

Santa Barbara County Education Office

BOARD BOOK and AGENDA



March 2025



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
March 13, 2025 – 2:00 p.m.

AGENDA

The Santa Barbara County Board of Education is holding this meeting on Thursday, March 13, 2025 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/89585987320?pwd=RNZkQa49vFRLxpTtIPo60EI5UjQPZl.1>

Public Comment Procedure

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

Interpretation/Interpretación

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

Video Recording

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

Assistance with Meeting

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

GENERAL FUNCTIONS

- 1. Call to Order**
- 2. Spanish Interpretation/Interpretación**

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

- 3. Pledge of Allegiance**
- 4. Roll Call**
- 5. Changes to the Agenda**

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

- 6. President and Board Comments**
- 7. Public Comments**

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

PRESENTATIONS

- 8. Update on the Juvenile Justice Center (JJC)**

Santa Barbara County Probation Chief Holly Benton will provide an update on the Juvenile Justice Center (JJC) in Santa Maria.

9. Presentation on Countywide Behavioral Health Supports for Students

Director of Student and Community Services Shannon Yorke, Director of School and District Support Tiffany Carson, and Executive Director of Children and Family Resource Services MaryEllen Rehse will provide a presentation on countywide behavioral health supports for students.

SUPERINTENDENT'S REPORT

10. Superintendent's Report
(Attachment)

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

CONSENT AGENDA

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

11. Minutes of Meeting Held February 13, 2025
(Attachment)

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

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from January 7, 2025 to February 6, 2025, and the issuance of temporary county certificates for that same time period.

13. 2025-26 Central Office Calendar
(Attachment)

14. Declaration of Surplus
(Attachment)

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

- Information Technology Services

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

ACTION ITEMS

15. Recommended Approval of Second Interim Report

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

MOVED:

SECONDED:

VOTE:

16. Accept and File Annual Financial (Audit) Report

Copies of the 2023-24 Annual Financial (Audit) Report prepared by Eide Bailly LLP have been received. The superintendent recommends that the board acknowledge receipt of the audit report and order it filed.

MOVED:

SECONDED:

VOTE:

17. Recommended Approval of Change Order (Attachment)

The superintendent recommends approval of the change order (#4) for the Santa Barbara County Education Office's Curriculum and Instruction division construction project (# 01-24-25).

MOVED:

SECONDED:

VOTE:

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

The California School Boards Association (CSBA) has written to the County Board of Education and the superintendent with information about the CSBA Delegate Assembly election. The County Board of Education may vote, by March 17, for 1 candidate to represent county boards of education in our region for the CSBA Delegate Assembly. There is 1 candidate on the attached ballot. Additional supporting materials are also attached for information. The board may take action to vote for 1 candidate to represent county boards of education in our region for the CSBA Delegate Assembly.

MOVED:

SECONDED:

VOTE:

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

The California School Boards Association (CSBA) has written to the County Board of Education and the superintendent with information about the CSBA Delegate Assembly election. The County Board of Education may vote, by March 17, for up to 2 candidates to represent school district boards in our region for the CSBA Delegate Assembly. There are 2 candidates on the attached ballot. Additional supporting materials are also attached for information. The board may take action to vote for up to 2 candidates to represent school district boards in our region for the CSBA Delegate Assembly.

MOVED:

SECONDED:

VOTE:

INFORMATION ITEMS

20. 2023-24 School Accountability Report Cards – Juvenile Court and Community Schools, and Special Education
(Attachment)

The 2023-24 School Accountability Report Cards for Juvenile Court and Community Schools, and Special Education are presented to the board for review/information.

21. Personnel Report
(Attachment)

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

22. Correspondence
(Attachment)

February 21, 2025 correspondence from the California Department of Education confirming a positive certification of the Santa Barbara County Education Office 2024-25 First Interim Report.

CLOSED SESSION

23. Conference with Real Property Negotiator (Government Code § 54956.8) – Closed Session

Conference with real property negotiator. Properties: 1) property in Santa Maria, CA; 2) leased property at 4400 Cathedral Oaks Road, Santa Barbara, CA. Agency designated representatives: Dr. Susan Salcido, superintendent, and Steve Torres, associate superintendent. Negotiating parties: [confidential] for Santa Maria property and County of Santa Barbara. Instructions to negotiators regarding price, terms, and conditions.

MOVED:

SECONDED:

VOTE:

Reconvene to open session: Any action taken will be announced in open session.

FUTURE AGENDA ITEMS

24. Future agenda items

The following are future agenda items:

- Presentation on the state of the education workforce in Santa Barbara County (April board meeting)
- Information about the Career Technical Education (CTE) program
- Updated report on transitional kindergarten (TK) and universal pre-kindergarten (UPK)

PRESENTATION

25. Tour of Santa Barbara County Education Office's North County Office

The board will briefly tour the Santa Barbara County Education Office's North County Office, led by the division associate superintendents and the director of facilities.

ADJOURNMENT

26. Adjournment to the next regular meeting to be held April 10, 2025

MOVED:

SECONDED:

VOTE:

Superintendent's Report



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education Superintendent's Report March 13, 2025

Student Enrollment in SBCEO Schools and Programs

	Aug '24	Sept '24	Oct '24	Nov '24	Dec '24	Jan '25	Feb '24	Feb '25
JCCS – FitzGerald Community School	25	26	30	30	34	29	38	32
JCCS – Dos Puertas School	24	30	29	28	24	28	19	26
Early Care & Education (preschools and infant/toddler centers)	214	239	259	251	265	291	307	304
Special Ed – JCCS	8	13	12	13	10	12	8	10
Special Ed – Early start (infants)	95	99	96	101	102	100	106	99
Special Ed – Direct service districts	85	90	93	93	89	89	95	90
Special Ed – Regional: TK-12 extensive support needs program	52	52	53	53	51	50	56	50
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	84	87	83	76	82	82	82	81
Special Ed – Preschool	502	550	552	578	610	657	671	696

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

Save-the-Date for the Santa Barbara County School Boards Association (SBCSBA) Annual Dinner

The SBCSBA is hosting its annual dinner on Wednesday, April 16, 2025 at the Brothers Restaurant at the Red Barn in Santa Ynez at 5:30 p.m. Formal invitations to come soon.

Rescheduled Santa Maria Valley Chamber of Commerce State of Education

The Santa Maria Valley Chamber of Commerce has rescheduled its 2025 State of Education event for April 30, 2025, location in Santa Maria to be determined. Please save the date if you are interested in attending. Registration should be available online in the coming weeks at www.santamaria.com.

Save-the-Date for SBCEO's Education Celebration

Board members are invited to save the date for SBCEO's Education Celebration on May 22, 2025 at the Craft House at Corque, located in the Corque Hotel in Solvang. It will be an evening event where local schools and educators are celebrated. Grant and award winners, as well as supporting partners, will also be recognized. Formal invitations will be sent closer to the date.

Ethics Training Requirement for Board Members

A new law, AB 2158, mandates that school officials, including board members, receive ethics training before January 1, 2026. This is the same requirement that government officials have had since 2006, commonly known as "AB 1234 (ethics) training."

Board members are required to receive at least 2 hours of training in general ethics principles and ethics laws relevant to the official's public service.

One ethics training that board members may take is offered by the Fair Political Practices Commission (FPPC). It is free and online. Information on the training will be emailed to board members after the March board meeting.

Going forward, board members will need to complete ethics training every 2 years.

Spring Breaks in School Districts and Charter Schools

Here is a listing of dates of spring breaks for public school districts and charter schools in Santa Barbara County:

Spring break dates	District/charter school
3/21 – 3/28	Goleta Union School District
3/24 – 3/28	Adelante Charter Carpinteria Unified School District Cold Spring School District Hope School District Montecito Union School District Peabody Charter Santa Barbara Charter Santa Barbara Unified School District

Spring break dates (continued)	District/charter school (continued)
3/31 – 4/4	College School District Los Olivos School District Santa Ynez Valley Charter Santa Ynez Valley Union High School District Vista del Mar Union School District
3/31 – 4/7	Ballard School District Buellton Union School District Solvang School District
4/14 – 4/18	California Connections Academy (Charter)
4/14 – 4/21	Trivium Charter
4/18 – 4/25	Blochman Union School District Family Partnership Charter Orcutt Academy Charter Orcutt Union School District
4/21 – 4/25	Cuyama Joint Unified School District Guadalupe Union School District Lompoc Unified School District Manzanita Public Charter Olive Grove Charter Santa Maria-Bonita School District Santa Maria Joint Union High School District

SBCEO DIVISIONS

Administrative Services Division

Adopted Budget Preparation: Fiscal Services created the 2025-26 program budget models. Program managers will use the budget models to develop their budgets in alignment with program goals and planned expenditures. Program budgets will be used to build the SBCEO 2025-26 adopted budget.

District Audit Reports: School Business Advisory Services department's district financial advisors have completed their review of districts' 2023-24 audit reports.

C&I Construction Project: The C&I construction project on the first floor of the Cathedral Oaks building is scheduled to be completed the week of March 24th. Staff will begin moving into the space in April.

Fiscal Services Office Repairs: The Fiscal Services office repairs are nearing completion. Staff will likely move back into the space in April.

Curriculum and Instruction Division

Reading Difficulties Risk Screener Community of Practice (COP): On February 6, representatives from districts and charter schools across the county met for the second of three sessions focused on the selection and adoption of literacy screeners. After providing training on the adoption toolkit, our literacy team hosted presentations from each of the four state-approved providers and shared an information matrix to support processing for the teams. The next meeting on May 15 will focus on training and implementation plans for the summer and fall. Between now and then, COP members are collaborating through an asynchronous virtual platform to share their progress and decisions. All local educational agencies (LEAs) serving grades K-2 must adopt a screener by June 30 and implement screenings next school year.

Inclusion Network: Our Inclusion Network continues to grow and demonstrate impact in our schools and charters. On February 11, 120 participants attended in teams for the second of three network meetings. We continued our focus on Universal Design for Learning (UDL) through our partnership with Open Access, the statewide system of support lead in this area, and with Supporting Inclusive Practices (SIP). Four district teams have requested more intensive, customized support as their experience has broadened their view of the complexity of creating a system where every student belongs and has access to challenging and meaningful learning at grade level.

Countywide Training on Restorative Approaches: Two cohorts completed a full day of training in Restorative Approaches in February and will reconvene this month for day two. Grounded in a proactive school-based approach, this training supports classroom teachers with classroom management, circle practice, restorative mediation, and collective efficacy in response to behavior. Due to high demand in several districts, we will be providing additional sessions for districts as well.

CISC Leadership Symposium: Eleven C&I managers attended the CISC Symposium in Anaheim last month with nearly 1,300 curriculum and instruction leaders throughout the state. Keynotes included Jonathan Haidt, Sal Khan, and Alejandra Campoverdi. Staff attended interactive break-out sessions and presented two sessions on the California Mathematics Framework and our California Math, Science, & Computer Science statewide partnership.

