

Santa Barbara County Education Office

# BOARD BOOK and AGENDA



June 2025



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

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

**REGULAR MEETING**  
June 12, 2025 – 2:45 p.m.

### **AGENDA**

***The Santa Barbara County Board of Education is holding this meeting on Thursday, June 12, 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/88642875351?pwd=OX3DKDymtmatrPNxk5rfJHdoIDyeoA.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](mailto:afreedland@sbceo.org) by 10:00 a.m. the day before the meeting. Notification at least 72 hours prior to the meeting will assist the superintendent in making suitable arrangements.

## **GENERAL FUNCTIONS**

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

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

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

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

- 6. President and Board Comments**

The president and board members may unmute their microphones to comment one at a time and then mute when finished.

- 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.

## **PRESENTATION**

### **8. Presentation on the Santa Barbara County Education Office 2025-26 Local Control and Accountability Plan (LCAP)**

Associate Superintendent of Student and Community Services Bridget Baublits, Director of Student and Community Services Elise Simmons, Director of Juvenile Court and Community Schools Rene Wheeler, and Director of Transitional Youth Services Amy Willis will provide a presentation to the board on the Santa Barbara County Education Office 2025-26 Local Control and Accountability Plan (LCAP).

## **PUBLIC HEARING**

### **9. Public Hearing on the Santa Barbara County Education Office 2025-26 Local Control and Accountability Plan (LCAP) [Time Approximate: 3:20 p.m.]**

The Education Code requires that a public hearing be held prior to the adoption of the 2025-26 Local Control and Accountability Plan (LCAP).

## **PRESENTATION**

### **10. Presentation on 2025-26 County School Service Fund Budget**

Associate Superintendent of Administrative Services Steve Torres will provide a presentation to the board on the 2025-26 County School Service Fund Budget.

## **PUBLIC HEARING**

### **11. Public Hearing on the 2025-26 County School Service Fund Budget [Time Approximate: 3:40 p.m.]**

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

## **SUPERINTENDENT'S REPORT**

### **12. 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.

**13. Minutes of Meeting Held May 8, 2025**  
(Attachment)

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

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

**15. Acceptance of Donations**  
(Attachment)

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

- Teacher Programs and Support

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

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

- Communications
- Curriculum and Instruction
- Human Resources
- Internal Services – Maintenance and Operations
- Transitional Youth Services

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

**ACTION ITEMS**

**17. Recommended Approval of 2024-25 School Plans for Student Achievement – Juvenile Court and Community Schools**  
(Attachment)

The superintendent recommends approval of the 2024-25 School Plans for Student Achievement for Juvenile Court and Community Schools. These annual

plans are developed and reviewed by the School Site Council (SSC) and are strategic in consolidating all school-level planning efforts for programs funded through the Consolidated Application (ConApp), while maximizing resources and minimizing duplication with the goal to increase student achievement.

MOVED:

SECONDED:

VOTE:

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

The superintendent recommends approval for submission of application to the California Department of Education (CDE) for 2025-26 funding for Consolidated Categorical Programs as listed in the attachment. This application is submitted to the CDE once a year.

MOVED:

SECONDED:

VOTE:

**19. Recommended Approval of the 2023-24 Forest Reserve Fund Apportionment (Attachment)**

The superintendent recommends approval of the 2023-24 apportionment from the United States Forest Reserve Fund for school districts and the County Education Office adjacent to or lying within the United States Forest Reserve (Los Padres National Forest). This is an annually recurring item.

MOVED:

SECONDED:

VOTE:

**20. Recommended Approval of the Use of 2025-26 Proposition 30 Education Protection Account (EPA) Revenues (Attachment)**

The superintendent recommends approval of the 2025-26 Proposition 30 Education Protection Account (EPA) Revenues to be used for existing Dos Puertas Juvenile Court School certificated salaries and benefits. This is an annually recurring item.

MOVED:

SECONDED:

VOTE:

**21. Recommended Approval of the 2024-25 Proposition 28 Arts and Music in Schools Funding Annual Report (Attachment)**

The superintendent recommends approval of the 2024-25 Proposition 28 Arts and Music in Schools Funding Annual Report. This annual report is required to be reviewed and approved by the governing board, pursuant to Education Code

section 8820(g)(4). SBCEO has confirmed that this report must be filed even if there are no expenditures.

MOVED:

SECONDED:

VOTE:

**22. Recommended Authorization to Utilize an OMNIA Partners Contract (Attachment)**

OMNIA Partners (OMNIA) purchase contracts are established using products, services, and prices from existing, competitively assessed and cost-compared multiple award contracts. Public Contract Code Section 10298 allows county offices of education and TK-12 local educational agencies to utilize such contracts without going to bid. OMNIA Contract No. R240117, Region 4 Education Service Center (ESC) with The HON Company LLC, is approved by the State of California Department of General Services (DGS) for the purchase, warranty, and installation of furniture and related services, as needed. The superintendent recommends approval of the use of OMNIA Contract No. R240117 through December 31, 2027.

