortunately, we do not see the same positive increase in

## CHALLENGES:

### RECLASSIFICATION

Reclassification rates continue to be an area of focus. 0% of English Learner students were redesignated as proficient in the 2022-23 school year in large part due to overall ELPAC scores. One contribution may be our high percentage of 74% of Long Term English Learners (LTEs), compared to the county average of 25%. However, additional data analysis reveals that we see an improvement in student's ELPAC scores over time. Of the students that took the ELPAC for two consecutive years with JCCS, there was a level increase in cohort data from 37.5% (2019-2020 to 2020-21) to



60% (2020-21 to 2021-22). Similarly to CAASPP improvements, we contribute this to our extensive professional development efforts and teacher developed ELD supports.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences between the budgeted expenditures and the estimated actual expenditures.

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

No Changes

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$156,094
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,208

## In Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	\$152,886
Title II, Part A Supporting Effective Instruction ESSA	\$3,208

Subtotal of additional federal funds included for this school: \$ 156,094

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

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

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

Total of federal, state, and/or local funds for this school: \$156,094

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

## **Goals, Strategies/Activities, and Expenditures**

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

### **Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

### Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

## Budget Summary

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

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

## **Budget Summary Table**

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

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



# **Appendix A: Plan Requirements for Title I Schoolwide Programs**

## **Schoolwide Program Requirements**

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

### **Requirements for Development of the Plan**

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
- iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
- v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. Use methods and instructional strategies that:
      - i. Strengthen the academic program in the school,
      - ii. Increase the amount and quality of learning time, and
      - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students

demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. Strategies to improve students' skills outside the academic subject areas;
- ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

## Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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## **Santa Barbara County Board of Education Recommended Approval for Project Grant/Funding Application**

**Department initiating grant:** Student and Community Services

**Director or individual responsible:** Bridget Baublits, Associate Superintendent

**Grant period (from-to):** July 1, 2024 – June 30, 2025

**Granting agency:** California Department of Education  
Consolidated Programs Management Unit

**Amount of funding requested:** Various

**Brief description of project:**

The purpose of the 2024-25 Application for Funding for Consolidated Categorical Programs is to declare the intent of the Santa Barbara County Education Office to apply for 2024-25 funding.

The following information is included in the application:

- 1) Participate in 2024-25 Consolidated Program
  - a) Title I-D
  - b) Title II-A
- 2) Certification of Assurances
- 3) School Improvement and Professional Development
- 4) Report of Title I facilities, students served, outcomes, and academic performance
- 5) Expenditure reports of 2022-23 and 2023-24 for select Federal programs
- 6) Homeless Education policy, requirements, and implementation

**SANTA BARBARA COUNTY**

**PLAN FOR EXPELLED YOUTH**

**TRIENNIAL UPDATE 2024-27**

**SBCEO Board Approval: June 14, 2024**



**Santa Barbara County Education Office**

**Dr. Susan Salcido, Santa Barbara County Superintendent of Schools**

4400 Cathedral Oaks Road, Santa Barbara, CA 93110

(805) 964-4711 [www.sbceo.org](http://www.sbceo.org)

**Collaborative Plan By:**

Ballard School District  
Blochman Union School District  
Buellton Union School District  
Carpinteria Unified School District  
Cold Spring School District  
College School District  
Cuyama Joint Unified School District  
Goleta Union School District  
Guadalupe Union School District  
Hope School District  
Lompoc Unified School District  
Los Olivos School District  
Manzanita Charter School  
Montecito Union School District  
Olive Grove Charter School  
Orcutt Union School District  
Peabody Charter School  
Santa Barbara Charter School  
Santa Barbara County Education Office  
Santa Barbara Unified School District  
Santa Maria-Bonita School District  
Santa Maria Joint Union High School District  
Santa Ynez Valley Union High School District  
Solvang School District  
Trivium Charter School  
Vista del Mar Union School District



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## ***Legal Requirements of a Countywide Expulsion Plan***

California Education Code (EC) Section 48916.1(a) provides that, at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil during the expulsion period. EC Section 48926 requires county superintendents, in conjunction with district superintendents within the county, to develop a plan for providing education services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. EC Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

EC Section 48926 provides that:

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and provide strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

## **Countywide Plan Requirements and Recommendations**

The recommended content of the Countywide Plan must address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices may impact the disproportionate number of minority students being suspended or expelled.

1. The Countywide Plan must list and describe the educational alternative currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:
  - a. Any behavioral intervention practices, at the site and district levels, and options used to:
    - i. Minimize the number of suspensions leading to expulsions
    - ii. Minimize the number of expulsions being ordered
    - iii. Support students returning from expulsions
  - b. Specific explanation of how these practices relate to any disproportionate representation of minority students in such interventions.

2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2021 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2024 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
  - a. Were the strategies successful or not? If not, explain why and how they were or were not successful.
  - b. Were any additional strategies implemented? If so, explain why and how they were or were not successful.
3. Identify alternative placements for pupils who are expelled and placed in a district community day school program but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and the county office of education in providing educational placements for expelled pupils. The desired outcome is to ensure that appropriate educational placement options are available for students who have been expelled, as well as other at-risk students. This will also result in:

- Closing the achievement gap
- Decreasing the dropout rate
- Increasing the graduation rate

In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county-operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in EC Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under EC Section 48926. Thus, the Countywide Plan will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

### ***Santa Barbara County Demographic Profile***

Santa Barbara is a culturally rich and diverse county that includes twenty independent school districts, 10 charter schools, and one county education office. Each school district operates under the leadership of its own governing board. Santa Barbara County is comprised of:

- 14 Elementary School Districts
- 2 High School Districts
- 4 Unified School Districts
- 10 Charter Schools

Nearly 67,000 Transitional Kindergarten - 12<sup>th</sup> grade students are educated in Santa Barbara County's public schools.

**Table 1.1 Student Demographics in the County for 2022-23**

Year	Total	African American	American Indian and Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
20-21	67,470	522	238	1004	671	48,068	70	14,437	1,854	606
21-22	67,137	528	236	944	641	48,321	61	13,962	1,909	535
22-23	66,758	510	245	942	596	48,382	54	13,476	1,901	652

Approximately 44,000 (66%) of our county's students are considered low-income, which is an increase of 6% in the past three years and is consistently higher than the statewide average. In 2022-23, Santa Barbara County educated 7,626 homeless youth and 265 foster youth. This means that approximately one in ten Santa Barbara County students fell into the category of homeless or foster youth. Santa Barbara County's rate of homeless youth is more than 3.5 times that of the state average.

**Table 1.2 Number of English Learners by Language Designation 2022-23**

Grade	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Kindergarten	2,444	0	0	1	2,445
1	2,067	0	0	47	2,114
2	2,007	1	0	125	2,133
3	1,588	426	0	174	2,188
4	128	1,689	2	392	2,211
5	143	1,169	347	859	2,518
6	117	54	1,164	1,236	2,571
7	99	45	821	1,694	2,659
8	110	46	674	1,753	2,583
9	99	43	472	2,108	2,722
10	100	53	436	2,190	2,779
11	142	46	388	2,319	2,895
12	89	46	387	2,414	2,936
<b>Total County</b>	<b>9,133</b>	<b>3,618</b>	<b>4,691</b>	<b>15,312</b>	<b>32,754</b>

Santa Barbara has the 5th largest percentage of English Learners (ELs) among all 58 counties in California. Approximately 26% of the students in Santa Barbara County are ELs, which translates to 17,442 students. Spanish is the home language for 83% of our county's ELs, followed by Mixteco at 14%. The table above reflects the variety of our ELs, including our Redesignated Fluent English Proficient (RFEP) students by grade level for 2022-23.

**Table 1.3 Four-Year Adjusted Graduation Rate by Ethnicity**

	20-21	21-22	22-23
<b>African American</b>	80.6%	94.6%	94.6%
<b>American Indian and Alaskan Native</b>	81.0%	76.9%	86.7%
<b>Asian</b>	94.4%	95.6%	98.8%
<b>Filipino</b>	94.1%	97.0%	95.6%
<b>Hispanic or Latino</b>	89.4%	91.8%	90.8%
<b>Pacific Islander</b>	*	*	*
<b>White</b>	90.4%	94.6%	94.7%
<b>Two or More Races</b>	86.5%	96.4%	88.3%
<b>Not Reported</b>	*	*	*
<b>Total</b>	89.5%	92.7%	91.8%
<b>Statewide</b>	83.6%	87.0%	86.2%

*\*To protect student privacy, data are suppressed (\*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed*

According to 2022-23 data, the graduation rate in Santa Barbara County is consistently higher than the state average. A gap in graduation rate continues to exist between white students and the student groups of Hispanic or Latino, American Indian and Alaskan Native, and Two or More Races; the gap has reduced since the 2020-21 school year. The high school dropout rate in Santa Barbara County is 4.3% (2022-23) and has dropped significantly since the 2019-2020 school year, and remains lower than the state average (8.2%). Although the high school dropout rate has decreased over the years, Hispanic or Latino students continue to have a higher dropout rate than the County average (4.9%).

### Santa Barbara County Suspensions

In 2022-23, schools in Santa Barbara County reported 4,088 suspensions. The majority of these offenses were violence without injury (1,879), violence with injury (854), and Illicit Drug Related (815). The table below disaggregates suspension types and suspension rate by school district.

**Table 1.4 Santa Barbara County suspensions by district for 2022-23**

Name	Total Suspensions	Suspension Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Ballard Elementary	0	0.0%	0	0	0	0	0	0
Blochman Union Elementary	9	0.6%	0	7	1	1	0	0
Buellton Union Elementary	8	1.3%	0	6	0	1	0	1
Carpinteria Unified	211	5.8%	12	90	9	36	60	4
Cold Spring Elementary	0	0.0%	0	0	0	0	0	0
College Elementary	15	3.1%	3	12	0	0	0	0
Cuyama Joint Unified	2	0.6%	0	1	0	0	0	1
Goleta Union Elementary	17	0.4%	1	13	1	1	0	1
Guadalupe Union Elementary	66	3.7%	31	7	6	21	0	1
Hope Elementary	4	0.5%	0	3	1	0	0	0
Lompoc Unified	926	5.6%	130	414	45	256	50	31
Los Olivos Elementary	3	1.8%	1	1	0	1	0	0
Montecito Union Elementary	1	0.3%	1	0	0	0	0	0
Orcutt Union Elementary	340	4.7%	60	208	15	33	1	23



Name	Total Suspensions	Suspension Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Santa Barbara CEO	43	10.3%	12	24	0	0	1	6
Santa Barbara Unified	570	2.6%	127	261	29	113	17	23
Santa Maria Joint Union High	626	4.8%	343	65	42	150	17	9
Santa Maria-Bonita	1,142	4.0%	128	734	59	186	0	35
Santa Ynez Valley Union High	80	6.1%	5	33	2	24	14	2
SBE - Olive Grove Charter	0	0.0%	0	0	0	0	0	0
Solvang Elementary	25	3.2%	5	12	2	3	0	3
Vista del Mar Union	0	0.0%	0	0	0	0	0	0
County Wide	4,088	3.8%	859	1,891	212	826	160	140
State Wide	337,507	3.6%	54,834	172,501	13,015	63,270	21,720	12,167

### Santa Barbara County Expulsions

In 2022-23, schools in Santa Barbara County reported 86 expulsions, which is 21 more expulsions from the previous year. The majority of these offenses were violence with injury (57), violence without injury (14), and Weapons Possession (10). The Santa Barbara County expulsion rate of 0.13% is above the statewide expulsion rate of 0.08%. The table below disaggregates expulsion type and expulsion rate by school district.