Expanded Learning Fair: The Expanded Learning Opportunities Program (ELOP) requires elementary schools to provide 9 hours of programming each school day and 30 days of programming during school breaks. ELOP programs combine physical activities, academic support, and enrichment. SBCEO has been supporting this expanded role of schools with a network of support for ELOP leaders. Our most recent event included site visits and an Expanded Learning Fair with 20 providers, encompassing all six of the Quality Standards for Expanded Learning, including: SEL/mindfulness programs, cultural dance offerings, foreign language classes, STEAM/coding/robotics, nutrition/cooking classes, student leadership & public speaking, and academics. Special

guest Nisha Rodrigo, a member of the Governor's Advisory Council on Physical Fitness and Mental Well-Being, kicked off the event.

Community Schools Grant Technical Assistance: SBCEO assisted 6 LEAs with their California Community Schools Partnership Program 5-year implementation grants through customized trainings and individualized application support, which were due to the CDE on February 6. We have assisted 10 LEAs in the two-phase grant process – planning and implementation – over the past three years. This is the final opportunity for districts to receive implementation grants, which will be announced after the May State Board of Education meeting. Districts applying for implementation include Guadalupe (additional application for the new junior high), Santa Maria-Bonita, Santa Maria Joint Union High School, SBCEO JCCS, Santa Barbara Unified, and Buellton.

Santa Barbara County Spelling Bee: Our county Spelling Bee will be held March 18, 2025 in the SBCEO Auditorium. Students in grades 4-6 and grades 7-9 participate in written spelling competitions. Community volunteers support the written competition, and families are invited to attend the competition. The top two winners in each division of the county bee are invited to participate in the California State Spelling Bee in San Joaquin County at the end of April. A local family provides a scholarship to each of the winners to support their travel to the state competition and each winner receives a trophy.

Special Education Division

School Psychologists Anisa Aguirre and David Montes presented at the November Preschool Professional Development Day. Teachers learned about various types of prompting to use during instruction and feedback. As part of the training, they practiced teaching how to make a peanut butter and jelly sandwich using only specific prompts (e.g., gestures only, modeling only, no verbal prompts). Anisa and David provided follow-up sessions to paraeducators on January 27 and March 3.

Mary Williams, a preschool inclusion teacher at Zaca and Santa Ynez State Preschool, presented a workshop called, **Connecting Through Play**, on January 27 for preschool paraprofessionals. She covered strategies for connecting with children through play, building on their play, expanding language, and enhancing observations and data collection.

Allan Hancock Preschool, located within the Orfalea Children's Center in Santa Maria, provides a sensory learning experience for preschool-age students. At Allan Hancock, children walk along an elevated river rock path, use authentic cookware tools and waffle-makers, control when the water is off and on, and fully immerse themselves in sand building projects. The program at Allan Hancock is an inclusive partnership among general education students, special education students, staff, and parents.

Student and Community Services Division

Behavioral Health and Wellness

Expanding School-Based Health Billing and Reimbursement: SBCEO will be hosting its second installment of the Expanding School-Based Health Billing and Reimbursement Learning Series on Tuesday, March 11 from 10:00 a.m. – 3:00 p.m. Day two of the series will focus on confidentiality and consent, considerations for when complying with privacy law, and models of school health partnerships. This event is free for attendees and is sponsored by the School-Linked Partnership and Capacity Grant Program.

Early Care and Education (ECE)

ECE Alternative Payment Program Expands Support Across Santa Barbara County: The Alternative Payment (AP) program continues to grow, providing vital support for families in need of child care services. This year, the program has assisted over 5,000 families across Santa Barbara County. In just the last two months, the AP team has enrolled an additional 660 children and 153 providers, further expanding access to quality early care and education. ECE remains committed to supporting families and children throughout the county, ensuring they receive the resources and assistance needed for a strong start.

School Safety

Multidisciplinary Threat Assessment Training – February 2025 Update: On February 25 and 26, 2025, the Santa Barbara County Education Office, in collaboration with First 5 Santa Barbara County and the Santa Barbara County Office of Emergency Management, hosted a Multidisciplinary Threat Assessment Training for 100 TK-12 administrators, counselors, early care and education providers, and school safety personnel.

Led by school safety expert and consultant Jeffrey Solomon and Dr. Brian Van Brunt, the training covered essential topics, including the fundamentals of establishing a threat assessment team, identifying and recognizing various types of threats, conducting assessments, and analyzing real case studies.

Transitional Youth Services (TYS)

February Check-Ins with School Districts: Strengthening Support and Tracking Progress: In February, TYS program associates visited school districts for their routine check-ins. Similar to their September meetings, they revisited district goals, delivered essential supplies, and gathered updated information to continue tailoring their support for each district. High school district foster and homeless education liaisons received updated progress reports that included the latest data on chronic absenteeism, suspension rates, and graduation rates. Program associates, alongside the TYS student

information specialist, led discussions on emerging trends, recent data, and progress made within each district.

Enhancing Resource Family Approval Course: Collaboration with Our County.

Our Kids: Since January 2024, TYS has been partnering with Our County. Our Kids to refine the educational component of the Resource Family Approval (RFA) course. TYS staff have been actively presenting during evening sessions, helping to alleviate parents' concerns when enrolling youth in schools, as they are reassured that TYS staff can connect them to their district's foster education liaison for support.

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

- | | |
|------|--|
| 2/7 | Juvenile Justice Coordinating Council meeting |
| 2/18 | Student Advisory Council meeting |
| 2/19 | Partners in Education Executive Committee meeting; UCSB Arts & Lectures presentation by Jonathan Haidt on his book, <i>The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness</i> , including a pre-event conversation and Q&A |
| 2/26 | Threat Assessment for TK-12, A Multidisciplinary Team Approach Training, co-sponsored by SBCEO, SB County Office of Emergency Management, and First 5 Santa Barbara County; met with the Mexican consulate |
| 3/1 | Santa Barbara County Mock Trial finals at the Santa Barbara Courthouse |
| 3/3 | Superintendents' Council meeting; SELPA JPA board meeting |
| 3/5 | Met with the board president of the Guadalupe-Nipomo Dunes Center; ACSA Region 13 South Santa Barbara Charter workshop for school and district leaders led by Shamar Edwards |
| 3/6 | Santa Barbara County School Boards Association Executive Committee meeting; CADA Gratitude Luncheon; SBCEO's countywide education job fair, south county |

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING

February 13, 2025 – 2:00 p.m.

MINUTES

The Santa Barbara County Board of Education held this meeting on Thursday, February 13, 2025 at the following two locations, which were connected via videoconference, due to weather: SBCEO South County Office, 4400 Cathedral Oaks Road, Santa Barbara, CA, and SBCEO North County Office, 402 Farnel Road, Santa Maria, CA.

UNAPPROVED

GENERAL FUNCTIONS

1. Call to Order

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

2. Spanish Interpretation/Interpretación

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

3. Pledge of Allegiance

The board recited the Pledge of Allegiance.

4. Roll Call

Board Members Present

Vedamarie Alvarez Flores
Katya Armistead
Marybeth Carty
Nadra Ehrman
Judith Frost
Sarah Anne Read
Guy Walker

Staff Members Present

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

Ellen Barger	Nicole Evenson	Don Lockwood	Elise Simmons
Bridget Baublits	Mari Gonzales	Victor McConnell	Steve Torres
Marc Cunningham	Isabel Guerrero	Amy Ramos	Rene Wheeler

Others Present

Francisco Romero, AV consultant
Hugo Santos-Gomez, interpreter
Regina Santos-Moreno, interpreter (via Zoom)

5. Changes to the Agenda

None.

6. President and Board Comments

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

- President Carty reported that she attended a UCSB Arts & Lectures and Viva el Arte de Santa Barbara program performance by the band La Santa Cecilia. She stated that the artists shared they had previously been in Santa Barbara and had a meaningful exchange with students at the Los Prieto Boys Camp and at the Santa Maria juvenile hall. Mrs. Carty shared that the band won an Emmy award that year and mentioned the students in their acceptance speech.
- Board Member Ehrman reported that she attended a play at Isla Vista School called *Beauty and the Beast, Jr.* She also wished everyone a happy Black History Month.
- Board Member Frost shared that she attended the Santa Barbara County School Boards Association's Executive Committee meeting.

7. Public Comments

None.

PRESENTATION

8. Santa Barbara County Education Office Budget Overview

Associate Superintendent of Administrative Services Steve Torres provided a general orientation on the Santa Barbara County Education Office (SBCEO) budget.

SUPERINTENDENT'S REPORT

9. Superintendent's Report

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

Dr. Salcido provided some additional information about the SBCEO budget, as a follow-up to Associate Superintendent Steve Torres' presentation. She stated that she would provide more information for the board at a future meeting on SBCEO's federal funding.

The superintendent also shared the following information:

- UCSB Arts & Lectures event on February 20 featuring Jonathan Haidt – Dr. Salcido shared that Board President Carty had some tickets to the largely sold out event if any board members or SBCEO staff members would like to attend.
- Dr. Salcido acknowledged that the board traveled in the rain for today's board meeting. She reported that Camie Barnwell, director of communications and public information officer, was at the Santa Barbara County Emergency Operations Center (EOC) today as a representative for SBCEO. Dr. Salcido shared that Camie, School Safety Liaison Dennis Thomas, and Associate Superintendent of Student and Community Services Bridget Baublits had been sharing information with school districts about the storm.
- The superintendent commented on the uncertainty that people may be feeling about the new federal administration's executive orders. Dr. Salcido stated that SBCEO was committed to ensuring every student had equitable access to educational opportunity, that students were valued as members of our school communities, and that all students and all that they bring – their diverse experiences, their identities, their abilities, and their aspirations – are seen and valued. She distributed two County Board of Education policies as a reminder to the board: Board Policy 5125 – Student Records, and Board Policy 5022 – Student and Family Privacy Rights. Dr. Salcido also pointed to the first page of the written superintendent's report which mentioned resources on the SBCEO website for schools and families in response to federal executive orders.

Dr. Salcido highlighted the following items in the written superintendent's report:

- Santa Maria Valley Chamber of Commerce State of Education – The event had been postponed.

- SBCEO Employee Service Awards
- Special Education division information about preschool transition meetings and the Lompoc Unified School District preschool program transfer

CONSENT AGENDA

The board approved all consent agenda items:

10. Minutes of Meeting Held January 9, 2025

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

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from December 7, 2024 to January 6, 2025, and the issuance of temporary county certificates for that same time period.