**Table 1. 5 Santa Barbara County expulsions by district for 2022-23**

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Ballard Elementary	0	0.0%	0	0	0	0	0	0
Blochman Union Elementary	0	0.0%	0	0	0	0	0	0

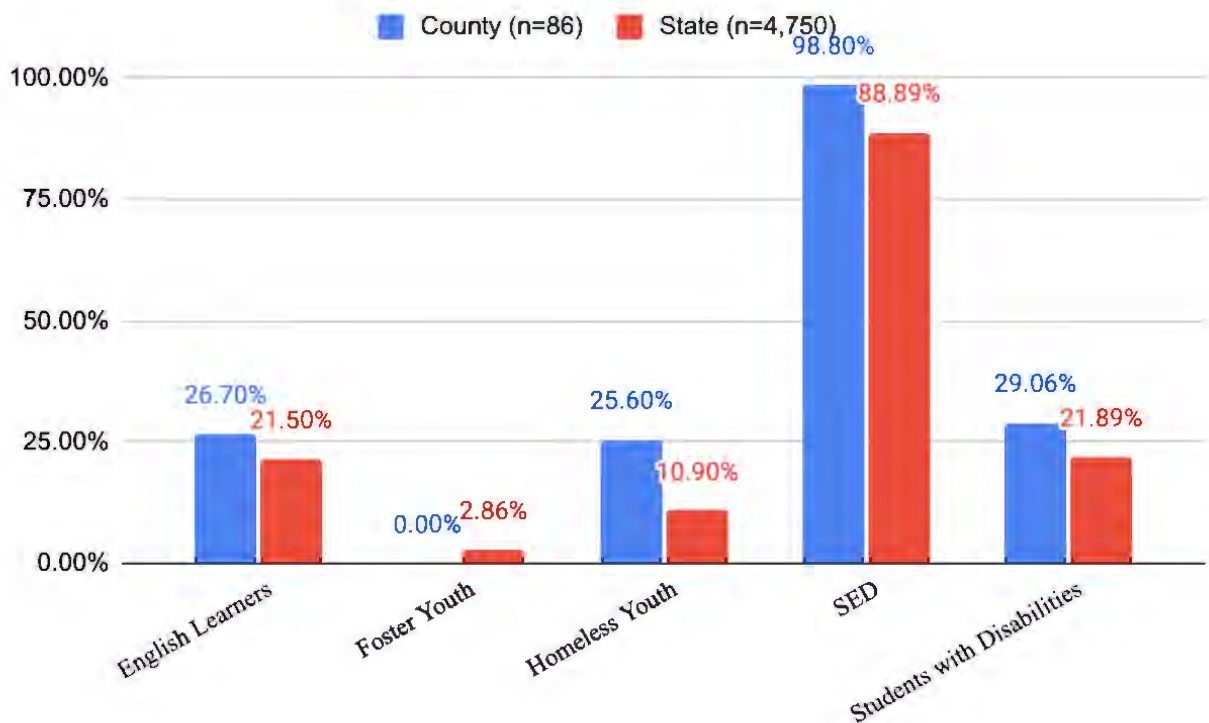
Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Buellton Union Elementary	0	0.0%	0	0	0	0	0	0
Carpinteria Unified	10	0.48%	5	2	2	0	1	0
Cold Spring Elementary	0	0.0%	0	0	0	0	0	0
College Elementary	0	0.0%	0	0	0	0	0	0
Cuyama Joint Unified	0	0.0%	0	0	0	0	0	0
Goleta Union Elementary	0	0.0%	0	0	0	0	0	0
Guadalupe Union Elementary	0	0.0%	0	0	0	0	0	0
Hope Elementary	0	0.0%	0	0	0	0	0	0
Lompoc Unified	12	0.12%	10	0	1	1	0	0
Los Olivos Elementary	0	0.0%	0	0	0	0	0	0
Montecito Union Elementary	0	0.0%	0	0	0	0	0	0
Orcutt Union Elementary	0	0.0%	0	0	0	0	0	0
Santa Barbara CEO	0	0.0%	0	0	0	0	0	0
Santa Barbara Unified	17	0.12%	5	8	2	2	0	0
Santa Maria Joint Union High	45	0.47%	36	3	5	1	0	0
Santa Maria-Bonita	1	0.01%	0	1	0	0	0	0
Santa Ynez Valley Union High	1	0.11%	1	0	0	0	0	0

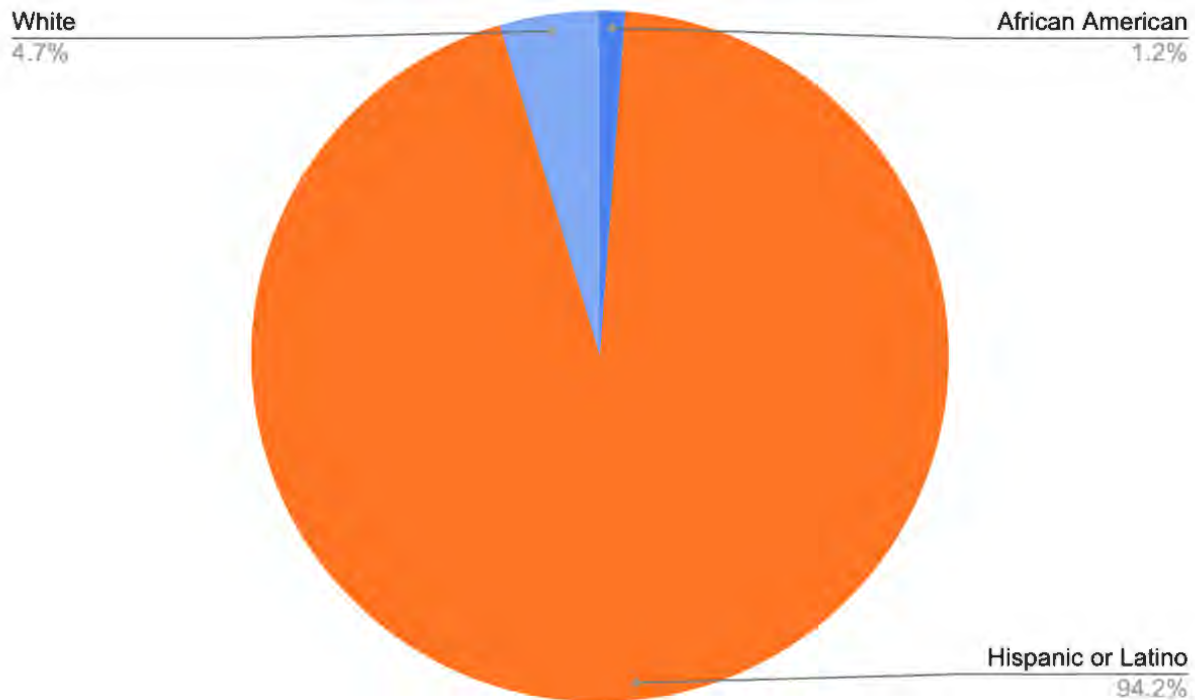


Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
SBE - Olive Grove Charter	0	0.0%	0	0	0	0	0	0
Solvang Elementary	0	0.0%	0	0	0	0	0	0
Vista del Mar Union	0	0.0%	0	0	0	0	0	0
County Wide	86	0.13%	57	14	10	4	1	0
State Wide	4,750	0.08%	1,555	1,347	690	1,043	14	101

The disaggregated expulsion data for 2022-23 shows that the significant majority of the expulsions are Hispanic or Latino (94.2%) and Socio-Economically Disadvantaged (98.8%) students. Additionally, our expulsion rate for the unduplicated student groups is higher than the state for all categories, except for foster youth. Please see the following graphs that illustrate expulsions by student group and ethnicity.

**Table 1.6 County and State Expulsions by Student Group (duplicated) for 2022-23**



**Table 1.7 County Expulsions by Ethnicity (Unduplicated) for 2022-23**

### ***Best Practice Intervention Strategies***

In Santa Barbara County, districts utilize a variety of evidence-based prevention and intervention programs to support at-risk youth, promote positive outcomes, and mitigate potential disruption to the educational process. These strategies are also used to reduce the disproportionality of the use of exclusionary discipline between student groups. Listed below are some of the promising practices employed by Santa Barbara County schools:

- **Attendance Interventions**

Each district operates its own process for handling truancy, many of which operate School Attendance Review Boards (SARB). The program enforces the law regarding compulsory education, and also includes prevention and intervention dedicated to identifying the root causes of truancy. Many districts focus on the multi-step process when working with students and families to improve student attendance. It is the high-level engagement with the families that often leads to positive results.

- **College and Career Opportunities**

College and career opportunities and guidance are important student supports that foster student advocacy and goal-setting. College and career opportunities include building awareness regarding options; helping students create goals and develop plans; helping students with skill sets such as resume writing, interviewing, and developing professional

work habits; providing Career Technical Education (CTE) coursework; helping students gain professional certifications; and helping students gain internships and employment opportunities. Additionally, many of our junior high and high schools have Advancement Via Individual Determination (AVID) programs. The AVID program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class designed to prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

- **Behavioral Health Support**

Behavioral health support comes in a variety of strategies that include schoolwide preventive measures such as universal screening and education. Most of our schools offer group and individual counseling led by licensed therapists. Additionally, many of our high schools have a Wellness Center for students to use on a regular basis.

- **Mentorship**

A mentorship program provides mentors, which can be college-age, peer, or community members, for students. Mentor programs provide students the opportunity to gain and refine important skills, such as problem-solving, interpersonal, and critical thinking. Often mentor programs include goal-setting, guidance for the future, and the opportunities to develop a relationship with a trusting adult.

- **Multi-Tiered Systems of Support (MTSS)**

MTSS is an integrated, comprehensive framework that focuses on improving academic, social/emotional, and behavioral outcomes for students. Attention is focused on creating and sustaining Tier 1 supports (all students), Tier 2 supports (identified students), and Tier 3 supports (individualized) to strategically address student needs in schools and districts.

- **Positive Behavior Intervention and Support (PBIS)**

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum designed to promote a positive and safe school climate. In this model, effective classroom management is essential for supporting teaching and learning.

- **Prosocial Engagement Opportunities**

Making sure that students have a variety of activities and opportunities to select from during non-instructional time is critical to supporting the development of prosocial skills, strengthening interpersonal relationships, and fostering a sense of belonging. Some of our elementary schools ensure that there are plenty of structured and supervised activities during recess. Many high schools have robust athletic programs and student-led clubs.

- **Restorative Justice**

Restorative Justice involves practices that focus on problem solving and based on three basic concepts: when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships; when harm has been done, obligations are created; and the way forward involves the wrongdoer engaging in efforts to heal the harm and put things right. It requires students to think about themselves and how they deal with others in their

community and to work on developing healthy relationships by learning how to manage conflict in a healthy manner.

- **Social Emotional Learning (SEL)**

SEL is the process through which young people and educators acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

- **Trauma Informed Practices**

Trauma Informed Practices is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Traumatic stress can arise from a variety of sources, including bullying and exposure to events such as divorce or homelessness. In a trauma-informed school, adults are prepared to recognize and respond to those who have been impacted by traumatic stress. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.

### ***Educational Options for Expelled Youth by District***

A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. The school district of residence continues to maintain responsibility for developing rehabilitation plans for their expelled students and ensuring that educational programs are provided to expelled students (EC 48915).

In order to ensure the needs of expelled and at-risk students, the following educational options, as approved by local district governing boards, are provided. However, all educational alternatives provided by Santa Barbara County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion.

Expelled students for specific offenses outlined in Section 48915(a) or (c) of the California Education Code cannot enroll in district-operated programs during expulsion, except for community day schools (E.C. 48915.2). All expelled students must be referred to an educational placement that can accommodate discipline issues, located away from comprehensive middle, junior, or senior high schools, and not at the site where the offense occurred (E.C. 48915).

Furthermore, district size, alternatives at the district and county levels, Local Control Accountability Plans, and district philosophy are additional factors influencing a governing board's decisions on suitable educational alternatives for expelled students. The table below details the educational options for expelled youth by district.

<b>District</b> (enrollment for 22-23 school year)	<b>District Educational Options for Expelled Youth</b>
<b>Ballard School District</b> Enrollment: 118	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Ballard's small size and remote geographic location limit expulsion options; the Ballard District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Blochman Union School District</b> Enrollment: 189	<p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a charter school.</p> <p><i>The Blochman District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Buellton Union School District</b> Enrollment: 519	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to a charter school.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p>



	<p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p><i>Buellton Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Carpinteria Unified School District</b> Enrollment: 2,010</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>In grades TK-5, there is no expulsion. Other means are used to support the student.</p>
<p><b>Cold Spring School District</b> Enrollment: 193</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p><i>The Cold Spring School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>College School District</b> Enrollment: 193</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to a charter school.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p><i>The College School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Cuyama Joint Unified School District</b> Enrollment: 182</p>	<p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is</p>

	an appropriate alternative for the student and the parent consents.
<b>Goleta Union School District</b> Enrollment: 3,416	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p> <p><i>The Goleta Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Guadalupe Union School District</b> Enrollment: 1,279	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p>When needed, there is a possibility to work with a neighboring district that funds the County Community School to allow for a student to attend.</p>
<b>Hope School District</b> Enrollment: 839	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p><i>The Hope School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Lompoc Unified School District</b> Enrollment: 9,514	<p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with referral to the district's Community Day School.</p>

<b>Los Olivos School District</b> Enrollment: 163	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Los Olivos's small size and remote geographic location limit expulsion options; the Los Olivos District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Montecito Union School District</b> Enrollment: 353	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p><i>The Montecito Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Orcutt Union School District</b> Enrollment: 4,717	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>When needed, there is a possibility to work with a neighboring district that funds the County Community School to allow for a student to attend.</p>
<b>Santa Barbara Unified School District</b> Enrollment: 13,647	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion to an alternative program within the district.</p>
<b>Santa Maria-Bonita School District</b> Enrollment: 16,703	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion with referral to the County Community School.</p>



<b>Santa Maria Joint Union High School District</b> Enrollment: 9,251	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, with referral to County Community School.</p>
<b>Santa Ynez Valley Union High School District</b> Enrollment: 853	<p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p>
<b>Solvang School District</b> Enrollment: 593	<p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p> <p><i>The Solvang School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Vista del Mar Union School District</b> Enrollment: 39	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Vista del Mar's small size and remote geographic location limit expulsion options; the Vista del Mar Union District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>

### ***Educational Options for Those Students that Fail to Meet Their Terms and/or Continue to be a Safety Issue***

Although uncommon, if a student fails to complete their rehabilitation plan and/or poses a safety concern, most districts maintain the student in their current educational placement. Depending on the district's location, collaboration with a nearby district or charter school may be considered for an appropriate educational alternative. Staff will also assess the existing rehabilitation plan, ensuring interventions are effective in equipping the student with the skills needed to return to their original school or another within the district. This assessment may involve creating a behavior support plan, conducting a threat assessment, a Special Education assessment, or providing additional support to the family.

### ***County Community School and Community Day School Overview***

#### **County Community School - Peter G. FitzGerald**

Peter G. FitzGerald County Community School is located in Santa Maria and provides an educational option for the expelled youth in the Santa Maria-Bonita School District and Santa Maria Joint Union School District. The main goal for the school is to support students in successfully completing their rehabilitation plan so that they are able to return to their school of residence in as little as a semester. Additionally, FitzGerald is able to support students if they do not meet their rehabilitation plan in the expected time.

Services included at FitzGerald:

- A safe and clean school site that includes a gym for their physical education courses.
- Teacher support and academic guidance that includes an Individualized Learning Plan.
- Guidance from a College and Career Counselor and Youth Outreach Mentor.
- Small class sizes that include paraprofessional support.
- Expulsion rehabilitation plan support that includes counseling and community service opportunities.
- Anywhere Learning System (PEAK) online credit recovery coursework.
- English Learner support through trained teachers and specialized curriculum.
- Career Technical Education courses taught by a CTE-credentialed teacher.
- Opportunities to participate in learning and recreational activities through community partnerships.
- Opportunities for parent involvement through parent/teacher conferences, workshops, and participation on advisory committees.

Many students enrolled at FitzGerald have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. FitzGerald provides comprehensive

counseling support through collaboration with the Council on Alcohol and Drug Abuse (CADA), Family Service Agency (FSA), and One Community Action as shown in the following table.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	Council on Alcohol and Drug Abuse (CADA)
Individual Counseling	Council on Alcohol and Drug Abuse (CADA) & Family Service Agency (FSA)
Group Counseling	One Community Action

### Referral Process

FitzGerald serves students in grades 7-12 under a Memorandum Of Understanding (MOU) with two local school districts, Santa Maria–Bonita School District and Santa Maria Joint Union High School District. Both districts refer expelled students.

When a district submits a referral to FitzGerald, it must include the following supporting documents to support the transition:

- Transcript
- All testing records (SBAC, CELDT, ELPAC, etc.)
- Immunization records w/ TDAP
- Discipline/behavior records
- School attendance records
- Expulsion documents
- Rehabilitation plan to return to district

Upon receipt of a referral completed packet, staff at FitzGerald will contact the parent/guardian to arrange an enrollment and orientation meeting. The enrollment and orientation meeting includes support in completing the necessary enrollment paperwork as well as a tour of the school campus. Once the parent/guardian and student have completed the enrollment and orientation process, the student can begin school the following day or in certain circumstances the same day.

### Transition Back to Home District

Students typically transition back to their district of residence at the end of the semester. However, their exact timeline is based on the type of placement and whether or not the student has successfully completed their rehabilitation plan. Staff at FitzGerald work closely with the staff at the home school of the student to ensure a smooth transition. This may also include virtual meetings between the student, FitzGerald staff, and the staff at the home school.

### **Community Day School, Lompoc Unified School District - Bob Forinash**

Bob Forinash Community Day School is located in the city of Lompoc and provides an educational option for Lompoc Unified School District students in grades 7-12 who have been expelled, transitioning from the juvenile hall, and for those referred by the Alternative Placement Committee (APC). The main goal of the school is to support students in successfully completing their rehabilitation plan so that they are able to return to their school of residence or another school in the district in as little as a semester. Additionally, the school is able to support students if they do not meet their rehabilitation plan in the expected time.

Services included at Bob Forinash:

- A safe and clean school site that includes outdoor areas for their physical education courses. Additionally, they have partnered with Parks and Recreation to have access to the gym at the City Parks and Recreation Building named Anderson.
- Teacher support and academic guidance that includes an Individualized Learning Plan.
- Guidance from a College and Career Counselor who also provides Social Emotional Learning support.
- An Outreach Liaison that works with families, conducting home visits and connecting families to services in the community.
- Small class sizes that include paraprofessional support.
- Expulsion rehabilitation plan support that includes counseling and community service opportunities.
- Online credit recovery coursework through the APEX program.
- English Learner support through trained teachers and specialized curriculum.
- Opportunities to participate in learning and recreational activities and field trips with community partners, including college visits.
- Opportunities for parent involvement through parent/teacher conferences, workshops, and participation on advisory committees.

Many students enrolled at Bob Forinash have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. Therefore, the school provides comprehensive counseling support in partnership with the following community-based organizations: YOR Place, Family Service Agency (FSA), and CommUnify.

<b>COUNSELING SERVICES</b>	<b>AGENCY/PROVIDER</b>
Drug & Alcohol	YOR Place
Individual Counseling	Family Service Agency and CommUnify
Group Counseling	Family Service Agency and YOR

### Referral Process

Students are referred to Bob Forinash through the expulsion process or by the Alternative Placement Committee (APC). The APC is made up of appointed district staff that review student information and referrals from school sites. The APC follows specific processes in district Board Policies and Administrative Regulations to make sure that the placement to Bob Forinash is appropriate. Upon receipt of a referral, staff at Bob Forinash contacts the parent to arrange an enrollment and orientation meeting. The enrollment and orientation meeting includes support in completing the necessary enrollment paperwork, a review of the school expectations, and a tour of the school campus. Once the parent and student have completed the enrollment and orientation process, the student can begin school the following day or in certain circumstances the same day.

### Transition Back to Home School or Another School Within the District

Upon completion of the rehabilitation plan, students typically transition back to their school of residence or another school within the district at the end of the semester. Staff at Bob Forinash work closely with the staff at the home school to ensure a smooth transition. This includes in-person meetings between the student, Bob Forinash staff, and the staff at the home school. Additionally, the site principal of Bob Forinash will follow up with students to ensure that their transition continues successfully.

## Countywide Service Gaps

### Identified Service Gaps in the 2024-27 Countywide Expulsion Plan

There are two identified gaps that exist with respect to providing educational services to expelled pupils in Santa Barbara County. Below is an overview of the identified gaps and strategies to address the gaps. These strategies will be implemented during the 2024-27 school years.

Service Gaps	County/District Strategy to Address Gaps 2024-27
<b>Service Gap 1: School districts have limited placement options for expelled youth.</b>	
With the exception of three school districts, Santa Maria Joint Union High, Santa Maria-Bonita, and Lompoc Unified, all of the other school districts (17 in total) have limited placement options for expelled youth.	SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as a referral to other district programs, charter schools, and other available alternative placement options.
Many of our districts that do expel students are geographically isolated and/or located far away from the County Community School that is currently being operated through an	Support school districts in researching and creating a Community Day School in their district.



MOU with two districts. Having students attend the County Community School (located in the northern portion of the County) and/or another school district creates transportation issues. Historically, the number of expelled students has been small in these districts and it has not been financially feasible to create special classes or schools for these students.

Lastly, the majority of our districts (14 out of the 20) are small, elementary districts and they generally expel very few, if any, students during the course of a school year. These districts have found educational placements within their district and/or a neighboring district through the suspended expulsion process.

### **Service Gaps 2: Inconsistent Practices Related to Expelled Youth between Districts and Charter Schools**

Throughout our County, there has been a high focus on supporting schools with curriculum, instruction, and inclusion. There have been many countywide opportunities that allow for networking, learning together, articulation, and collaboration. However, in the area of supporting expelled youth or those students who are experiencing exclusionary discipline at high rates, there have not been regular countywide opportunities.

There appears to be a need for regular countywide opportunities that include workshops, collaborations, and articulations between districts and charter schools to strengthen practices, foster communication, and build capacity for staff when working with expelled youth and those students experiencing exclusionary discipline at high rates.

In order to understand what district and charter school leaders and staff need, a Needs Assessment will be conducted. This will help identify the topics related to the area of supporting expelled youth and those students who are experiencing exclusionary discipline at high rates.

Based on the Needs Assessment, a learning network will be created. The learning network will include regular opportunities for staff to learn strategies and strengthen practices as they build their capacity. These opportunities will also allow for staff to network and support one another, which will improve communication and consistency of practices.

### Previously Identified Service Gap from the 2021-24 Countywide Expulsion Plan

There was one identified gap that existed with respect to providing educational services to expelled pupils in the 2021-24 countywide expulsion plan. Below is a table that lists the identified gap from the 2021-24 Countywide Plan and a review of our success in effectively implementing the strategies related to the identified gap.