12. Declaration of Surplus

Declaration of surplus for the following departments:

- Curriculum and Instruction
- Early Care and Education
- Information Technology Services
- Special Education

Motion to approve all consent items:

Ayes: 6	Noes: 0	Absent: 0	Abstain: 1
MOVED: Mrs. Read		SECONDED: Dr. Armistead	VOTE: Passed 6-0-0-1
			Mr. Walker abstained

ACTION ITEMS

13. Recommended Approval to Expand Lease

The board approved expanding the lease for the facility located on South C Street in Lompoc for the Early Care and Education (ECE) program. The additional space will be used for staff offices and the cost of the lease will be paid by the ECE program. SBCEO will proceed with negotiation and preparation of the lease agreement.

Ayes: 7	Noes: 0	Absent: 0	Abstain: 0
MOVED: Mr. Walker		SECONDED: Ms. Ehrman	VOTE: Passed 7-0-0-0

14. Recommended Approval of Change Order

The board approved the change order (#3) for the Santa Barbara County Education Office's Curriculum and Instruction division construction project (# 01-24-25).

Ayes: 7 **Noes: 0** **Absent: 0** **Abstain: 0**
MOVED: Dr. Armistead **SECONDED: Mrs. Read** **VOTE: Passed 7-0-0-0**

15. Reimburse Expenses for Board Members to Attend the State of Education

The board approved the reimbursement of actual and necessary expenses for board members to attend the State of Education event, on its to be rescheduled date, cost: \$45 for Chamber members/\$35 for educators/\$55 for everyone else, hosted by the Santa Maria Valley Chamber of Commerce, in accordance with Board Policy 9250.

Ayes: 7 **Noes: 0** **Absent: 0** **Abstain: 0**
MOVED: Mr. Walker **SECONDED: Ms. Ehrman** **VOTE: Passed 7-0-0-0**

16. Reimburse Expenses for Board Members to Attend the State of Vandenberg

The board approved the reimbursement of actual and necessary expenses for board members to attend the State of Vandenberg luncheon, March 14, 2025, 10:45 a.m.–2 p.m., cost: \$45 for Chamber members/\$60 for non-members, hosted by the Lompoc Valley Chamber of Commerce and the Santa Maria Valley Chamber of Commerce, in accordance with Board Policy 9250.

Ayes: 7 **Noes: 0** **Absent: 0** **Abstain: 0**
MOVED: Dr. Armistead **SECONDED: Mr. Walker** **VOTE: Passed 7-0-0-0**

INFORMATION ITEMS

17. Personnel Report

The classified personnel report was presented as an information item.

18. 2024-25 Local Control and Accountability Plan Mid-Year Monitoring Report

The 2024-25 Local Control and Accountability Plan (LCAP) Mid-Year Monitoring Report was presented to the board as an information item. Director of Student and Community Services Elise Simmons provided a presentation on the report.

Board adjourned for a brief recess at 3:32 p.m. Board reconvened at 3:36 p.m.

CLOSED SESSION

19. Conference with Real Property Negotiator (Government Code § 54956.8) – Closed Session

The board held a closed session conference with real property negotiator. The closed session began at 3:36 p.m. and present were board members; Dr. Susan Salcido, county superintendent of schools; Steve Torres, associate superintendent; Bridget Baublits, associate superintendent; Marc Cunningham, director of facilities; Austin Payne, legal counsel; and Anna Freedland, executive assistant.

Properties: 1) property in Santa Maria, CA; 2) leased property at 4400 Cathedral Oaks Road, Santa Barbara, CA. Agency designated representatives: Dr. Susan Salcido, superintendent, and Steve Torres, associate superintendent. Negotiating parties: [confidential] for Santa Maria property and County of Santa Barbara. Instructions to negotiators regarding price, terms, and conditions.

There was no action taken.

At 4:09 p.m. the board adjourned closed session and reconvened to open session.

FUTURE AGENDA ITEMS

20. Future agenda items

The president mentioned the potential future agenda items, for the March 13, 2025 board meeting in Santa Maria, that were listed on the agenda as an information item:

- Update on the Juvenile Justice Center (JJC) in Santa Maria, provided by Chief Probation Officer Holly Benton
- Presentation on SBCEO countywide mental health supports
- Brief tour of the SBCEO North County Office located on Farnel Road in Santa Maria

The following items were also mentioned as potential future agenda items:

- Information about the Career Technical Education (CTE) program
- Updated report on transitional kindergarten (TK) and universal pre-kindergarten (UPK)

ADJOURNMENT

21. Adjournment

The meeting was adjourned at 4:12 p.m. to the next regular meeting to be held March 13, 2025 at the SBCEO North County Office, 402 Farnel Road, Santa Maria.

Ayes: 7 **Noes: 0** **Absent: 0** **Abstain: 0**
MOVED: Mr. Walker **SECONDED: Dr. Armistead** **VOTE: Passed 7-0-0-0**

Marybeth Carty, President
County Board of Education

Dr. Susan Salcido, Secretary
County Board of Education



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education

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

Registration of Credentials or Other Certification Documents

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

The content in this section of the report is informational.

Issuance of Temporary County Certificates

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

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

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

**Registration of Credentials or Other Certification Documents
Issuance of Temporary County Certificates
January 7, 2025 - February 6, 2025**

Name**Type of Credential/Permit****Expiration Date: 2025**

Ashley	Butler	Short-Term Staff Permit
Amanda	Cerrillo	Short-Term Staff Permit
Lizbeth	Chavez	Substitute Teaching Permit for Prospective Teachers
Carson	Craft	Teaching Permit for Statutory Leave
Kristine	Denton	Education Specialist Instruction Credential
Kelly	Dias	30-Day Substitute Teaching Permit
Joe	Duran	30-Day Substitute Teaching Permit
Kari	Fjeld	Education Specialist Instruction Credential
Marissa	Hernandez	Short-Term Staff Permit
Tracy	Liddell	Crosscultural, Language & Academic Devel Permit
Havah	Miller	30-Day Substitute Teaching Permit
Pablo	Miranda	Short-Term Staff Permit
Angella	Montano	30-Day Substitute Teaching Permit
Yessenia	Mundo	Short-Term Staff Permit
Gabriel	Navarrete	Crosscultural, Language & Academic Devel Permit
Beatriz	Nunez	Teaching Permit for Statutory Leave
Vanessa	Perez	30-Day Substitute Teaching Permit
Fernando	Pinto	Teaching Permit for Statutory Leave
Hayley	Renteria	Teaching Permit for Statutory Leave
Saul	Salcido	Teaching Permit for Statutory Leave
Cindy	Soto	Teaching Permit for Statutory Leave
Brittany	Soundara	Short-Term Staff Permit
Julia	Vargas	30-Day Substitute Teaching Permit
Jessica	Violetti	Education Specialist Instruction Credential
Ira	Weingarten	30-Day Substitute Teaching Permit

Expiration Date: 2026

John	Adams	30-Day Substitute Teaching Permit
Sohaila	Ahmadi	30-Day Substitute Teaching Permit
Nicholas	Almaguer	30-Day Substitute Teaching Permit
Sara	Alter	30-Day Substitute Teaching Permit
Mitzi	Arellano	Speech-Language Pathology Services Credential
Diana	Arrieta	30-Day Substitute Teaching Permit

Carol	Ashley	30-Day Substitute Teaching Permit
Lauren	Avey	30-Day Substitute Teaching Permit
Eric	Bae	30-Day Substitute Teaching Permit
Robert	Baker	30-Day Substitute Teaching Permit
Talia	Barraza	30-Day Substitute Teaching Permit
Vanessa	Belmontez	30-Day Substitute Teaching Permit
Jora	Bhullar	30-Day Substitute Teaching Permit
Joseph	Blair	30-Day Substitute Teaching Permit
Michelle	Bougher	30-Day Substitute Teaching Permit
Caitlin	Brenda	30-Day Substitute Teaching Permit
Rita	Bright	30-Day Substitute Teaching Permit
Nina	Bucar	30-Day Substitute Teaching Permit
Amanda	Cerrillo	30-Day Substitute Teaching Permit
Phylliss	Cohen	30-Day Substitute Teaching Permit
Darcy	Coronado	30-Day Substitute Teaching Permit
Donnell	Coulehan	30-Day Substitute Teaching Permit
Haya	Dalia	30-Day Substitute Teaching Permit
Danielle	Del Valle	30-Day Substitute Teaching Permit
Yuanyuan	Dong	30-Day Substitute Teaching Permit
Courtney	Drazich	30-Day Substitute Teaching Permit
Michael	Dulay	30-Day Substitute Teaching Permit
Erika	Dutton	30-Day Substitute Teaching Permit
Jennifer	Edwards	Multiple Subject Teaching Credential
Elisia	Estrada	30-Day Substitute Teaching Permit
Maharai	Evans	30-Day Substitute Teaching Permit
Rachel	Fields	30-Day Substitute Teaching Permit
Linda	Fimlaid	30-Day Substitute Teaching Permit
Tonisha	Franklin	30-Day Substitute Teaching Permit
Abigail	Gomez	Education Specialist Instruction Credential
Juan	Gomez	30-Day Substitute Teaching Permit
Vanessa	Gomez	30-Day Substitute Teaching Permit
Erin	Gracie	Teaching Permit for Statutory Leave
Robert	Grow	30-Day Substitute Teaching Permit
Brian	Gutierrez	30-Day Substitute Teaching Permit
Angel	Guzman	30-Day Substitute Teaching Permit
Chloe	Harber	30-Day Substitute Teaching Permit
Laurel	Hauck	30-Day Substitute Teaching Permit
Annette	Hernandez	30-Day Substitute Teaching Permit
Daniel	Hodina	30-Day Substitute Teaching Permit
Serah	Hodson	30-Day Substitute Teaching Permit
Rebecca	Horta	30-Day Substitute Teaching Permit
Erica	Huff	30-Day Substitute Teaching Permit
Christina	Jacob	30-Day Substitute Teaching Permit
Haley	Jensen	30-Day Substitute Teaching Permit
Ryan	Kaldi	30-Day Substitute Teaching Permit