Service Gap	County/District Strategy to Address Gap 2021-24	Implementation Effectiveness
<b>Service Gap 1: Small rural school districts have limited placement options for expelled youth.</b>		
Small rural school districts have limited placement options for expelled youth. These districts generally expel very few students during the course of a school year. Therefore, it is difficult to have special classes available for these students. These districts are often geographically isolated, creating transportation issues that are not financially feasible.	<p>The majority (14) of our 20 districts are considered small sized districts with less than 2,500 students. The small size and remote geographical location of many districts continue to limit placement options for expelled youth. While our county continues to offer a continuum of available placement options for expelled youth, options are limited due to transportation, and the availability of alternative education settings.</p> <p>To address this gap in service, SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as a referral to other district programs, charter schools, and other available alternative placement options.</p>	<p>The Santa Barbara County Education Office, specifically the Student and Community Services division, maintained availability and visibility for school districts as a thought partner and support in exploring creative educational placements for expelled youth. However, during the past three years, mostly due to the COVID pandemic, there have been very few expelled youth. There were no identified needs or requests from school districts related to expelled youth placements.</p> <p>Additionally, the County Community School which is operated under a MOU with two districts, Santa Maria Joint Union High School District and Santa Maria-Bonita School District, has grown in size. For the 2023-24 school year, SBCEO was able to meet the needs of the two districts and add two additional classrooms (one junior high and one high school) and accompanying staff.</p>

***References: Educational Codes that Relate to Suspension and Expulsion***

<b>Section</b>	<b>Title of Section</b>
Section 48900	<a href="#"><u>Enumerated acts grounds for suspension or expulsion</u></a>
Section 48900.1	<a href="#"><u>Policy requiring parent or guardian to attend portion of school day in child's classroom</u></a>
Section 48900.2	<a href="#"><u>Sexual harassment</u></a>
Section 48900.3	<a href="#"><u>Hate violence</u></a>
Section 48900.4	<a href="#"><u>Harassment, threats or intimidation directed against district personnel or pupils</u></a>
Section 48900.5	<a href="#"><u>Suspension only when other means of correction fail; exception; other means of correction defined</u></a>
Section 48900.6	<a href="#"><u>Community service</u></a>
Section 48900.7	<a href="#"><u>Terroristic threats against school officials or property</u></a>
Section 48900.8	<a href="#"><u>Offenses specifically identified in records of pupils</u></a>
Section 48900.9	<a href="#"><u>Counseling for victims and witnesses of school bullying</u></a>
Section 48901	<a href="#"><u>Smoking or use of tobacco or product containing tobacco or nicotine products</u></a>
Section 48901.1	<a href="#"><u>Provisions for charter schools</u></a>
Section 48901.5	<a href="#"><u>Electronic signaling devices</u></a>
Section 48901.7	<a href="#"><u>Policies regarding smart phones</u></a>
Section 48902	<a href="#"><u>Notification to law enforcement authorities</u></a>
Section 48903	<a href="#"><u>Total number of days for which pupil may be suspended</u></a>
Section 48904	<a href="#"><u>Parental liability for minor's misconduct resulting in injury or death or property damage</u></a>
Section 48904.3	<a href="#"><u>Withholding of grades, diploma or transcripts by district to which pupil has transferred</u></a>
Section 48905	<a href="#"><u>Action by district requested by employee against pupil or parent for injury or damage</u></a>
Section 48906	<a href="#"><u>Release of minor pupil to peace officer for purpose of removing minor from school premises</u></a>
Section 48907	<a href="#"><u>Freedom of speech and press</u></a>
Section 48908	<a href="#"><u>Duty of pupils</u></a>
Section 48909	<a href="#"><u>Notice to superintendent of district concerning commission of certain offenses by pupil</u></a>
Section 48910	<a href="#"><u>Suspension of pupil from class by teacher</u></a>
Section 48911	<a href="#"><u>Suspension of pupil by principal, principal's designee or superintendent of district</u></a>
Section 48911.1	<a href="#"><u>Assignment of pupil to supervised suspended classroom</u></a>



Section 48911.2	<a href="#"><u>Pupils suspended during prior school year exceed 30 percent of school's enrollment</u></a>
Section 48911.5	<a href="#"><u>Duties and responsibilities of site principal of contracting school providing services to individuals with exceptional needs</u></a>
Section 48912	<a href="#"><u>Closed sessions by governing board when considering suspension or disciplinary action</u></a>
Section 48912.5	<a href="#"><u>Suspension of pupil enrolled in continuation school or class</u></a>
Section 48913	<a href="#"><u>Completion of assignments or tests missed during suspension</u></a>
Section 48913.5	<a href="#"><u>Homework assignments provided to suspended pupils</u></a>
Section 48914	<a href="#"><u>Meeting with parent or guardian of suspended pupil</u></a>
Section 48915	<a href="#"><u>Enumeration of acts for which expulsion may be recommended</u></a>
Section 48915.01	<a href="#"><u>Referral of pupil to program of study at community day school</u></a>
Section 48915.1	<a href="#"><u>Hearing when pupil expelled by another district requests enrollment in school maintained by district</u></a>
Section 48915.2	<a href="#"><u>Enrollment of pupil expelled from school in another school or district</u></a>
Section 48915.5	<a href="#"><u>Suspension or expulsion of individual with exceptional needs</u></a>
Section 48916	<a href="#"><u>Readmission of expelled pupil</u></a>
Section 48916.1	<a href="#"><u>Educational program provided expelled pupil for period of expulsion</u></a>
Section 48916.5	<a href="#"><u>Enrollment in county-supported drug rehabilitation program</u></a>
Section 48917	<a href="#"><u>Suspension of enforcement of expulsion order and assignment to rehabilitation program</u></a>
Section 48918	<a href="#"><u>Procedures for expulsion of pupils</u></a>
Section 48918.1	<a href="#"><u>Notice of recommendation of expulsion when pupil foster child</u></a>
Section 48918.5	<a href="#"><u>Expulsion hearing procedures when expulsion for allegations pursuant to section 48900(n)</u></a>
Section 48918.6	<a href="#"><u>Immunity provided pupil witness</u></a>
Section 48919	<a href="#"><u>Appeal to county board when pupil expelled from school</u></a>
Section 48919.5	<a href="#"><u>Hearings in class 1 or 2 counties heard by hearing officer or impartial administrative panel</u></a>
Section 48920	<a href="#"><u>Appeal hearing heard in closed session unless public hearing requested by pupil</u></a>
Section 48921	<a href="#"><u>Appeal hearing determined upon the record of hearing before governing board</u></a>
Section 48922	<a href="#"><u>Review by county board limited</u></a>
Section 48923	<a href="#"><u>Decision of county board limited</u></a>
Section 48924	<a href="#"><u>Decision of county board final and binding</u></a>
Section 48925	<a href="#"><u>Definitions</u></a>
Section 48926	<a href="#"><u>Plan for providing education services to expelled pupils in county operating community schools</u></a>
Section 48927	<a href="#"><u>Applicability to state schools for the blind and deaf; definitions</u></a>

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

**SECTION A: REQUEST INFORMATION**

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

**PART I: LOCAL EDUCATIONAL AGENCY (LEA)**

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

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

<input type="checkbox"/> <b>SCHOOL DISTRICT</b> Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> <b>COUNTY OFFICE OF EDUCATION (COE)</b> Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> <b>CHARTER SCHOOL</b>
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**PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:**

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

**SECTION B: SCHOOL CLOSURE**

☐ Not Applicable (Proceed to Section C)

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

☐ Supplemental Page(s) Attached

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

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

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

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

**SECTION C: MATERIAL DECREASE**

☐ Not Applicable (Proceed to Section D)

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

☐ Supplemental Page(s) Attached

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

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

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

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

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

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☐ Not Applicable (Proceed to Section E)

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

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

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

## SECTION E: AFFIDAVIT

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

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

Board Members Names

Board Members Signatures

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

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

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

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

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

Superintendent (or designee): \_\_\_\_\_ Authorizing LEA Name: \_\_\_\_\_  
(Name) (Signature)

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### PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

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

County Superintendent of Schools (or designee): \_\_\_\_\_  
(Name) (Signature)

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

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**EXECUTIVE DEPARTMENT  
STATE OF CALIFORNIA**

**PROCLAMATION OF A STATE OF EMERGENCY**

**WHEREAS** in early February 2024 a powerful, slow moving, atmospheric river ("early February 2024 storms") struck California beginning February 3, 2024, and is expected to continue for several days threatening life and safety, public and private property and structures, and other critical infrastructure; and

**WHEREAS** the National Weather Service has issued multiple Winter Storm Warnings, High Wind Warnings, Wind Advisories, and Flood and Flash Flood Watches throughout the State in anticipation of the potential impacts from the early February 2024 storms, which include dangerous and life-threatening flooding and debris flows, heavy snow, and damaging wind causing property damage and power outages; and

**WHEREAS** the National Weather Service has also issued high surf advisories impacting coastal communities throughout California, forecasting large breaking waves and dangerous rip currents; and

**WHEREAS** the numerous wildfires over the last several years throughout southern California counties have caused massive burn scars, exacerbating the potential for precipitation to cause mud and debris flows; and

**WHEREAS** prepositioning of assets has taken place throughout the State, including the placement of swift water rescue teams, high water vehicles, and equipment for the clearing of debris; and

**WHEREAS** under the provisions of Government Code section 8558(b), I find that conditions of extreme peril to the safety of persons and property exist due to the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties; and

**WHEREAS** under the provisions of Government Code section 8558(b), I find that the conditions caused by the early February 2024 storms, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single local government and require the combined forces of a mutual aid region or regions to appropriately respond; and

**WHEREAS** under the provisions of Government Code section 8625(c), I find that local authority is inadequate to cope with the magnitude of the anticipated impacts caused by the early February 2024 storms; and

**WHEREAS** under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this Proclamation would prevent, hinder, or delay the mitigation of the effects of the early February 2024 storms.

**NOW, THEREFORE, I, GAVIN NEWSOM**, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes, including the California Emergency Services Act, and in particular,

Government Code section 8625, **HEREBY PROCLAIM A STATE OF EMERGENCY** to exist in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties.

**IT IS HEREBY ORDERED THAT:**

1. All agencies of the state government shall utilize and employ state personnel, equipment, and facilities for the performance of any and all activities consistent with the direction of the Office of Emergency Services and the State Emergency Plan. Also, all residents are to obey the direction of emergency officials with regard to this emergency in order to protect their safety.
2. The Office of Emergency Services shall provide assistance to local governments, if appropriate, under the authority of the California Disaster Assistance Act, Government Code section 8680 et seq., and California Code of Regulations, Title 19, section 2900 et seq.
3. As necessary to assist local governments and for the protection of public health and the environment, state agencies shall enter into contracts to arrange for the procurement of materials, goods, and services necessary to quickly assist with the response to and recovery from the impacts of the early February 2024 storms. Applicable provisions of the Government Code and the Public Contract Code, including but not limited to travel, advertising, and competitive bidding requirements, are suspended to the extent necessary to address the effects of the early February 2024 storms.
4. Any fairgrounds the Office of Emergency Services determines suitable to assist individuals impacted by the early February 2024 storms shall be made available to the Office of Emergency Services pursuant to the Emergency Services Act, Government Code section 8589. The Office of Emergency Services shall notify the fairgrounds of the intended use and may immediately utilize the fairgrounds without the fairground board of directors' approval.
5. The California National Guard may be mobilized under Military and Veterans Code section 146 to support disaster response and relief efforts, as directed by the Office of Emergency Services, and to coordinate with all relevant state agencies and state and local emergency responders and law enforcement within the impacted areas. Sections 147 and 188 of the Military and Veterans Code are applicable during the period of participation in this mission, exempting the California Military Department from applicable procurement rules for specified emergency purchases, and those rules are hereby suspended.
6. Any state-owned properties the Office of Emergency Services determines are suitable to address the impacts of the early February 2024 storms shall be made available to the Office of Emergency Services for this purpose in accordance with Government Code section 8570.



7. The provisions of Unemployment Insurance Code section 1253 imposing a one-week waiting period for unemployment insurance applicants are suspended as to all applicants who are unemployed as a direct result of the early February 2024 storms and apply for unemployment insurance benefits during the time period beginning February 4, 2024, and ending on the close of business on August 5, 2024, in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties and who are otherwise eligible for unemployment insurance benefits.
8. Vehicle Code sections 9265(a), 9867, 14901, 14902, and 15255.2, requiring the imposition of fees, are suspended with regard to any request for replacement of an identification card, driver's license card, vehicle registration certificate, or certificate of title, or registration stickers, by any individual who lost such records as a result of the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties. Such records shall be replaced without charge.
9. The provisions of Vehicle Code sections 4602 and 5902, requiring the timely registration or transfer of title are suspended with regard to any registration or transfer of title by any resident of Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties, who is unable to comply with those requirements as a result of the early February 2024 storms. The time covered by this suspension shall not be included in calculating any late penalty pursuant to Vehicle Code section 9554.
10. In order to ensure hospitals, clinics, and other health facilities remain open, the Director of the California Department of Public Health (CDPH) may waive any of the licensing requirements of chapters 1, 2, 8, and 8.5 of division 2 of the Health and Safety Code and accompanying regulations with respect to any hospital, clinic, other health facility, home health agency, or hospice agency identified in Health and Safety Code sections 1200, 1250, 1727, or 1746 that is impacted by the early February 2024 storms. Any waiver shall include alternative measures that, under the circumstances, will allow the facilities to remain open while protecting public health and safety. Any health facilities or agencies being granted a waiver shall be established and operated in accordance with their disaster and mass casualty plan or emergency preparedness plan. Any waivers granted pursuant to this paragraph shall be posted on the CDPH website and shall be in effect only so long as necessary to address the direct impacts of the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties.
11. In order to directly respond to the needs of impacted adult and senior care facilities, child care facilities, children's residential facilities, resource family homes, home care organizations, and

other similar care facilities and care providers within the State Department of Social Services' (CDSS) jurisdiction, the Director of CDSS may waive any provisions of the Family Code, Health and Safety Code, or Welfare and Institutions Code, and accompanying regulations or written directives, with respect to the use, licensing, certification, registration or approval of care providers, facilities or homes within CDSS jurisdiction set forth in the California Community Care Facilities Act (Health and Safety Code section 1500 et seq.), Child Care Provider Registration (Health and Safety Code section 1596.60 et seq.), the California Child Day Care Facilities Act (Health and Safety Code section 1596.70 et seq.), Residential Care Facilities for Persons With Chronic Life-Threatening Illness (Health and Safety Code section 1568.01 et seq.), the California Residential Care Facilities for the Elderly Act (Health and Safety Code section 1569 et seq.), Medical Foster Homes for Veterans (Health and Safety Code section 1568.21 et seq.), Continuing Care Contracts (Health and Safety Code section 1770 et seq.), the Home Care Services Consumer Protection Act (Health and Safety Code section 1796.10 et seq.), and the Resource Family Approval Program (Welfare and Institutions Code section 16519.5 et seq.). Any waivers granted pursuant to this paragraph shall be posted on the CDSS website and shall be in effect only so long as necessary to address the direct impacts the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties.

12. In order to directly respond to the needs of behavioral health programs and facilities impacted by the storm, including alcohol and other drug programs, adult alcoholism or drug abuse recovery or treatment facilities, driving-under-the-influence programs, narcotic treatment programs, psychiatric health facilities, mental health rehabilitation centers, social rehabilitation programs, skilled nursing facilities with special treatment programs, Lanterman-Petris-Short designated facilities, community treatment facilities, short term residential therapeutic programs, and children's crisis residential programs, the Director of the Department of Health Care Services (DHCS) may waive any licensing, certification, or approval requirements for such programs under its jurisdiction set forth in Welfare and Institutions Code, Divisions 4, 5 and 9 and in Health and Safety Code, Divisions 2 and 10.5 and accompanying regulations, written standards, or information notices. Any waivers granted pursuant to this paragraph shall be posted on the DHCS website and shall be in effect only so long as necessary to address the direct impacts of the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties.
13. Health and Safety Code sections 103525.5 and 103625, and Penal Code section 14251, requiring the imposition of fees are hereby suspended with regard to any request for copies of certificates of birth, death, marriage, and dissolution of marriage records, by any individual who lost such records as a result of the early February

2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties. Such copies shall be provided without charge.

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

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

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

**IN WITNESS WHEREOF** I have  
hereunto set my hand and caused  
the Great Seal of the State of  
California to be affixed this 4th day  
of February 2024.



---

GAVIN NEWSOM  
Governor of California

**ATTEST:**

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SHIRLEY N. WEBER, PH. D  
Secretary of State

# President Joseph R. Biden, Jr. Approves Major Disaster Declaration for California

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**Release Date: April 15, 2024**

WASHINGTON – FEMA announced that federal disaster assistance has been made available to the state of California to supplement recovery efforts in the areas affected by the severe winter storms, tornadoes, flooding, landslides and mudslides from January 31 to February 9, 2024.

Public Assistance federal funding is available to the state, tribal and eligible local governments and certain private nonprofit organizations on a cost-sharing basis for emergency work and the repair or replacement of facilities damaged by the storms in Butte, Glenn, Los Angeles, Monterey, San Luis Obispo, Santa Barbara, Santa Cruz, Sutter, and Ventura counties.

Federal funding is also available on a cost-sharing basis for hazard mitigation measures statewide.

Andrew F. Grant has been named as the Federal Coordinating Officer for federal recovery operations in the affected area. Additional designations may be made later if requested by the state and warranted by the results of further assessments.



**FEMA**

Page 1 of 1





## **PROCLAMATION OF LOCAL EMERGENCY BY DIRECTOR OF EMERGENCY SERVICES FOR THE FEBRUARY 2024 STORMS**

**WHEREAS**, Chapter 12, Sec. 12-5(a) of the Santa Barbara County Code empowers the County of Santa Barbara, Director of Emergency Services, to proclaim a local emergency if the Board of Supervisors is not in session; and

**WHEREAS**, Government Code section 8558(c) defines a "Local Emergency" as: "the duly proclaimed existence of conditions of disaster or of extreme peril to the safety of persons and property within the territorial limits of a county, city and county, or city, caused by such conditions as air pollution, fire, flood, storm, epidemic, riot, drought, sudden and severe energy shortage, plant or animal infestation or disease, the Governor's warning of an earthquake or volcanic prediction, or an earthquake, or other conditions, other than conditions resulting from a labor controversy, which conditions are or are likely to be beyond the control of the services, personnel, equipment, and facilities of that political subdivision and require the combined forces of other political subdivisions to combat"; and

**WHEREAS**, beginning January 31, 2024 a powerful, slow moving, atmospheric river storm system ("February 2024 Storms") struck California and Santa Barbara County, and is expected to continue for several days threatening life and safety, public and private property and structures, and other critical infrastructure; and

**WHEREAS**, the February 2024 Storm series poses serious risks of rock falls, flooding, landslides, debris flows, severe winds, and coastal flooding throughout the county, with the highest risk associated with watersheds below the Thomas, Cave, and Alisal Fire burn areas, which include residences, agricultural and ranching land, recreational facilities, roads, and critical infrastructure; and

**WHEREAS**, the National Weather Service issued multiple Winter Storm Warnings, including High Wind Warnings, Wind Advisories, and Flood and Flash Flood Warning and Watches throughout the State, including Santa Barbara County, due to impacts from the February 2024 Storms, which include dangerous and life-threatening flooding, landslides, and damaging wind that may impact trees, other large objects, and power lines potentially causing property damage and power outages; and

**WHEREAS**, based on National Weather Service predictions, County Public Works and public safety partners initiated emergency protective measures and response preparations January 25, 2024 and continued with these efforts in preparation of the storms arrival; and

**WHEREAS**, the National Weather Service also issued high surf advisories, forecasting coastal flooding, large breaking waves, and dangerous rip currents; and

Proclamation of a Local Emergency  
by the Director of Emergency Services  
for the February 2024 Storms

**WHEREAS**, the Santa Barbara County Sheriff's Office issued Evacuation Warning that transitioned into Evacuation Orders for approximately 1,214 residents living in flood and debris flow prone areas effective 2:00 pm February 3, 2024, with additional evacuations occurring as needed throughout the County; and

**WHEREAS**, evacuation shelters for residents and animals have been opened; and

**WHEREAS**, on February 4, 2024, Governor Newsom proclaimed a State of Emergency for the early February 2024 storms for eight counties, including the County of Santa Barbara; and

**WHEREAS**, these February 2024 Storms are predicted to cause conditions of extreme peril to the safety of persons and property within the County of Santa Barbara and are likely to be beyond the control of the services, personnel, equipment and facilities of the combined forces of Santa Barbara County Operational Area to combat; and

**WHEREAS**, these conditions warrant and necessitate that the County proclaim the existence of a local emergency in order to utilize all resources necessary to respond to the needs of community and the damage that will likely be caused by this storm, and to receive assistance from the State and Federal governments should it be requested; and

**WHEREAS**, the Board of Supervisors of the County of Santa Barbara is not in session.

**NOW, THEREFORE, IT IS HEREBY PROCLAIMED** that a local emergency now exists in the County of Santa Barbara for the entire Santa Barbara Operational Area and that:

1. All the recitals set forth above are true, correct, and valid; and
2. The conditions of extreme peril are not the result of labor controversy; and
3. This proclamation of local emergency invokes in the County of Santa Barbara all powers and mechanisms set forth in the California Emergency Services Act (Government Code sections 8550 et seq.), Santa Barbara County Code, Chapter 12 and all other applicable laws, to be used by authorized personnel of the County of Santa Barbara; and
4. Pursuant to Santa Barbara County Code, Chapter 12, Sec. 12-5(b), the Director of Emergency Services is empowered to require emergency services of any county officer or employee and to requisition necessary personnel or material of any county department or agency; and
5. A copy of this Proclamation of Local Emergency shall be posted in a publicly accessible location at the County Administration Building as soon as reasonable and safe to do so, and County personnel shall endeavor to make copies of this Proclamation available to news media; and

Proclamation of a Local Emergency  
by the Director of Emergency Services  
for the February 2024 Storms

6. A copy of this Proclamation of Local Emergency shall be forwarded to the Director of the Governor's Office of Emergency Services requesting that the Director find it acceptable in accordance with the state law; that the Governor waive any regulations that may hinder emergency protective measures and recovery efforts; and that recovery assistance be made available under any other State and Federal programs that may be available; and
7. This Proclamation of Local Emergency shall be effective immediately and shall remain in effect for a period of seven (7) days, unless ratified by the Board of Supervisors, and extended, or unless sooner terminated; and

Dated: 2/4/24  
Time: 7:45pm

DocuSigned by:  
  
+1848F587258488...