Carol	Kemp	30-Day Substitute Teaching Permit
Cacsey	Kernohan	30-Day Substitute Teaching Permit
Kaitlyn	Kolec	30-Day Substitute Teaching Permit
Ashley	Kytlica	30-Day Substitute Teaching Permit
Michelle	Laggren	30-Day Substitute Teaching Permit
Jason	Limon	Crosscultural, Language & Academic Devel Permit
Roseanne	Luis	30-Day Substitute Teaching Permit
Taylor	MacCuish	30-Day Substitute Teaching Permit
Lesly	Maldonado	30-Day Substitute Teaching Permit
Michael	Mangino	30-Day Substitute Teaching Permit
Kira	Mark	30-Day Substitute Teaching Permit
Laura	Mason	30-Day Substitute Teaching Permit
Carey	Matson	30-Day Substitute Teaching Permit
Rochelle	McClung	30-Day Substitute Teaching Permit
Evelyn	Mendoza	Teaching Permit for Statutory Leave
Natali	Mendoza	Teaching Permit for Statutory Leave
Charles	Miller	30-Day Substitute Teaching Permit
Diane	Morales	30-Day Substitute Teaching Permit
Jordan	Moro	30-Day Substitute Teaching Permit
Ryan	Morrissey	30-Day Substitute Teaching Permit
Jessica	Norton	30-Day Substitute Teaching Permit
Isaac	Nuno	30-Day Substitute Teaching Permit
Dove	Okonina	30-Day Substitute Teaching Permit
Amy	Orozco	30-Day Substitute Teaching Permit
Kiersten	Patzia	30-Day Substitute Teaching Permit
Alaina	Pratt	30-Day Substitute Teaching Permit
Annette	Rafael	30-Day Substitute Teaching Permit
Jose	Ramos	30-Day Substitute Teaching Permit
Lisa	Reynolds	30-Day Substitute Teaching Permit
Joanna	Ritter	30-Day Substitute Teaching Permit
Deborah	Roark	30-Day Substitute Teaching Permit
Joel	Rodriguez	30-Day Substitute Teaching Permit
Elsa	Ross	Administrative Services Credential
Kyle	Sandstrom	30-Day Substitute Teaching Permit
Niko	Sapp	30-Day Substitute Teaching Permit
Holden	Smith	30-Day Substitute Teaching Permit
Kathleen	Stevenson	30-Day Substitute Teaching Permit
Julie	Swayze	30-Day Substitute Teaching Permit
Deanna	Uc	Education Specialist Instruction Credential
Mikaela	Vander Molen	30-Day Substitute Teaching Permit
Christine	Venzor	30-Day Substitute Teaching Permit
Cynthia	Webster	30-Day Substitute Teaching Permit
Haining	Wei	30-Day Substitute Teaching Permit
Tania	Welles	30-Day Substitute Teaching Permit
Jennifer	West	30-Day Substitute Teaching Permit

Rebecca	Wright	30-Day Substitute Teaching Permit
Ryan	Young	Administrative Services Credential
Kaitlyn	Zubiate	30-Day Substitute Teaching Permit

Expiration Date: 2027

Travis	Bower	Single Subject Teaching Credential
Daniel	Davis	Education Specialist Instruction Credential
Sharon	Gallagher	Education Specialist Instruction Credential
Jereld	Gash	Education Specialist Instruction Credential
Josef	Gertner	Single Subject Teaching Credential
Richelle	Hart	Administrative Services Credential
Mark	Leufkens	Career Technical Education Teaching Credential
Sandra	Sousa	Education Specialist Instruction Credential
Greg	Zuffelato	Career Technical Education Teaching Credential

Expiration Date: 2028

Janet	Barnes	Education Specialist Instruction Credential
Emmanuel	Campuzano	Multiple Subject Teaching Credential
Brenda	Clarke	Administrative Services Credential
Patrick	Cleary	Education Specialist Instruction Credential
Laura	Derickson	Career Technical Education Teaching Credential
Patricia	Lopez	Pupil Personnel Services Credential
Lisa	Paniagua	Administrative Services Credential
Joy	Smith	Education Specialist Instruction Credential
Kimberley	Washington	Pupil Personnel Services Credential
James	Witherell	Career Technical Education Teaching Credential

Expiration Date: 2029

Neida	Arevalo	Speech-Language Pathology Services Credential
Kelly	Ayers	Education Specialist Instruction Credential
Jesse	Bellinger	Education Specialist Instruction Credential
Aleesha	Calad	Education Specialist Instruction Credential
Adoni	Coronado	Single Subject Teaching Credential
Amy	Crimmins	Multiple Subject Teaching Credential
Ezra	Danley	Multiple Subject Teaching Credential
Sarah	Donahue	Pupil Personnel Services Credential
Nancy	Elias	Child Development Teacher Permit
Liliana	Flores	Multiple Subject Teaching Credential
Rhonda	Forsyth	Administrative Services Credential

Rhonda	Forsyth	Single Subject Teaching Credential
Rhonda	Forsyth	Multiple Subject Teaching Credential
Mackenzey	Fowler	Career Technical Education Teaching Credential
Sandra	Fraiyo	Administrative Services Credential
Alexis	Garcia	Multiple Subject Teaching Credential
Paloma	Hernandez	Child Development Site Supervisor Permit
Anthony	Linebaugh	Multiple Subject Teaching Credential
Kiersten	Lopes	Education Specialist Instruction Credential
Kelin	Mahon	Single Subject Teaching Credential
Nathan	Mendoza	Administrative Services Credential
Daniela	Morantes	Child Development Associate Teacher Permit
Viviani	Piekutowski	Administrative Services Credential
Leticia	Real	Education Specialist Instruction Credential
Kelly	Rodono	Administrative Services Credential
Rachel	Saragosa	Education Specialist Instruction Credential
Pauline	Simes	Speech-Language Pathology Services Credential
Michelle	Stivers	Single Subject Teaching Credential
Sarah	Strong	Multiple Subject Teaching Credential
Ana	Trejo	Multiple Subject Teaching Credential
Julissa	Zarate	Multiple Subject Teaching Credential

Expiration Date: 2030

Corey	Adam	Single Subject Teaching Credential
Lisa	Adams	Single Subject Teaching Credential
Mathew	Andree	Education Specialist Instruction Credential
Miriam	Angel	Child Development Site Supervisor Permit
Daniel	Archuleta	Administrative Services Credential
Sarai	Ayala	Multiple Subject Teaching Credential
Melissa	Barber	Multiple Subject Teaching Credential
Maria	Beas	Child Development Site Supervisor Permit
Brett	Bigger	Multiple Subject Teaching Credential
Brianna	Bonner	School Nurse Services Credential
Nina	Borja	Multiple Subject Teaching Credential
Leah	Borrell	Multiple Subject Teaching Credential
Tracy	Bowen	Multiple Subject Teaching Credential
Nancy	Bradford	Child Development Program Director Permit
Christine	Bradley	Single Subject Teaching Credential
Marcia	Brennan	Multiple Subject Teaching Credential
Richard	Bresslin	Single Subject Teaching Credential
Mikaela	Burkett	Multiple Subject Teaching Credential
Nancy	Bush	Pupil Personnel Services Credential
Norma	Castellino	Multiple Subject Teaching Credential
Julie	Chan	School Nurse Services Credential

Cindy	Cheung	School Nurse Services Credential
Matthew	Collins	Multiple Subject Teaching Credential
James	Dahmen	Single Subject Teaching Credential
Bert	Dannenberg	Pupil Personnel Services Credential
Annette	Delgadillo	Multiple Subject Teaching Credential
Fe	Demition	Multiple Subject Teaching Credential
Lesley	Devericks	Multiple Subject Teaching Credential
Karen	Dragan	Multiple Subject Teaching Credential
Karen	Draper	Single Subject Teaching Credential
Linda	Edwards	Administrative Services Credential
Linda	Edwards	Multiple Subject Teaching Credential
Cynthia	Faust	Education Specialist Instruction Credential
Marcia	Frainer	Multiple Subject Teaching Credential
Regina	Freking	Pupil Personnel Services Credential
Regina	Freking	Single Subject Teaching Credential
Valerie	Galindo	Administrative Services Credential
Valerie	Galindo	Multiple Subject Teaching Credential
Chelsey	Gates	Single Subject Teaching Credential
Mayra	Gonzalez	Multiple Subject Teaching Credential
Tiffany	Gonzalez	Multiple Subject Teaching Credential
Tanya	Guiremand	Single Subject Teaching Credential
Margie	Gutierrez	Child Development Site Supervisor Permit
Claudia	Hamers	Multiple Subject Teaching Credential
Lesli	Hays	Multiple Subject Teaching Credential
Deborah	Hedlund	Multiple Subject Teaching Credential
April	Hehe	Multiple Subject Teaching Credential
Robert	Herman	Education Specialist Instruction Credential
Beatriz	Hernandez	Education Specialist Instruction Credential
Silvia	Hernandez	Child Development Site Supervisor Permit
Janis	Hunt	Single Subject Teaching Credential
Irene	Ibarra	Multiple Subject Teaching Credential
Robin	Ilac	Single Subject Teaching Credential
Sabrina	Jeffers	Multiple Subject Teaching Credential
William	Jones	Single Subject Teaching Credential
Iris	Kaminsky	Pupil Personnel Services Credential
Melissa	Katzenstein	Multiple Subject Teaching Credential
Melanie	Kilbane	Multiple Subject Teaching Credential
Gabriela	Landeros	Child Development Site Supervisor Permit
Tamara	Lawler	Single Subject Teaching Credential
Melissa	Lazaro	Child Development Teacher Permit
Mark	Leonas	Single Subject Teaching Credential
Mark	Leufkens	Administrative Services Credential
Mark	Leufkens	Single Subject Teaching Credential
Emily	Linton	Multiple Subject Teaching Credential
Adriana	Lopez	Child Development Teacher Permit

Shannon	Lopez	Multiple Subject Teaching Credential
Shannon	Lopez	Specialist Instruction Credential in Special Education
Elaine	Malm	Specialist Instruction Credential in Special Education
Sarai	Martinez	Multiple Subject Teaching Credential
Julie	McElroy	Multiple Subject Teaching Credential
Rosa	Mendoza	Pupil Personnel Services Credential
Lynette	Meyer	Administrative Services Credential
Lynette	Meyer	Specialist Instruction Credential in Special Education
Deanna	Morehart	Multiple Subject Teaching Credential
Grace	Moser	Child Development Master Teacher Permit
Amber	Munden	Pupil Personnel Services Credential
Nicole	Neimroozi	Single Subject Teaching Credential
Roxanna	Nocker	Administrative Services Credential
Roxanna	Nocker	Single Subject Teaching Credential
Lucy	Parra	Multiple Subject Teaching Credential
Katelyn	Pendry	Single Subject Teaching Credential
Kyle	Radford	Multiple Subject Teaching Credential
Alpha	Ramirez	Single Subject Teaching Credential
Daniel	Ramos	Speech-Language Pathology Services Credential
Katrina	Randall	Single Subject Teaching Credential
Timothy	Rapson	Education Specialist Instruction Credential
Alison	Riede	Career Technical Education Teaching Credential
Anne	Rigali	Education Specialist Instruction Credential
Jessica	Rivera	Multiple Subject Teaching Credential
Katy	Romero	Education Specialist Instruction Credential
Shannon	Rosas	Multiple Subject Teaching Credential
Constance	Ruf	Pupil Personnel Services Credential
Constance	Ruf	Single Subject Teaching Credential
Erin	Saucedo	Multiple Subject Teaching Credential
Tyana	Saxby	Multiple Subject Teaching Credential
Christine	Schettler	Single Subject Teaching Credential
Amy	Schmidt	Single Subject Teaching Credential
Athena	Sims	Pupil Personnel Services Credential
James	Sisco	Multiple Subject Teaching Credential
Jennifer	Smith	Child Development Site Supervisor Permit
Sheldon	Smith	Administrative Services Credential
Sheldon	Smith	Single Subject Teaching Credential
Angela	Soares	Administrative Services Credential
Angela	Soares	Multiple Subject Teaching Credential
Maria	Sorosky	School Nurse Services Credential
Amy	Speshyock	Child Development Site Supervisor Permit
Maureen	Staunton	Single Subject Teaching Credential
Maureen	Staunton	Multiple Subject Teaching Credential
Ashley	Switzer	Single Subject Teaching Credential
Ashley	Switzer	Multiple Subject Teaching Credential