Mona Miyasato  
County Executive Officer/  
Director of Emergency Services  
County of Santa Barbara



← Back

## School Closed on Monday, February 5, 2024

Rene Wheeler • hace 4 meses • Friday, Feb 2 at 5:13 PM • **Santa Barbara County Education Office-Juvenile Court and Community Schools**

Based on the latest data from the National Weather Service, and on the recommendation of Sheriff Bill Brown, ***school will be closed on Monday, Feb. 5, 2024.***

Santa Barbara County Sheriff Bill Brown shared on Friday that he is recommending that schools across the county close on Monday due to the expected safety threats associated with a storm set to arrive on Saturday, February 3 through Wednesday, February 7. The storm is forecast to bring flooding, mudslides, roadway hazards, high seas, strong winds, downed trees, traffic delays, and other dangerous conditions.

The heaviest rains are expected on Sunday and Monday with a forecast of 3-to-6 inches of rain countywide and 6-to-12 inches in the mountains and foothills, according to the National Weather Service (NWS).

The Office of Emergency Management has launched a webpage in English and Spanish specific to this incident. Go to [www.ReadySBC.org](http://www.ReadySBC.org) and click on the red banner at the top.

As always, our first priority is for the safety and well-being of our students, their families and our staff.

We realize this decision has many implications for our students, families, and staff, and we will keep you informed as we learn new information.

Important reminders and resources:

- Register for countywide emergency alerts at <https://www.readysbc.org/>
- Always follow the directions of local authorities - if you're told to evacuate, do so.
- Prepare for power outages by keeping cell phones, etc. charged.
- Storm readiness tips: <http://www.readysbc.org/StormReadiness>
- Highway updates: <https://roads.dot.ca.gov/roadscell.php>
- County roadway updates: <https://www.countyofsb.org/2116/Road-Closures>
- County sandbag filling locations: <https://www.countyofsb.org/2219/Sandbags>

Thank you for your understanding and your cooperation. Please be safe.

Sincerely,

Rene Wheeler,

Director, Juvenile Court & Community Schools



Santa Barbara County Education Office  
Juvenile Court & Community Schools  
2023-2024 SCHOOL YEAR

High School:  
Hocking-Walker ext. 2220  
Reyes ext. 2217  
Junior High School:  
Shillinger ext. 2271  
Zabaleta ext. 2212

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

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

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

Teacher-Staff Day / No School for Students 

**Schedule:**

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

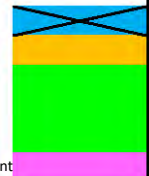
4/26/2023  
Rev. 8/8/2023

Jul 4	Independence Day (H)
Aug 4	Teacher/Staff Professional Development (PD)
Aug 10	First Day of School
Sept 4	Labor Day (H)
Oct 19	Great Shakeout Earthquake Drill
Oct 25 to 27	Parent/Teacher Conferences (Student Early Release)
Oct 31	Staff Prep Day / Minimum Day for Students (P)
Nov 1	School Closed / NO Students
Nov 10	Veterans Day (H)
Nov 20 to 24	Thanksgiving Holiday Break (TB) / School Closed
Dec 15	Staff Prep Day / Minimum Day for Students (P)
Dec 18 to Jan 5	Winter Break (WB) / School Closed
Jan 8	Teacher-Staff Day / NO Students
Jan 15	Dr. Martin Luther King, Jr., Day (H)
Feb 16	Lincoln's Day Observed (H)
Feb 19	President's Day (H)
Mar 5 to 8	Parent/Teacher Conferences (Student Early Release)
Mar 29 to Apr 5	Spring Break Holiday (SB) / School Closed
May 3	Staff Prep Day / Minimum Day for Students (P)
May 27	Memorial Day (H)
Jun 4	Staff Prep Day / Minimum Day for Students (P)
Jun 4	Last Day of School

(180 Student Days - JCCS)

**LEGEND:**

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



**Key dates to remember:**

ELPAC	Feb 1 to May 31 Annual Assessment
DORA & ADAM	Upon Enrollment Every 3 months or 60 school days
WA 1	Upon Enrollment
WA 2	October 11 to October 20
WA 3	February 20 to February 29
PFT	Feb 1 to May 31; Grades 5, 7 & 9
CAASPP	April 15 to May 17; Grades 3 through 8 & Grade 11 Smarter Balance - ELA & Math
CAST	April 15 to May 17; Grades 5, 8 & 12
ELAC/DELAC/PSAC	Sept 21, 2023; Dec 14, 2023; Mar 14, 2024; May 2, 2024
Dates subject to change	



Santa Barbara County Education Office  
Juvenile Court & Community Schools  
2023-2024 SCHOOL YEAR

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

Los Robles Court School (805) 967-5307

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Last Day of Trimester   
Non-Pupil Day (PD)  
Minimum Day for Students (P)

School Closed Days/Holidays (H), (TB), (WB)  
Holiday (H) = 9 days  
Thanksgiving Break Holiday (TB) = 2 days  
Winter Break Holiday (WB) = 2 weeks

Teacher-Staff Day / No School for Students 

**Schedule:**

Regular School Day Schedule 8:30am - 1:00pm  
\* Reduced School Day Schedule 8:30am - 12:10pm  
 Minimum Day Schedule 8:30am - 11:50am

4/26/2023

Jul 1 to Oct 25 Trimester 1 (80 Days)	
Jul 4	Independence Day (H)
Aug 4	Teacher/Staff Professional Development (PD)
Sept 4	Labor Day (H)
Oct 19	Great Shakeout Earthquake Drill
Oct 25	Staff Prep Day / Minimum Day for Students (P)
Oct 26 to Mar 8 Trimester 2 (80 Days)	
Oct 26 to 27	Parent/Teacher Conferences *Reduced Day Schedule
Nov 10	Veterans Day Observed (H)
Nov 23 to 24	Thanksgiving Holiday Break (TB) / School Closed
Dec 15	Staff Prep Day / Minimum Day for Students (P)
Dec 18 to 29	Winter Break (WB) / School Closed
Jan 1	New Year's Day (H)
Jan 15	Dr. Martin Luther King, Jr., Day (H)
Feb 16	Lincoln's Day Observed (H)
Feb 19	President's Day (H)
Mar 5 to 7	Parent/Teacher Conferences *Reduced Day Schedule
Mar 8	Staff Prep Day / Minimum Day for Students (P)
Mar 11 to Jun 28 Trimester 3 (78 Days)	
May 27	Memorial Day (H)
Jun 19	Juneteenth (H)
Jun 28	Staff Prep Day / Minimum Day for Students (P)

(238 Student Days - JCCS)

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

Key dates to remember:	
ELPAC	Feb 1 to May 31 Annual Assessment
DORA & ADAM	Upon Enrollment
	Every 3 months or 60 school days
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WA 3	February 20 to February 29
PFT	Feb 1 to May 31; Grades 5, 7 & 9
CAASPP	April 15 to May 17; Grades 3 through 8 & Grade 11
	Smarter Balance - ELA & Math
CAST	April 15 to May 17; Grades 5, 8 & 12
ELAC/DELAC/PSAC	Sept 21, 2023; Dec 14, 2023; Mar 14, 2024; May 2, 2024
Dates subject to change	



Santa Barbara County Education Office  
Juvenile Court & Community Schools  
2023-2024 SCHOOL YEAR

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

**Dos Puertas Court School (805) 938-0860**

JULY						
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Last Day of Trimester   
Non-Pupil Day (PD)  
Minimum Day for Students (P)


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

Teacher-Staff Day / No School for Students 

**Schedule:**

Regular School Day Schedule 8:30am - 3:45pm

\* Reduced School Day Schedule 8:30am - 2:00pm

 Minimum Day Schedule 8:30am - 12:55pm

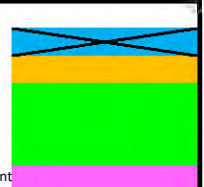
4/26/2023

Jul 1 to Oct 25 Trimester 1 (80 Days)	
Jul 4	Independence Day (H)
Aug 4	Teacher/Staff Professional Development (PD)
Sept 4	Labor Day (H)
Oct 19	Great Shakeout Earthquake Drill
Oct 25	Staff Prep Day / Minimum Day for Students (P)
Oct 26 to Mar 8 Trimester 2 (80 Days)	
Oct 26 to 27	Parent/Teacher Conferences *Reduced Day Schedule
Nov 10	Veterans Day Observed (H)
Nov 23 to 24	Thanksgiving Holiday Break (TB) / School Closed
Dec 15	Staff Prep Day / Minimum Day for Students (P)
Dec 18 to 29	Winter Break (WB) / School Closed
Jan 1	New Year's Day (H)
Jan 15	Dr. Martin Luther King, Jr., Day (H)
Feb 16	Lincoln's Day Observed (H)
Feb 19	President's Day (H)
Mar 5 to 7	Parent/Teacher Conferences *Reduced Day Schedule
Mar 8	Staff Prep Day / Minimum Day for Students (P)
Mar 11 to June 28 Trimester 3 (78 Days)	
May 27	Memorial Day (H)
Jun 19	Juneteenth Holiday (H)
Jun 28	Staff Prep Day / Minimum Day for Students (P)

(238 Student Days - JCCS)

**LEGEND:**

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



**Key dates to remember:**

ELPAC Feb 1 to May 31 Annual Assessment

DORA & ADAM Upon Enrollment  
Every 3 months or 60 school days

WA 1 Upon Enrollment

WA 2 October 11 to October 20

WA 3 February 20 to February 29

PFT Feb 1 to May 31; Grades 5, 7 & 9

CAASPP April 15 to May 17; Grades 3 through 8 & Grade 11  
Smarter Balance - ELA & Math

CAST April 15 to May 17; Grades 5, 8 & 12

ELAC/DELAC/PSAC Sept 21, 2023; Dec 14, 2023; Mar 14, 2024; May 2, 2024

Dates subject to change

## School closed on Monday, Feb. 5, 2024 due to expected heavy storm conditions

Kirsten Escobedo via ParentSquare <donotreply@parentsquare.com>

Fri 2/2/2024 4:12 PM

To:Kirsten Escobedo <kescobedo@sbceo.org>



### Santa Barbara County Office of Education-Special Education Program

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Kirsten Escobedo posted in Santa Barbara County Office of Education-Special Education Program

### **School closed on Monday, Feb. 5, 2024 due to expected heavy storm conditions**

Dear Parents/Guardians,

Based on the latest data from the National Weather Service and on the recommendation of Sheriff Bill Brown, school will be closed on Monday, Feb. 5, 2024.

Santa Barbara County Sheriff Bill Brown shared on Friday that he is recommending that schools across the county close on Monday due to the expected safety threats associated with a storm set to arrive on Saturday, February 3 through Wednesday, February 7. The storm is forecast to bring flooding, mudslides, roadway hazards, high seas, strong winds, downed trees, traffic delays, and other dangerous conditions.

The heaviest rains are expected on Sunday and Monday with a forecast of 3-to-6 inches of rain countywide and 6-to-12 inches in the mountains and foothills, according to the National Weather Service (NWS).

The Office of Emergency Management has launched a webpage in English and Spanish specific to this incident. Go to [www.ReadySBC.org](http://www.ReadySBC.org) and click on the red banner at the top.

As always, our first priority is for the safety and well-being of our students, their families and our staff.

We realize this decision has many implications for our students, families, and staff, and we will keep you informed as we learn new information.