Jamie	Tanner	Single Subject Teaching Credential
Barbara	Tigert	Single Subject Teaching Credential
Mitchell	Torina	Administrative Services Credential
Mitchell	Torina	Pupil Personnel Services Credential
Xochilt	Vargas	Multiple Subject Teaching Credential
Xochilt	Vargas	Education Specialist Instruction Credential
Abby	Vasquez	Administrative Services Credential
Abby	Vasquez	Multiple Subject Teaching Credential
Mayra	Velasco	Multiple Subject Teaching Credential
Brenda	Volberg	Single Subject Teaching Credential
Candace	Vosburg	Education Specialist Instruction Credential
Sarah	Webb	Multiple Subject Teaching Credential
Juliet	West	Multiple Subject Teaching Credential
Lorene	Yoshihara	Single Subject Teaching Credential
Nazish	Zaffar	Child Development Program Director Permit
Larry	Zajic	Multiple Subject Teaching Credential

Certificates of Competence

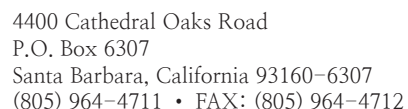
William	Jones	Crosscultural, Language & Academic Development Cert
Kiersten	Lopes	Educator Authorization
Juliana	Massie	Educator Authorization
Katelyn	Pendry	Crosscultural, Language & Academic Development Cert
Katy	Romero	Crosscultural, Language & Academic Development Cert

Name

Type of Credential/Permit

Temporary County Certificates

Jose	Alonso	Teaching Permit for Statutory Leave
Jocelyn	Delgadillo	Teaching Permit for Statutory Leave
Desiree	Espinoza	Substitute Teaching Permit for Prospective Teachers
Danielle	Garren	Crosscultural, Language & Academic Devel Permit
Tate	Gehrig	Education Specialist Instruction Credential
Anthony	Linebaugh	Administrative Services Credential
Brandy	Lyons	Education Specialist Instruction Credential
Emilio	Madera	30-Day Substitute Teaching Permit
Yassaira	Sanchez	Pupil Personnel Services Credential
Emelyn	Schaeffer	Teaching Permit for Statutory Leave
Tara	Svensson	Child Development Site Supervisor Permit

**July 1, 2025 through June 30, 2026**127123

■ Legal Holiday; ○ Board Declared Holiday



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
March 13, 2025

Information Technology Services

- SB 15445 APC UPS 2200 Power Supply
- SB 15446 APC UPS 2200 Power Supply
- SB 15801 Tripp-Lite SmartPro 2200 VSXL Power Supply
- SB 16312 Tripp-Lite SmartPro 2200 VSXL Power Supply

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

Action Items

Santa Barbara County Education Office

CHANGE ORDER (CO)

Site Name:	Cathedral Oaks Campus	Date:	2/27/2025
Project Name:	C&I Project	Change Order Number:	4
To:	Marc Cunningham	Project Number:	01-24-25
From:(Contractor)	Precon Industries.	Bid Number:	

A	B	C	D	(C / A)	(B + C) / A
Original Contract Amount	Cumulative Change Order Total to Date <i>(not including this CO)</i>	Amount of this CO	Revised Contract Amount	% of this CO	% Total Cumulative COs <i>(including this CO)</i>
\$ 463,000.00	\$ 65,731.70	\$ 2,374.40	\$ 531,106.10	0.51%	14.71%

You are hereby directed to make the following change(s) in the Contract. Reference COP Number(s):

DESCRIPTION OF WORK:

- 1) PCO-015: Relocation of Fire Alarm Devices For Store Fronts \$2,374.40
- 2) Non-compensable Additional Construction Days for Completion of Project: 18 calendar days

REASON FOR CHANGE:

- 1) PCO-015: Fire alarm devices required relocation from existing store front assembly to new store front assembly.
- 2) Non-compensable calendar days for completion of project. Additional days required due to lead time of ordered products for project.

Initiator of Change: ☒ Contractor ☒ Owner ☐ Architect

Contract Documents associated with this Change Order are as follows:

Change Order Item Code: _____ A/E Fee ☐ Yes ☐ No Project Manager Initials: _____

Additional Days for COP's are granted as non compensable, excusable time extension of 11 work days or 15 calendar days.

The Contract Amount due to this Change Order will be ☒ Increased ☐ Decreased ☐ Unchanged by \$2,374.40
 The Contract Time due to this Change Order will be ☒ Increased ☐ Decreased ☐ Unchanged by 18 Calendar days
 The revised Final Completion date is March 21, 2025

☐ Milestones in the Contract have been changed as per the attached Schedule

This Request appears valid and is recommended for approval.

	Signature	Name (Print)	Date
Contractor: Precon Industries		LUIS GIL	
Architect : KBZ <small>(as required for DSA)</small>		JOE WILCOX	
Construction Project Manager		MARC CUNNINGHAM	
Associate Superintendent C&I		ELLEN BARGER	
Associate Superintendent, Administrative Services.		STEVE TORRES	

cc: State of California - Division of the State Architect, Application Number: N/A File Number: _____



RECEIVED

FEB 03 2025

Santa Barbara County Education Office
Office of the Superintendent

REQUIRES BOARD ACTION

January 31, 2025

MEMORANDUM

To: CSBA Member Boards and Odd-numbered County Board Presidents and Superintendents
From: Dr. Bettye Lusk, CSBA President
Re: 2025 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 17**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

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

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2025.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board

agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2025.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 – March 31, 2027. The next meeting of the Delegate Assembly takes place on Saturday, May 17 and Sunday, May 18, 2025. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

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

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 11
(Santa Barbara and Ventura Counties)

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

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

☐

Arleigh Kidd (Ventura COE)*

Provision for Write-in Candidate Name

COE

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

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

REGION 11 – 9 Delegates (9 elected)

Director: VACANT

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

***Please note as of 2025, subregion 11B will have 1 loss of an elected seat**

Subregion 11-A (Santa Barbara)

Melanie Waffle (Orcutt Union SD), term expires 2025

Peter Wright (College ESD), term expires 2026

Vacant, term expires 2025

Subregion 11-B (Ventura)

Darlene Bruno (Hueneme SD), term expires 2026

Rebecca "Beckie" Cramer (Pleasant Valley SD), term expires 2025

Lauren Gill (Conejo Valley USD), term expires 2026

MaryAnn Rodriguez (Oxnard SD), term expires 2026

Daniel Sandoval (Santa Paula USD), term expires 2026

County Delegate:

Arleigh Kidd (Ventura COE), term expires 2025

Counties

Santa Barbara (Subregion A)

Ventura (Subregion B)

View results

Respondent

19

Anonymous

09:05

Time to complete

1. I have been... *

☒ Appointed

☐ Nominated

2. Your signature indicates your consent to serve as a Delegate *

Arleigh Kidd

3. Full name *

Arleigh Dean Kidd

4. Region/subregion *

11 - County



5. Name of District or COE *

Ventura County Board of Education

6. Years on board *

3

7. Profession

Retired

8. Contact number *

805-428-3564

9. Primary email address *

arleighk@prodigy.net

10. Are you an incumbent Delegate? *

☒ Yes☐ No

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

I have been in Education for 30 years and want to continue being an advocate for Public Education.

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

I have served as President of my Board and served on the County Reorganization Committee.

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

I would say declining enrollment and how to handle it.



RECEIVED

FEB 03 2025

Santa Barbara County Education Office
Office of the Superintendent

REQUIRES BOARD ACTION

January 31, 2025

MEMORANDUM

To: CSBA Member Boards and Odd-numbered County Board Presidents and Superintendents
From: Dr. Bettye Lusk, CSBA President
Re: 2025 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 17**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

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

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2025.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board

agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2025.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 – March 31, 2027. The next meeting of the Delegate Assembly takes place on Saturday, May 17 and Sunday, May 18, 2025. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

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

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. A *PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-A
(Santa Barbara County)

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

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

☐ William (Franky) Caldeira (Lompoc USD)

☐ Melanie Waffle (Orcutt Union ESD)*

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

REGION 11 – 9 Delegates (9 elected)

Director: VACANT

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

***Please note as of 2025, subregion 11B will have 1 loss of an elected seat**

Subregion 11-A (Santa Barbara)

Melanie Waffle (Orcutt Union SD), term expires 2025

Peter Wright (College ESD), term expires 2026

Vacant, term expires 2025

Subregion 11-B (Ventura)

Darlene Bruno (Hueneme SD), term expires 2026

Rebecca "Beckie" Cramer (Pleasant Valley SD), term expires 2025

Lauren Gill (Conejo Valley USD), term expires 2026

MaryAnn Rodriguez (Oxnard SD), term expires 2026

Daniel Sandoval (Santa Paula USD), term expires 2026

County Delegate:

Arleigh Kidd (Ventura COE), term expires 2025

Counties

Santa Barbara (Subregion A)

Ventura (Subregion B)

View results

Respondent

15

Anonymous

17:41

Time to complete

1. I have been... *

☐ Appointed

☒ Nominated

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

Melanie Waffle

3. Full name *

Melanie Waffle

4. Region/subregion *

11A



5. Name of District or COE *

Orcutt Union School District

6. Years on board *

6

7. Profession

HR Generalist

8. Contact number *

805-680-1606

9. Primary email address *

mwaffle@orcutt-schools.net

10. Are you an incumbent Delegate? *

☒ Yes

☐ No

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

I would greatly appreciate the opportunity to continue serving on the CSBA Delegate Assembly, as it allows me to remain actively involved in the conversations and decisions that impact the students in my district, county, and state.

My experiences include working with several dynamic and effective leadership teams within the school district and the community. My MA in Public Administration and my SHRM (Society of Human Resource Management) certificate have been instrumental in advancing my career, enriching my role as a Board Trustee, and enhancing my life overall. Additionally, I am proud to be a CSBA MIG graduate, Class of 2019.

As a parent of two wonderful children, one of whom is still young enough to attend school in my district, I bring a unique perspective. The combination of being a community leader and a parent navigating the complexities of this time equips me with valuable insights and experiences that I believe can make a meaningful contribution to our shared goals.

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

I am actively involved in several community committees and nonprofits, including the Orcutt Children's Arts Foundation (OCAF), the Santa Barbara County Stand Down Committee, SOAAR (Supporting Orcutt Academy's Academic Resources), and the Santa Barbara County Wellness Council.

In addition to these commitments, I truly enjoy volunteering at local events like Christmas parades, trick-or-treat festivities, and other fun community activities. Being part of these events is not only rewarding but also a great way to connect with and support our wonderful community!

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

Special Education is one of the most significant challenges facing governing school boards today. Whether it's lawsuits or staffing shortages, the costs of special education continue to rise exponentially, impacting a district's ability to support other programs and placing a considerable strain on budgets.

CSBA can help address this issue by continuing to advocate for increased funding at the state level and fully funding special education at the federal level. The partnership between CSBA and our elected officials has already proven extremely valuable. Moving forward, CSBA could further strengthen this collaboration by pursuing balanced legislation that provides districts with protections against frivolous litigation while ensuring the needs of students are met.

View results

Respondent

76

Anonymous

17:38

Time to complete

1. I have been... *

☐ Appointed

☒ Nominated

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

Franky Caldeira

3. Full name *

Franky Caldeira

4. Region/subregion *

11A



5. Name of District or COE *

Lompoc Unified School District

6. Years on board *

3 years in February 2025

7. Profession

Certified Public Accountant

8. Contact number *

805-742-3320

9. Primary email address *

caldeira.william@lusd.org

10. Are you an incumbent Delegate? *

☐ Yes☒ No

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

I am passionate about advocating for students, educators, and communities, and I see serving as a Delegate as an opportunity to amplify the voices of those I represent. As a current school board president, I have firsthand experience navigating the complexities of education policy, budget management, and stakeholder engagement. I believe these experiences position me well to contribute meaningfully to the Delegate Assembly.

I bring a diverse set of skills to the table, including strategic decision-making, financial expertise as a licensed CPA, and leadership in fostering inclusive environments. Under my leadership, our district passed its first-ever Pride Month resolution, which underscored my commitment to equity and inclusion, even in the face of adversity. This resilience and dedication reflect my ability to advocate effectively for all students.

In addition to my professional qualifications, my service on various committees demonstrates my ability to collaborate with diverse stakeholders to achieve shared goals. My experiences as a board president in a district with aging facilities have also taught me how to engage communities in challenging yet essential conversations, such as advocating for school bonds to secure much-needed funding for our schools.

As a Delegate, I would work to ensure that local governance remains a cornerstone of California's education system and that every student has access to a high-quality, equitable education. My background in leadership, advocacy, and financial stewardship equips me to contribute a balanced and informed perspective to the Assembly.

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

As a member of the Lompoc Unified School District Board of Education since February 2022 and its President since December 2022, I have been deeply involved in initiatives to support our schools and community. One of my proudest accomplishments is leading the passage of our district's first-ever Pride Month resolution, a milestone that reinforced our commitment to equity and inclusion for all students and staff. This work required not only resilience in the face of opposition but also collaboration and communication to unite our community around shared values.

In addition to my board responsibilities, I am actively engaged in efforts to address the district's aging facilities, including advocating for a \$160 million bond to modernize schools over 65 years old which passed in 2024 after about 20 years without a bond. I have worked closely with stakeholders to build community support for this initiative, highlighting its potential to improve educational opportunities for all students.

Beyond my local board, I have just been selected to be one of Vandenberg Space Force Base's Honorary Commanders, in which I will work with Vandenberg to help build further connections to our local community, and provide support to our Armed Forces. I also served as a CSBA delegate for a short time as an appointee when there was a vacant seat. My district was also a member of CBSA's 2024 Work Force Housing Cohort, which was a deeply helpful experience which taught me and our district valuable skills to help make Work Force Housing a reality in our district.

While my formal involvement with CSBA is limited, I am eager to bring my leadership and advocacy experience to the organization. I am committed to supporting CSBA's mission to strengthen local governance and ensure equitable opportunities for all California students. Through my work at the local and district levels, I have developed the skills and determination to make a meaningful contribution as a CSBA Delegate.

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

Governing boards today face a confluence of challenges that threaten the ability to provide high-quality education for all students. Declining enrollment, chronic absenteeism, significant achievement gaps based on race and income, and the lingering effects of COVID-19 learning loss are deeply interconnected and require comprehensive solutions. Compounding these issues are teacher shortages and funding mechanisms reliant on attendance-based formulas, which disproportionately impact districts serving vulnerable populations.

CSBA can play a pivotal role in addressing these challenges by advocating for systemic changes, such as transitioning from attendance-based funding to enrollment-based funding models to provide more stable and equitable resources for schools. Additionally, CSBA can lobby for increased investments in teacher recruitment and retention programs, particularly for high-need areas, to address ongoing shortages and ensure every classroom is led by a qualified educator.

To combat chronic absenteeism and narrow achievement gaps, CSBA can provide governing boards with research-backed strategies and training on early intervention programs, community partnerships, and culturally responsive practices. CSBA can also facilitate the sharing of innovative approaches that districts are using to address learning loss and engage families as partners in education.

Information Items



Santa Barbara County Office of Education
Santa Barbara County
Community
2023-2024 School Accountability Report Card

SCHOOL ADMINISTRATION

Rene Wheeler
rwheeler@sbceo.org

SCHOOL INFORMATION

42104214230207
4400 Cathedral Oaks Rd.
Santa Barbara, CA 93110,
(805) 967-5307
www.sbceo.org/programs/
juvenile-court

SUPERINTENDENT

Dr. Susan Salcido
ssalcido@sbceo.org

DISTRICT INFORMATION

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

BOARD OF EDUCATION

Marybeth Carty
President
Nadra Ehrman
Vice President
Vedamarie Alvarez Flores
Member
Katya Armistead
Member
Judy Frost
Member
Sarah Anne Read
Member
Guy R. Walker
Member
Dr. Susan C. Salcido
Clerk

SARC INFORMATION

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

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

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

The Santa Barbara County Education Office (SBCEO) serves students in the Juvenile Court and Community Schools (JCCS). At any given time, the SBCEO JCCS program serves up to 100 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Justice Center and Los Robles School located on the campus of the Los Prietos Boys Camp. (Note: The Los Robles School / Los Prietos Boys Camp permanently closed on June 30, 2024). JCCS operates one Community School on behalf of neighboring districts: Peter B. Fitzgerald Community School serving Santa Maria. The majority of the students served by JCCS are designated as English learners and/or low socio-economic. Approximately a quarter of students are identified as students with special needs. JCCS served a small number of foster youth in group homes. The JCCS programs work collaboratively with Santa Barbara Probation Department, Santa Barbara County Department of Behavioral Wellness Care and Recovery System, Council on Alcoholism and Drug Abuse (CADA), and other community-based partners to ensure consistency in the support of students and families while enrolled in one of the court and/or community schools.

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

MESSAGE FROM THE ADMINISTRATOR

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	35.70
Male	64.30
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	100.00
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
EL Students	42.90
Foster Youth	
Homeless	21.40
Military	
Socioeconomically Disadvantaged	78.60
Migrant Education	
Students with Disabilities	

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
9th	8
10th	2
11th	0
12th	0
Total	14

TEACHER ASSIGNMENT

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

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

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

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.60	31.00	36.90	70.80	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	1.92	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	65.00	4.30	8.28	11,746.90	4.23
Unknown	0.00	3.00	9.90	18.97	14,303.80	5.15
Total Teaching Positions	2.00	100.00	52.20	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	2.20	0.60	1.30
Total Out-of-Field Teachers	2.20	0.60	1.30

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

SCHOOL FACILITIES

About the Facilities

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

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

FACILITY INSPECTION RESULTS

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

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	12/18/2024
Data Collected:	December 2024
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS

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

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

TEXTBOOKS

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

2024-25 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 7-12 / Course: English Language Arts / Santa Clara University / 2016	Yes	0
Mathematics	Grades: 7-12 / Course: Mathematics / National Geographic / Cengage Learning / 2018	Yes	0
History / Social Science	Grades: 7-12 / Course: History/Social Sciences / Pearson / 2020	Yes	0
Science	Grades: 7-12 / Course: Science / Discovery Education / 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7-12 / Course: Health / Addison Wesley Prentice Hall / 2008	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

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

ASSESSMENT RESULTS

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

Assessment Results by Subject									
	School			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	8	0	0	2	4	0	47	46	47
Mathematics (Grades 3-8 and 11)	0	0	0	0	0	0	33	34	35
Science (Grades 5, 8, and 10)	--	--	0	--	0	0	29	30	31

Assessment Results by Student Group - English Language Arts

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	43	37	86.05	13.95	0.00
Male	26	20	76.92	23.08	0.00
Female	17	17	100.00	0.00	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	35	85.37	14.63	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	25	20	80.00	20.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	33	84.62	15.38	0.00
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	44	38	86.36	13.64	0.00
Male	27	21	77.78	22.22	0.00
Female	17	17	100.00	0.00	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	36	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	25	20	80.00	20.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	34	85.00	15.00	0.00
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	20	19	95.00	5.00	0.00
Male	11	10	90.91	9.09	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	19	95.00	5.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	16	94.12	5.88	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2023-24	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2022-23	

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2023-24 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	42
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2023-24 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	—	—	—	—	—

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

DROPOUT AND GRADUATION RATES

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	–	–	–	–	–	–
District	30.8	47.6	61.5	53.8	33.3	30.8
State	7.8	8.2	8.9	87.0	86.2	86.4

Graduation Rates by Student Group			
2023-24	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
White	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
EL Students	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Military	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Migrant Education	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	86	66	43	65.2
Female	28	23	18	78.3
Male	58	43	25	58.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	62	39	62.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	41	29	20	69.0
Foster Youth	--	--	--	--
Homeless	20	12	7	58.3
Military	--	--	--	--
Socioeconomically Disadvantaged	80	60	39	65.0
Migrant Education	--	--	--	--
Students with Disabilities	--	--	--	--

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	36.67	17.02	40.70	0.00	0.00	0.00
District	10.99	10.28	19.01	0.00	0.00	0.00
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	40.70	0.00
Female	53.57	0.00
Male	34.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	38.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	43.90	0.00
Foster Youth	0.00	0.00
Homeless	40.00	0.00
Military	--	--
Socioeconomically Disadvantaged	41.25	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

SCHOOL SAFETY

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

California Education Code (EC) Section 32281 (a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. The plan was most recently updated and reviewed with staff in January 2024.