Important reminders and resources:

- Register for countywide emergency alerts at <https://www.readysbc.org/>
- Always follow the directions of local authorities - if you're told to evacuate, do so.
- Prepare for power outages by keeping cell phones, etc. charged.
- Storm readiness tips: <http://www.readysbc.org/StormReadiness>
- Highway updates: <https://roads.dot.ca.gov/roadscell.php>
- County roadway updates: <https://www.countyofsb.org/2116/Road-Closures>
- County sandbag filling locations: <https://www.countyofsb.org/2219/Sandbags>



Thank you for your understanding and your cooperation,

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

[View in ParentSquare](#)

*Please do not reply to this email.*

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



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

ParentSquare Inc · 6144 Calle Real, #200A · Goleta, CA 93117

## MANZANITA PUBLIC CHARTER SCHOOL

*"A Gold Ribbon School"*

## 2023-2024 SCHOOL YEAR

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

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

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

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

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	H	11
12	13	14	15	16	17	18
19	TB	TB	TB	H	H	25
26	27	28	29	30		

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	WB	WB	WB	H	H	23
24	WB	WB	WB	H	H	30
31						

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

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

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

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

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

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

AUG 10 <sup>TH</sup> PROFESSIONAL DEVELOPMENT DAY (PD)	
AUG 11 <sup>TH</sup> TEACHER PREP DAY (P)	
AUG 14 <sup>TH</sup> FIRST DAY OF SCHOOL	
AUG 23 <sup>TH</sup> BACK TO SCHOOL LAUNCH	
SEP 4 <sup>TH</sup> LABOR DAY (H)	
OCT 27 <sup>ST</sup> PROFESSIONAL DEVELOPMENT DAY (PD)	
<b>1<sup>ST</sup> TRIMESTER 10/26 (53 days)</b>	
Oct. 31 <sup>ST</sup> CONFERENCES PREP DAY / ( SCHOLAR EARLY RELEASE DAY) Nov. 1 <sup>ST</sup> , 2 <sup>ND</sup> , 3 <sup>RD</sup> SCHOLAR LED CONFERENCES	
NOV 1 <sup>ST</sup> SCHOLARLY PURSUITS AWARD ASSEMBLY	
NOV 10 <sup>TH</sup> VETERANS DAY (H)	
NOV 20 <sup>TH</sup> - 22 <sup>ND</sup> THANKSGIVING BREAK (TB) NOV 23 <sup>RD</sup> & 24 <sup>TH</sup> THANKSGIVING HOLIDAY (H)	
DEC 18 <sup>TH</sup> - JAN 5 <sup>TH</sup> WINTER BREAK (WB) DEC 22 <sup>ND</sup> / DEC 29 <sup>TH</sup> (H)	
JAN 15 <sup>TH</sup> MARTIN LUTHER KING DAY (H)	
FEB 12 <sup>TH</sup> LINCOLN'S BIRTHDAY OBSERVANCE (H) FEB 19 <sup>TH</sup> PRESIDENTS' DAY (H)	
<b>2<sup>ND</sup> TRIMESTER 2/23 (61 days)</b>	
FEB 26 <sup>TH</sup> , 27 <sup>TH</sup> , 28 <sup>TH</sup> , 29 <sup>TH</sup> SCHOLAR LED CONFERENCES	
FEB 28 <sup>TH</sup> SCHOLARLY PURSUITS ASSEMBLY	
MAR 29 <sup>TH</sup> PROFESSIONAL DEVELOPMENT DAY (PD)	
APR 1 <sup>TH</sup> (H) APR 2 <sup>ND</sup> - 5 <sup>TH</sup> SPRING BREAK (SB)	
MAY 15 <sup>TH</sup> OPEN HOUSE	
MAY 24 <sup>TH</sup> NON-STUDENT, NON-TEACHER DAY MAY 27 <sup>TH</sup> MEMORIAL DAY (H)	
JUNE 5 <sup>TH</sup> SCHOLARLY PURSUITS ASSEMBLY	
JUNE 6 <sup>TH</sup> SIXTH GRADE PROMOTION LAST DAY OF INSTRUCTION FOR SCHOLARS	
<b>3<sup>RD</sup> TRIMESTER 6/6 (66 DAYS)</b>	
JUNE 7 <sup>TH</sup> CLOSING DAY FOR TEACHERS (CD)	
FULL INSTRUCTIONAL DAYS 135 EARLY RELEASE DAYS 45 TOTAL INSTRUCTIONAL DAYS 180	
TOTAL CERTIFICATED STAFF DAYS 185	

LEGEND	
H = HOLIDAY SCHOOL CLOSED	
P = TEACHER PREP DAY	
TB = THANKSGIVING BREAK	
WB = WINTER BREAK	
SB = SPRING BREAK	
NS = NON-STUDENT /NON-TEACHER DAY	
PD = PROFESSIONAL DEVELOPMENT DAY	
CD = CLOSING DAY	
FIRST /LAST DAY OF SCHOOL	
EARLY RELEASE DAYS 12:10 P.M.	



www.manzanitacharterschool.com  
Manzanita Parent Square

Manzanita Public Charter School Hours

- Full Day 8:10 - 2:50
- Early Release 8:10 - 12:10
- Office Hours 8:00 - 4:00

Important Phone Numbers

Attendance Line 805-734-3008

Office 805-734-5600

SPED Office 805-734-5600 ext 314

Manzanita

# 2023/24 School Calendar

# Orcutt Union School District



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

December 2023 (11)							January 2024 (17)							February 2024 (19)							March 2024 (19)						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6					1	2	3						1	2
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30
31																					31						

April 2024 (17)							May 2024 (22)							June 2024 (3)							July 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1		1	2	3	4	5	6
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	29	29	30	31			
														30													

## Holidays

September 4, 2023 – Labor Day  
 November 10, 2023 – Veteran's Day  
 November 20 - 24, 2023 – Thanksgiving Break  
 December 18 – Jan. 5, 2024 – Winter Break  
 January 15, 2024 – Martin Luther King  
 February 12, 2024 – Lincoln's Birthday  
 February 19, 2024 – President's Day  
 April 1-5, 2024 – Spring Break  
 May 27, 2024 – Memorial Day

## Legend

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

## ELEMENTARY INCLUDING CHARTER K-8

8/7 New Teachers Begin  
 8/8 Convocation  
 8/9 Work Day  
 8/10 First Day of School for all grades

### Minimum Days

8/10-11, 9/25-29, 3/6-8, 6/5

### K-6 Parent Conferences

9/25-29, 3/6-8

### End of Trimesters

11/3, 3/1, 6/5

6/5/24 – LAST DAY OF SCHOOL

## JUNIOR HIGH SCHOOLS

### (Wednesday's Late Starts)

8/7 New Teachers Begin  
 8/8 Convocation  
 8/9 Work Day and 7<sup>th</sup> graders only shortened day  
 8/10 First Day of School for all grades (Minimum day)

### Mid Quarter Conferences

9/14 (shortened day), 11/16 (full day)

### 2/22 (full day)

### Minimum Days

8/10-11, 9/15, 10/20 (end of 1<sup>st</sup> qtr) 11/17, 1/26 (end of 2<sup>nd</sup> qtr), 2/23, 3/28 (end of 3<sup>rd</sup> qtr) 6/3-5.

6/4/24 – LAST DAY OF SCHOOL 7<sup>TH</sup> GR. 6/5/24- 8<sup>th</sup> GR.

## ORCUTT ACADEMY HIGH SCHOOL

8/7 New Teachers Begin  
 8/8 Convocation  
 8/9 Workday

### Minimum Days

8/10 First Day of School  
 8/11 Second Day of School  
 9/22 Grade Prep  
 10/5 PSAT Testing  
 12/13 -12/15 Finals  
 12/15 End of 1<sup>st</sup> Semester  
 2/23 Grade Prep  
 5/31, 6/3-5 Finals

### Parent Teacher Conferences

9/21, 2/22

### Progress Reports

9/15, 10/27, 2/16

6/5/2024 – GRADUATION

Board Approved on 10/12/2022



**Santa Maria-Bonita  
School District  
2023-2024**

**REPORTING PERIODS**

**TK-8**

**NOV 3**

**MAR 1**

**JUN 4**

**FIRST DAY OF SCHOOL AUG 10, 2023**

**LAST DAY OF SCHOOL JUN 4, 2024**

**Elementary Conferences**

Fall — NOV 6, 7, 8, 9, 13, 14, 15

Spring — MAR 4, 5, 6

**Junior High Conferences**

Fall — NOV 27, 28, 29, DEC 1

Spring — MAR 11, 12, 13

**Elementary Minimum Days**

OCT 26, FEB 22, MAY 30, JUN 4

**Junior High Minimum Days**

SEP 6 MAR 20  
OCT 4 APR 24  
FEB 7 MAY 15, 30, 31  
JUN 3, 4

**Student Attendance Days •**

**Teacher Work Days and/or PD Days**

**H=Holidays**

**TP/PD=Teacher Day (No Students)**

**NT= New Teacher**

**Labor Day SEP 4**

**Veteran's Day NOV 10**

**Thanksgiving NOV 23, 24**

**Winter Break DEC 18 —JAN 7**

**MLK Day JAN 15**

**Lincoln's Day FEB 16**

**President's Day FEB 19**

**Good Friday MAR 29**

**Spring Break APR 1—5**

**Memorial Day MAY 27**

**Juneteenth JUN 19**

**Board Approved : 10/26/2022**

**Updated 4/18/2023 (added holi-  
day)**

**Arellanes and Tommie Kunst**

2023 July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29
October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2●	3●	4●	5●	6●	7
8	9●	10●	11●	12●	13●	14
15	16●	17●	18●	19●	20●	21
22	23●	24●	25●	26●	27●	28
29	30●	31●				
2024 January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1H	2	3	4	5	6
7	8TP	9●	10●	11●	12●	13
14	15H	16●	17●	18●	19●	20
21	22●	23●	24●	25●	26●	27
28	29●	30●	31●			
April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8●	9●	10●	11●	12●	13
14	15●	16●	17●	18●	19●	20
21	22●	23●	24●	25●	26●	27
28	29●	30●				

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

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2023/2024 SCHOOL YEAR CALENDAR						
S	M	T	W	T	F	S
						1
2	3	4H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					1	2
3	4H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
			1	2	3	4
5	6	7	8	9	10H	11
12	13	14	15	16	17	18
19	20	21	22	23H	24H	25
26	27	28	29	30		
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22H	23
24	25H	26H	27	28	29H	30
31						
	1H	2	3	4	5	6
7	8	9	10	11	12	13
14	15H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16H	17
18	19H	20	21	22	23	24
25	26	27	28	29		
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29H	30
31						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27H	28	29	30	31	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19H	20	21	22
23	24	25	26	27	28	29
30						
	1	2	3	4H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

85

95

180

Board Approved - 2/14/2023

Revised 5/5/2023

	School Closed
	1 HR Collaboration
	Minimum Day
	Progress Reports

	2 All Certificated Staff Workdays - 8/7, 1/10
	5 Staff Development Days - 8/8, 8/9, 1/8, 1/9, & 6/6
	Back to School Night 8/24
	Finals

Cabrillo HS and Righetti HS



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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May 22, 2024

SBAS-9689

TO: County Board of Education  
FROM: Susan Salcido  
RE: Forest Reserve Fund Apportionment – Federal FY 2022-23

The Forest Reserve apportionments are this county's share of revenues from the United States forest reserve lands. This apportionment, representing a \$6,943.21 increase from the prior year, requires approval by the Santa Barbara County Board of Education.

In accordance with Education Code Section 2300, the 2022-23 federal fiscal year (October 1 to September 30) Forest Reserve Apportionment of \$51,059.05 is to be disbursed as follows:

-Fifteen percent of funds (\$7,658.86) to the County Education Office for the improvement of educational programs for students in the county

-Eighty-five percent of funds (\$43,400.19) to school districts and community colleges lying within or adjacent to the forest reserve

The amount distributed to school districts is apportioned using a formula that allocates fifty percent of funds based on the number of pupils each school district has residing in the forest reserve area and the remaining fifty percent in proportion to national forest reserve territory located within each school district.

Your approval of this formula for the distribution of the 2022-23 Forest Reserve Apportionment is recommended.



Federal FY 2022-23  
Forest Reserve Apportionment

Total County Apportionment (including road funds)	\$	102,118.09	District Share	\$	43,400.19
Total CSSF Apportionment	\$	51,059.05	Pupil = 50%	\$	21,700.09
District Share = 85%	\$	43,400.19	Area = 50%	\$	21,700.09
SBCEO Share/Allocation = 15%	\$	7,658.86	Amount per pupil	\$	226.04

District	No. of Pupils Living in U.S. Forest Reserve	Pupil Subtotal (\$)	Percent of District in U.S. Forest Reserve	National Forest Square Mile Subtotal (\$)	Total \$ Allocation per District
Ballard	0	\$ -	0.00%	\$ -	\$ -
Blochman Union	0	\$ -	2.17%	\$ 470.89	\$ 470.89
Buellton Union	0	\$ -	0.25%	\$ 54.25	\$ 54.25
Cold Spring	0	\$ -	0.03%	\$ 6.51	\$ 6.51
College	0	\$ -	12.70%	\$ 2,755.91	\$ 2,755.91
Goleta Union	42	\$ 9,493.79	1.30%	\$ 282.10	\$ 9,775.89
Guadalupe Union	0	\$ -	0.00%	\$ -	\$ -
Hope	0	\$ -	0.06%	\$ 13.02	\$ 13.02
Los Olivos	0	\$ -	8.94%	\$ 1,939.99	\$ 1,939.99
Montecito Union	0	\$ -	0.08%	\$ 17.36	\$ 17.36
Orcutt Union	0	\$ -	0.00%	\$ -	\$ -
Santa Maria-Bonita	0	\$ -	0.00%	\$ -	\$ -
Solvang	0	\$ -	0.00%	\$ -	\$ -
Vista del Mar Union	0	\$ -	0.60%	\$ 130.20	\$ 130.20
Santa Maria Joint Union High	1	\$ 226.04	2.17%	\$ 470.89	\$ 696.94
Santa Ynez Valley Union High	7	\$ 1,582.30	22.51%	\$ 4,884.69	\$ 6,466.99
Santa Barbara Unified	43	\$ 9,719.83	1.76%	\$ 381.92	\$ 10,101.76
Lompoc Unified	0	\$ -	0.00%	\$ -	\$ -
Carpinteria Unified	0	\$ -	0.71%	\$ 154.07	\$ 154.07
Cuyama Joint Unified	3	\$ 678.13	14.87%	\$ 3,226.80	\$ 3,904.93
Allan Hancock Community College	0	\$ -	29.53%	\$ 6,408.04	\$ 6,408.04
Santa Barbara Community College	0	\$ -	2.32%	\$ 503.44	\$ 503.44
<b>Totals</b>	<b>96</b>	<b>21,700.09</b>	<b>1</b>	<b>21,700.09</b>	<b>43,400.19</b>



# 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](http://sbceo.org)

Susan C. Salcido, Superintendent of Schools

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## **2024-25 Proposition 30 Education Protection Account (EPA) Revenue and Proposed Expenditure Plan**

On November 6, 2012, the voters of California passed Proposition 30, which added Article XIII, Section 36 to the California Constitution. Article XIII, Section 36(e) created in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental tax increases imposed by Article XIII, Section 36(f).

The Santa Barbara County Education Office has sole authority to determine how these monies will be spent with the restriction that they generally cannot be used for administrative costs. These monies do not need to be spent on new expenditures but can be used in place of other monies to fund existing services and thus reduce deficit spending.

Before these monies are spent, the governing board of the Santa Barbara County Education Office must approve the spending plan in open session of a public meeting of the governing board. A public hearing is not required.

With these requirements and allowances in mind, the superintendent recommends approval for the 2024-25 Proposition 30 Education Protection Account (EPA) revenues to be used for existing Dos Puertas Juvenile Court School certificated salaries and benefits. The estimated EPA revenues are \$10,446 for the 2024-25 fiscal year.

# ORDER OF ELECTION

(Education Code Sections 5000, 5018, 5304, 5322)

## RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION & NOTICE TO CONSOLIDATE

**WHEREAS** the regular biennial election of governing board members is ordered by law pursuant to section 5000 of the Education Code to fill offices of members of the governing board of the Santa Barbara County Education Office of Santa Barbara County; and

**WHEREAS**, pursuant to Section 5340 of the Education Code, said election must be consolidated with any other school or community college district governing board elections in the same area on the same day; and

**WHEREAS**, pursuant to section 10400 of the Elections Code, said election may be consolidated with other elections to be held on the same day;

**NOW, THEREFORE, BE IT RESOLVED** that Dr. Susan Salcido, Santa Barbara County Superintendent of Schools, call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

### SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 5, 2024

The purpose of the election<sup>1</sup> is to elect 5 members of the governing board of the Santa Barbara County Education Office.

<sup>2</sup> Indicate if any offices are for two-year terms: one

**IT IS FURTHER ORDERED** that the clerk or secretary of the district shall deliver, not less than 123 days prior to the date set for the election, two copies of this Resolution and Order to the county superintendent of schools, and one copy to the officer conducting the election.<sup>3</sup>

**THE FOREGOING RESOLUTION AND ORDER** was adopted by a formal vote of the governing board of the Santa Barbara County Education Office of Santa Barbara County, being the board authorized by law to make the designations therein contained, on June 14, 2024.

(Signed) \_\_\_\_\_  
Clerk/Secretary of the Governing Board

### Instructions

<sup>1</sup> If election is called under ECS 5018, insert:

Another purpose is whether the number of members of the governing board of \_\_\_\_\_ District shall be increased from three to five.

Another purpose of the election shall be to elect two additional members of the governing board of \_\_\_\_\_ District to serve if the above measure is approved.

<sup>2</sup> Indicate if any offices are for two-year terms (as opposed to four-year terms)

<sup>3</sup> After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver two copies to the county superintendent of schools and one to the officer conducting the election not less than 123 days prior to the date set for the election (ECS 5322). One of these copies is to be delivered by the county superintendent to the county clerk or registrar of voters, with a copy of the Notice of Election, at least 124 days prior to the date of election (ECS 5324).

**RESOLUTION NO. 2411**

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

DISTRICT NAME

**CANDIDATE'S STATEMENT OF QUALIFICATIONS**

**WHEREAS**, Section 13307 of the Elections Code of the State of California requires this board to adopt certain policies in regard to statements of candidates who run for office as members of the governing board of the district;

**NOW, THEREFORE, BE IT RESOLVED** that this governing board does hereby determine:

1. That the cost of printing, handling, and mailing candidates' statements of qualifications shall be charged to the:

Candidate

CANDIDATE OR DISTRICT

2. That the candidates' statement of qualifications shall not exceed:

200 words

"200" OR "400" WORDS

3. That the candidates not be permitted to submit additional materials to be sent to the voter with the County Voter Information Guide.
4. That the County of Santa Barbara Registrar of Voters be directed to give a copy of these regulations to each candidate, or their representative, at the time that nomination documents are received.

**BE IT FURTHER RESOLVED** that these policies shall remain in full force and effect until rescinded by this Board.

**PASSED AND ADOPTED** by the Governing Board of the Santa Barbara County Education Office

DISTRICT NAME

(the Santa Barbara County Board of Education)

this 14th day of June, 2024.

**Ayes:**

**Noes:**

**Absent:**

SIGNATURE OF DISTRICT SECRETARY

**RESOLUTION NO. 2412**

**A RESOLUTION OF THE GOVERNING BOARD OF THE  
Santa Barbara County Education Office**

**REQUESTING THAT THE DISTRICT'S GOVERNING BOARD MEMBER  
ELECTION, TO BE HELD NOVEMBER 5, 2024,  
BE CONSOLIDATED WITH OTHER ELECTIONS CALLED FOR THE SAME  
DAY IN TRUSTEE AREA 4**

**WHEREAS**, a Governing Board Member Election will be held in this district on Nov. 5, 2024, pursuant to Education Code Section 5000; and

**WHEREAS**, pursuant to Section 5340 of the Education Code, said election must be consolidated with any other school or community college district governing board elections in the same area on the same day; and

**WHEREAS**, pursuant to Section 1001(a) of the Education Code, any qualified elector residing in a school district situated in two or more counties, shall be eligible to vote for a member of the county board of education representing the trustee area of the county having jurisdiction over that school district; and

**WHEREAS**, pursuant to Section 10400 of the Elections Code, said election may be consolidated with other elections to be held on the same day; and

**WHEREAS**, the Governing Board desires to request that the San Luis Obispo County Clerk consolidate the Santa Barbara County Board of Education Governing Board Member Election for Trustee Area 4 with any other election which may be held on the same date and involving the same territories; and

**WHEREAS**, the Governing Board declares that the district will pay its pro-rata share of the election costs;

**NOW, THEREFORE BE IT RESOLVED** by the governing board as follows:

The County Clerk of San Luis Obispo County is hereby requested to consolidate the Governing Board Member Election of the Santa Barbara County Board of Education to be held on Nov. 5, 2024, with all other elections held on the same date involving all or a portion of Trustee Area 4. This request is made pursuant to Section 10400 et. seq. of the Elections Code.

**PASSED, APPROVED AND ADOPTED** this 14th day of June 2024.

AYES:

NOES:

ABSTENTIONS:

ABSENT:

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Judy Frost, President  
Santa Barbara County Board of Education

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Dr. Susan Salcido, Superintendent  
Santa Barbara County Education Office



**RESOLUTION NO. 2413**

**A RESOLUTION OF THE GOVERNING BOARD OF THE  
Santa Barbara County Education Office**

**REQUESTING THAT THE DISTRICT'S GOVERNING BOARD MEMBER ELECTION, TO BE  
HELD NOVEMBER 5, 2024  
BE CONSOLIDATED WITH OTHER ELECTIONS CALLED FOR THE SAME DAY  
IN TRUSTEE AREA 4**

**WHEREAS**, a Governing Board Member Election will be held in this district on Nov. 5, 2024, pursuant to Education Code Section 5000; and

**WHEREAS**, pursuant to Section 5340 of the Education Code, said election must be consolidated with any other school or community college district governing board elections in the same area on the same day; and

**WHEREAS**, pursuant to Section 1001(a) of the Education Code, any qualified elector residing in a school district situated in two or more counties, shall be eligible to vote for a member of the county board of education representing the trustee area of the county having jurisdiction over that school district; and

**WHEREAS**, pursuant to Section 10400 of the Elections Code, said election may be consolidated with other elections to be held on the same day; and

**WHEREAS**, the Governing Board desires to request that the Ventura County Clerk consolidate the Santa Barbara County Board of Education Governing Board Member Election for Trustee Area 4 with any other election which may be held on the same date and involving the same territories; and

**WHEREAS**, the Governing Board declares that the district will pay its pro-rata share of the election costs;

**NOW, THEREFORE BE IT RESOLVED** by the governing board as follows:

The County Clerk of Ventura County is hereby requested to consolidate the Governing Board Member Election of the Santa Barbara County Board of Education to be held on Nov. 5, 2024, with all other elections held on the same date involving all or a portion of Trustee Area 4. This request is made pursuant to Section 10400 et. seq. of the Elections Code.

**PASSED, APPROVED AND ADOPTED** this 14th day of June 2024.

**AYES:**

**NOES:**

**ABSTENTIONS:**

**ABSENT:**

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Judy Frost, President  
Santa Barbara County Board of Education

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Dr. Susan Salcido, Superintendent  
Santa Barbara County Education Office