Santa Barbara County Office of Education Santa Barbara County Juvenile Court

2023-2024 School Accountability Report Card

SCHOOL ADMINISTRATION

Rene Wheeler
rwheeler@sbceo.org

SCHOOL INFORMATION

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4400 Cathedral Oaks Rd.
Santa Barbara, CA 93110,
(805) 967-5307
**[www.sbceo.org/programs/
juvenile-court](http://www.sbceo.org/programs/juvenile-court)**

SUPERINTENDENT

Dr. Susan Salcido
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DISTRICT INFORMATION

**Santa Barbara County Office of
Education**
4400 Cathedral Oaks Rd.
Santa Barbara, CA 93110,
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BOARD OF EDUCATION

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SARC INFORMATION

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

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

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

The Santa Barbara County Education Office (SBCEO) serves students in the Juvenile Court and Community Schools (JCCS). At any given time, the SBCEO JCCS program serves up to 100 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Justice Center and Los Robles School located on the campus of the Los Prietos Boys Camp. (Note: The Los Robles School / Los Prietos Boys Camp permanently closed on June 30, 2024). JCCS operates one Community School on behalf of neighboring districts: Peter B. Fitzgerald Community School serving Santa Maria. The majority of the students served by JCCS are designated as English learners and/or low socio-economic. Approximately a quarter of students are identified as students with special needs. JCCS served a small number of foster youth in group homes. The JCCS programs work collaboratively with Santa Barbara Probation Department, Santa Barbara County Department of Behavioral Wellness Care and Recovery System, Council on Alcoholism and Drug Abuse (CADA), and other community-based partners to ensure consistency in the support of students and families while enrolled in one of the court and/or community schools.

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

MESSAGE FROM THE ADMINISTRATOR

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	3.30
Male	96.70
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	93.30
Native Hawaiian or Pacific Islander	
White	6.70
Two or More Races	
EL Students	23.30
Foster Youth	6.70
Homeless	33.30
Military	
Socioeconomically Disadvantaged	100.00
Migrant Education	
Students with Disabilities	50.00

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
9th	6
10th	8
11th	9
12th	6
Total	30

TEACHER ASSIGNMENT

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

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

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

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.80	21.00	36.90	70.80	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	1.92	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	75.25	4.30	8.28	11,746.90	4.23
Unknown	0.10	3.50	9.90	18.97	14,303.80	5.15
Total Teaching Positions	4.00	100.00	52.20	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	3.90	3.70	3.00
Total Out-of-Field Teachers	3.90	3.70	3.00

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.10	0.00	0.00

SCHOOL FACILITIES

About the Facilities

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

The Santa Maria Juvenile Justice Center

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

Los Prietos Boys Camp

Los Robles School at Los Prietos Boys Camp was built in 1948 and spans 5,000 square feet. It has permanent classrooms, office space, a gymnasium, and a multipurpose room. (Note: The Los Robles School / Los Prietos Boys Camp permanently closed on June 30, 2024).

Maintenance, Cleaning, and Repair

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

Cleaning Process and Schedule

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

FACILITY INSPECTION RESULTS

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

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	12/20/2024
Data Collected:	December 2024
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS

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

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

TEXTBOOKS

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

2024-25 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 7-12 / Course: English Language Arts / Santa Clara University / 2016	Yes	0
Mathematics	Grades: 7-12 / Course: Mathematics / National Geographic / Cengage Learning / 2018	Yes	0
History / Social Science	Grades: 7-12 / Course: History/Social Sciences / Pearson / 2020	Yes	0
Science	Grades: 7-12 / Course: Science / Discovery Education / 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7-12 / Course: Health / Addison Wesley Prentice Hall / 2008	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

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

ASSESSMENT RESULTS

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

Assessment Results by Subject									
	School			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	0	18	--	2	4	0	47	46	47
Mathematics (Grades 3-8 and 11)	0	0	--	0	0	0	33	34	35
Science (Grades 5, 8, and 10)	--	--	--	--	0	0	29	30	31

Assessment Results by Student Group - English Language Arts					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	0	0	0	0	0
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2023-24	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2022-23	0

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2023-24 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	26
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2023-24 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	—	—	—	—	—

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

DROPOUT AND GRADUATION RATES

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	27.3	50.0	--	63.6	35.0	--
District	30.8	47.6	61.5	53.8	33.3	30.8
State	7.8	8.2	8.9	87.0	86.2	86.4

Graduation Rates by Student Group			
2023-24	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
White	--	--	--
Two or More Races	0	0	0.00
EL Students	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	--	--	--
Migrant Education	--	--	--
Students with Disabilities	--	--	--

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	129	57	11	19.3
Female	19	--	--	--
Male	110	50	10	20.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	116	52	9	17.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	30	13	1	7.7
Foster Youth	12	--	--	--
Homeless	28	18	3	16.7
Military	--	--	--	--
Socioeconomically Disadvantaged	129	57	11	19.3
Migrant Education	--	--	--	--
Students with Disabilities	45	25	6	24.0

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	9.28	12.28	11.63	0.00	0.00	0.00
District	10.99	10.28	19.01	0.00	0.00	0.00
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	11.63	0.00
Female	15.79	0.00
Male	10.91	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	13.33	0.00
Foster Youth	16.67	0.00
Homeless	17.86	0.00
Military	--	--
Socioeconomically Disadvantaged	11.63	0.00
Migrant Education	0.00	0.00
Students with Disabilities	11.11	0.00

SCHOOL SAFETY

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

California Education Code (EC) Section 32281 (a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. The plan was most recently updated and reviewed with staff in January 2024.

OTHER SARC INFORMATION

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

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	30

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other	

ADVANCED PLACEMENT

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

Advanced Placement Classes	
2023-24	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
English	2	2	2	21	20	21	0	0	0	0	0	0
Mathematics	2	2	2	10	8	13	0	0	0	0	0	0
Science	2	2	4	11	7	6	0	0	0	0	0	0
Social Science	2	2	2	8	15	13	0	0	0	0	0	0

DISTRICT REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 5,183.43
School: From Supplemental/Restricted Sources	\$ 1,644.16
School: From Basic/Unrestricted Sources	\$ 3,539.27
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	-67.14 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 67,510	N/A
Mid-Range Teachers	\$ 103,994	N/A
Highest Teachers	\$ 132,440	N/A
Elementary School Principals		N/A
Middle School Principals		N/A
High School Principals		N/A
Superintendent	\$ 284,095	N/A
Teacher Salaries		N/A
Administrative Salaries		N/A

SCHOOL SITE TEACHER SALARIES

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

2022-23 Average Teacher Salary	
School	\$ 135,909
All Similar School Districts	N/A
Percentage of Variation between School & State	—

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2022-23	2023-24	2024-25
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

OTHER SARC INFORMATION

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ACADEMIC COUNSELOR TO PUPIL RATIO

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

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	14

AVAILABLE COUNSELING AND SUPPORT STAFF

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2023-24	Full Time Equivalent
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Social Worker	
Nurse	
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Resource Specialist (non-teaching)	1
Other	

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

Advanced Placement Classes	
2023-24	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

CLASS SIZE DISTRIBUTION

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

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

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	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
English	1	2	2	4	8	9	0	0	0	0	0	0
Mathematics	2	2	2	2	5	6	0	0	0	0	0	0
Science	3	4	3	1	2	6	0	0	0	0	0	0
Social Science	2	1	3	3	5	5	0	0	0	0	0	0

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2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 14,606.20
School: From Supplemental/Restricted Sources	\$ 3,222.60
School: From Basic/Unrestricted Sources	\$ 11,383.60
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	5.69 %

TEACHER AND ADMINISTRATIVE SALARIES

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

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Middle School Principals		N/A
High School Principals		N/A
Superintendent	\$ 284,095	N/A
Teacher Salaries		N/A
Administrative Salaries		N/A

SCHOOL SITE TEACHER SALARIES

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

2022-23 Average Teacher Salary	
School	\$ 119,360
All Similar School Districts	N/A
Percentage of Variation between School & State	—

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2022-23	2023-24	2024-25
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

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

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Santa Barbara County Office of Education Santa Barbara County Special Education

2023-2024 School Accountability Report Card

SCHOOL ADMINISTRATION

Kirsten Escobedo
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SCHOOL INFORMATION

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Santa Barbara, CA 93110,
(805) 964-4711
[www.sbceo.org/divisions](http://www.sbceo.org/divisions/sped/overview)
[/sped/overview](http://www.sbceo.org/divisions/sped/overview)

SUPERINTENDENT

Susan Salcido
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DISTRICT INFORMATION

**Santa Barbara County Office of
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BOARD OF EDUCATION

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SARC INFORMATION

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

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

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

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

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

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

SCHOOL PROFILE

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

The SARC includes staff and student data from the transitional kindergarten through grade 12 special education classrooms operated by SBCEO.

SCHOOL VISION STATEMENT

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

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

DESCRIPTION OF SERVICES

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

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	33.30
Male	66.70
Non-Binary	
American Indian or Alaska Native	
Asian	1.90
Black or African American	
Filipino	1.90
Hispanic or Latino	90.70
Native Hawaiian or Pacific Islander	
White	3.70
Two or More Races	1.90
EL Students	44.40
Foster Youth	
Homeless	1.90
Military	
Socioeconomically Disadvantaged	83.30
Migrant Education	
Students with Disabilities	100.00

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
K	4
1st	6
2nd	3
3rd	3
4th	1
5th	5
6th	4
7th	6
8th	7
9th	3
10th	3
11th	2
12th	7
Total	54

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

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

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

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.40	76.83	36.90	70.80	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.16	1.00	1.92	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.30	8.28	11,746.90	4.23
Unknown	9.60	20.98	9.90	18.97	14,303.80	5.15
Total Teaching Positions	46.10	100.00	52.20	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	3.40	0.00	1.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.40	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	0.00	0.00

SCHOOL FACILITIES

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

FACILITY INSPECTION RESULTS

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

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	08/01/2024
Data Collected:	August 2024
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS

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

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

TEXTBOOKS

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

2024-25 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Core: Houghton-Mifflin, Holt Literature Supplemental: SRA Corrective Reading, Scholastic Read 180, Computer software and internet access, SANDI, Unique Learning Systems	Yes	0
Mathematics	Core: Harcourt Math, Houghton-Mifflin Supplemental: Saxon, Pacemaker, AGS, Computer software and internet access, SANDI	Yes	0
History / Social Science	Core: Harcourt, McGraw Hill, Houghton-Mifflin Supplemental: Pacemaker series, Computer software and internet access	Yes	0
Science	Core: Harcourt, Houghton-Mifflin Supplemental: Pacemaker, Computer software and internet access	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Positive Prevention Plus	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

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

ASSESSMENT RESULTS

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

Assessment Results by Subject									
	School			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	0	0	0	2	4	0	47	46	47
Mathematics (Grades 3-8 and 11)	0	0	0	0	0	0	33	34	35
Science (Grades 5, 8, and 10)	--	--	--	--	0	0	29	30	31

Assessment Results by Student Group - English Language Arts					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	27	26	96.30	3.70	0.00
Male	15	14	93.33	6.67	0.00
Female	12	12	100.00	0.00	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	25	24	96.00	4.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	0.00

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	27	26	96.30	3.70	0.00
Male	15	14	93.33	6.67	0.00
Female	12	12	100.00	0.00	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	25	24	96.00	4.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	0.00

Assessment Results by Student Group - Science

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	14	14	100.00	0.00	0.00
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2023-24	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2022-23	100

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2023-24 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	N/A
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	N/A
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	N/A

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2023-24 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	—	—	—	—	—
7th	—	—	—	—	—
9th	—	—	—	—	—

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	57	51	26	51.0
Female	20	18	9	50.0
Male	37	33	17	51.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	45	21	46.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	24	22	13	59.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	48	43	19	44.2
Migrant Education	--	--	--	--
Students with Disabilities	57	51	26	51.0

DROPOUT AND GRADUATION RATES

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	--	--	--	--	--	--
District	30.8	47.6	61.5	53.8	33.3	30.8
State	7.8	8.2	8.9	87.0	86.2	86.4

Graduation Rates by Student Group			
2023-24	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
White	0	0	0.00
Two or More Races	0	0	0.00
EL Students	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Military	--	--	--
Socioeconomically Disadvantaged	--	--	--
Migrant Education	0.0	0.0	0.0
Students with Disabilities	--	--	--

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	0.00	0.00	0.00	0.00	0.00	0.00
District	10.99	10.28	19.01	0.00	0.00	0.00
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

SCHOOL SAFETY

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

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

The Santa Barbara County Education Office Comprehensive School Safety Plan was most recently updated and reviewed with staff in February 2024.

OTHER SARC INFORMATION

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

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	7.2
Social Worker	
Nurse	3.4
Speech/Language/Hearing Specialist	14.2
Resource Specialist (non-teaching)	2
Other	6.7

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
K	3	3	2	2	2	2	0	0	0	0	0	0
1st	2	2	3	1	2	2	0	0	0	0	0	0
2nd	1	3	2	1	1	2	0	0	0	0	0	0
3rd	2	1	3	2	1	1	0	0	0	0	0	0
4th	2	2	1	3	3	1	0	0	0	0	0	0
5th	3	2	2	4	3	3	0	0	0	0	0	0
6th	3	3	1	3	4	3	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
English	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0	0	0	0
Social Science	0	0	0	0	0	0	0	0	0	0	0	0

ADVANCED PLACEMENT

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

Advanced Placement Classes	
2023-24	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 88,133.00
School: From Supplemental/Restricted Sources	\$ 88,133.00
School: From Basic/Unrestricted Sources	\$ -
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	-100 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 53,205	N/A
Mid-Range Teachers	\$ 74,913	N/A
Highest Teachers	\$ 117,275	N/A
Elementary School Principals		N/A
Middle School Principals		N/A
High School Principals		N/A
Superintendent	\$ 172,543	N/A
Teacher Salaries	20.12 %	N/A
Administrative Salaries	2.20 %	N/A

SCHOOL SITE TEACHER SALARIES

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

2022-23 Average Teacher Salary	
School	\$ 93,507.00
All Similar School Districts	N/A
Percentage of Variation between School & State	—

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2022-23	2023-24	2024-25
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education

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

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

Certificated Personnel Report

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

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

Classified Personnel Report

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

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

Santa Barbara County Board of Education
Santa Barbara County Education Office

Certificated Personnel Report
March 13 , 2025

Appointments		Effective Date
Offer of Employment		
Arechiga, Laura	Early Care and Education Site Supervisor	January 13, 2025
Separations		Effective Date
Resignations		
Almanza, Andrea	Special Day Class Teacher	February 11, 2025
Billack, Diana	School Nurse	June 6, 2025
Padilla, Mayra	Associate Teacher	March 14, 2025
Ramirez, Raquel	Special Day Class Teacher	June 10, 2025
Stever, Susan	Special Day Class Teacher	March 31, 2025
Retirements		
Birkholz, Belinda	Teacher of Students with Visual Impairments	June 10, 2025
Leufkens, Mark	Teacher, Juvenile Court Schools	February 28, 2025
Persons, Kelley	Infant Specialist	June 14, 2025
Todaro, Donna	Special Day Class Teacher	July 10, 2025

Santa Barbara County Board of Education

Classified Personnel Report

March 13, 2025

Appointments

Limited Term/Substitute

Lopez, Alma January 30, 2025
Paraeducator • Special Education • Various Sites
• Hourly as needed

Magallanes, Julia January 20, 2025
Paraeducator • Special Education • Various Sites
• Hourly as needed

Probationary

Blaney, Christine February 3, 2025
Payroll Supervisor • Internal Services • Payroll Administration
100% • 12 months

Cardenas-Alvarez, Janeth February 12, 2025
Clerical Assistant • Special Education • Special Education Support Staff North
100% • 12 months

Frank, Jennifer January 27, 2025
Office Assistant • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Padilla, Crisol February 18, 2025
Clerical Assistant • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months

Changes

Anniversary Increase

Aguilera, Jesus February 1, 2025
Custodian • Internal Services • Operations South 2
62.5% • 12 months

Anderson, Lisa February 1, 2025
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Lompoc
100% • 12 months

Barajas-Rodriguez, Carolina Clerical Assistant • Early Care and Education • Early Care and Education - Santa Maria 100% • 12 months	February 1, 2025
Burquez, Patricia Paraeducator • Special Education • Oak Valley Preschool 87.5% • 10 months	February 1, 2025
Carroll, Jaime Paraeducator • Special Education • Allan Hancock Preschool 1 87.5% • 10 months	February 1, 2025
Flores, Julie Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages - South County 100% • 12 months	February 1, 2025
Garcia, Breanna Accounting Technician • Early Care and Education • Early Care and Education - Hope Center 5 100% • 12 months	February 1, 2025
Gomez Sanchez, Grisel Program Associate • Partners in Education • Partners in Education - Program Services 100% • 12 months	February 1, 2025
Gonzales, Selena Office Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School 100% • 12 months	February 1, 2025
Hokedo, Paul Administrative Assistant, Senior • Special Education • Special Education Support Staff North 100% • 12 months	February 1, 2025
Locke, Wilson Benefits and Employee Relations Analyst • Human Resources • Benefits 100% • 12 months	February 1, 2025
Mock, Julie Clerical Assistant • Early Care and Education • Early Care and Education - Santa Maria 100% • 12 months	February 1, 2025

Pacheco, Maria February 1, 2025
Administrative Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School
100% • 12 months

Rodriguez, Alondra February 1, 2025
Office Assistant • Partners in Education • Partners in Education - Program Services
100% • 12 months

Smith, Randy February 1, 2025
Computer/Network Support Supervisor • Information Technology Services • Information Technology Services
100% • 12 months

Taylor, Michael February 1, 2025
Delivery Specialist I • Internal Services • Operations South 2
100% • 12 months

Van Gundy, Samuel February 1, 2025
Senior Software Engineer • Information Technology Services • Information Technology Services
100% • 12 months

Warson, Johnathan February 1, 2025
Accounting Assistant • Internal Services • Fiscal Services - Budgeting
100% • 12 months

Yamasaki, Katherine February 1, 2025
Administrative Assistant • Children's Creative Project • Children's Creative Project
100% • 12 months

Differential - Add

Bradford, Jimmie October 10, 2024
Paraeducator • Special Education • Ontiveros Preschool
75% • 10 months
Specialized Health Care

Brown, Sarah October 10, 2024
Paraeducator • Special Education • Ontiveros Preschool
75% • 10 months
Specialized Health Care

Carbajal-Esparza, Olivia February 24, 2025
Paraeducator • Special Education • Speech/Language Services, Miller
75% • 10 months
Virtual Therapy Stipend

Out of Classification/Return

Peacock, Kayla February 17, 2025
Human Resources Specialist • Human Resources • Certificated Human Resources Staff
100% • 12 months
From Certificated HR Analyst

Probation to Permanent

Cordero, Marissa February 1, 2025
Accounting Assistant • Internal Services • Accounting - Fiscal Services
100% • 12 months

Grimaldo, Monica February 1, 2025
Manager, Alternative Payment Program • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Konheim, Jay February 1, 2025
Accounting Technician • Internal Services • Fiscal Services - Budgeting
100% • 12 months

Promotion

Coracero, Antonio January 14, 2025
Educational Interpreter, American Sign Language, Waiver • Special Education • Ralph Dunlap School, DHOH
75% • 10 months

Larson, Ariella February 11, 2025
Educational Interpreter, American Sign Language, Certified • Special Education • Orcutt Jr HS, DHOH
75% • 10 months
Passed EIPA (ASL interpreter exam) - Changed position from waiver to certified

Transfer

Hernandez, Ana February 18, 2025
Paraeducator • Special Education • Deaf/Hard-of-Hearing Services
75% • 10 months
From New Horizons Preschool B

Luevanos, Nataly February 18, 2025
Paraeducator • Special Education • Vision Services
75% • 10 months
From New Horizons Preschool A

Torres, Brianda February 18, 2025
Paraeducator • Special Education • Manzanita Charter School (K-3rd)
81.25% • 10 months
From Central Ave. Preschool

Torres, Gloria February 18, 2025
Paraeducator • Special Education • Manzanita Charter School 2 (4th-6th)
81.25% • 10 months
From Central Ave. Preschool

Vargas, Beatriz February 24, 2025
Paraeducator • Special Education • Zaca Preschool
43.75% • 10 months
From Clarence Ruth Preschool

Vargas, Beatriz February 24, 2025
Paraeducator • Special Education • Santa Ynez State Preschool
43.75% • 10 months
From Clarence Ruth Preschool

Separation

Leave Exhaustion

Baro, Jose March 5, 2025
Teaching Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School
87.5% • 10 months

Resignation

Morin, Catalina June 10, 2025
Teaching Assistant • Juvenile Court and Community Schools • Peter B. FitzGerald Community School
87.5% • 10 months



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
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1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 21, 2025

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

Dear Superintendent Salcido:

Subject: 2024–25 First Interim Report

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

The CDE appreciates the submission of your First Interim Report and awaits your Second Interim Report, which must be submitted to our office no later than March 17, 2025. If you have any questions or concerns, please contact our office by phone at 916-322-1770 or email at SACSINFO@cde.ca.gov.

Sincerely,

John Miles

John Miles, Administrator
Fiscal Oversight and Support Office

JM:jh
2025-0203-42

cc: Steven Torres, Associate Superintendent, Administrative Services