MOVED:

SECONDED:

VOTE:

**INFORMATION ITEM**

**23. Personnel Report (Attachment)**

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

**CLOSED SESSION**

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

Conference with real property negotiator. Properties: 1) two properties in Santa Maria, CA; 2) property in Goleta, CA. Agency designated representatives: Dr. Susan Salcido, superintendent, and Steve Torres, associate superintendent. Negotiating parties: [confidential] for Santa Maria properties and the Goleta property. 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**

### **25. Future agenda items**

The following are future agenda items:

- Information about the Career Technical Education (CTE) program
- Updated report on transitional kindergarten (TK) and universal pre-kindergarten (UPK)
- How human trafficking is being addressed
- Presentation on school cell phone policy considerations
- Tour of the newly opened Chumash Museum

## **ADJOURNMENT**

- 26. Adjournment to the next regular meeting to be held Wednesday, June 18, 2025 as a dual location meeting, in Santa Barbara and Santa Maria, at 10:00 a.m.**

MOVED:

SECONDED:

VOTE:



# Superintendent's Report



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

## Santa Barbara County Board of Education Superintendent's Report June 12, 2025

### Student Enrollment in SBCEO Schools and Programs

	Nov '24	Dec '24	Jan '25	Feb '25	Mar '25	Apr '25	May '24	May '25
JCCS – FitzGerald Community School	30	34	29	32	31	32	68	37
JCCS – Dos Puertas School	28	24	28	26	27	37	16	38
Early Care & Education (preschools and infant/toddler centers)	251	265	291	304	320	330	319	341
Special Ed – JCCS	13	10	12	10	10	14	12	20
Special Ed – Early start (infants)	101	102	100	99	94	98	103	88
Special Ed – Direct service districts	93	89	89	90	92	91	99	89
Special Ed – Regional: TK-12 extensive support needs program	53	51	50	50	51	50	57	50
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	76	82	82	81	80	84	87	83
Special Ed – Preschool	578	610	657	696	720	744	786	759

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

### **SBCEO DIVISIONS**

#### **Administrative Services Division**

**SBCEO Financial Reports:** Fiscal Services completed the 2024-25 Estimated Actuals and 2025-26 Proposed Adopted Budget reports that are being presented at the June 12 board meeting.

**SBCEO Interim Financial Audit:** Fiscal Services is preparing for our interim external audit from Eide Bailly which will take place June 23-27. This review is conducted in preparation for the final financial audit visit in the fall.

**District Fiscal Support:** SBAS district financial advisors provided support to districts in preparation of their Estimated Actuals, Adopted Budgets, and LCAPs. Districts must take these items to their boards annually for approval prior to July 1.

**District Audit Reports:** SBAS district financial advisors have completed their review of the districts' '23-'24 Audit Corrective Actions. All districts' corrective actions were certified and have been submitted.

### **Curriculum and Instruction Division**

**Reading and Literacy Added Authorization:** On May 28, we celebrated the 18 new literacy specialists in our county at a ceremony and reception in Los Olivos. Last spring, we secured a grant through the California Commission on Teacher Credentialing (CTC) to provide funding for teachers to complete the coursework and requirements to earn the added authorization on their credential. Through a partnership with UC San Diego and five participating districts and charters, we were able to offer the program at no cost to the candidates. These exceptional teacher-leaders spoke about the value of the program, grounded in rigorous coursework, research, and implementation. We are finalizing partnership agreements to expand to more districts in the fall for another cohort of 32 teachers to complete the program. The final year for the grant in '26-'27 will provide scholarships for an additional 25 teachers, authorizing a total of 75 new reading and literacy specialists over the three years of the grant. Noelle Barthel, director of school and district support, administers the program.

**Credential Programs:** Our credential programs are finalizing the activities and requirements for the year, while planning for next year's cohorts. **Teacher Induction Program (TIP)** had the final meetings and Individualized Learning Plan review. Eighty-three (83) teachers in the year two cohort completed their requirements to be recommended to the CTC for clear teaching credentials. An additional 104 teachers are completing their first year of TIP. In the **Preliminary Administrative Services Credential (PASC) Program**, candidates are finalizing coursework and fieldwork, awaiting the results of the final cycle of the state assessment of competence, and will be presenting their yearlong Action Research Projects to panels over the next month. We anticipate recommending 21 candidates to the CTC at the end of June for eligibility to become administrators. **The Clear Administrative Services Credential (CASC) Program** will be recommending 11 administrators for their clear credentials at the end of this month, after completion of two years of induction requirements. An additional 16 new administrators completed their first-year activities and will return to the program in the fall. **The Bilingual Authorization Program (BAP)** welcomes at least 12 teachers for the second cohort of the only county office program in the state. These teachers will complete the intensive coursework this summer and their fieldwork practicum next school year. Our first cohort this year added 9 teachers with their bilingual authorization.

We have been able to secure state grants to cover the costs of the BAP program for all candidates this year. TIP is led by Director John Merritt and Coordinator Marith Utterback. Elsy Villafranca and Anne Roundy-Harter, directors of leadership support services, lead PASC and CASC, respectively, and Carlos Pagán, director of literacy and language support, leads BAP.

**California Community Schools Partnership Program (CCSPP):** At the May State Board of Education meeting, the five-year implementation grant recipients for the CCSPP were announced. Community schools are public schools that develop community partnerships to support improved academic outcomes, whole-child engagement, and family development. Community school partnership strategies include integrated supports services, extended learning time, and collaborative leadership and practices for educators and administrators. Our community schools team has provided extensive support and resources for the LEAs applying. Santa Maria-Bonita School District was awarded \$30 million for all 21 sites; Lompoc USD received \$4.2 million for four additional sites, as they had secured implementation funds in the previous round; Santa Maria Joint Union HSD was awarded \$2.3 million; and Santa Barbara Unified secured \$4.5 million. Cuyama and Guadalupe school districts also have implementation grants from the previous cohort.

**LCAP Preview and Intensive Support:** Our LCAP support team is providing extensive customized support for school districts as they finalize their LCAPs. The time between the May Revise budget release and the districts' June board meetings creates a narrow window of intensity and precision for the LCAP writers at each LEA to finalize the plans they have been developing with their educational partners all spring. Our team has provided customized checklists of individual requirements to each LEA and has spent hours previewing and reviewing drafts to support alignment, coherence, and compliance with all education code requirements. The county superintendent of schools must review and approve each district's board-adopted LCAP this summer based on criteria that will be presented at the next board meeting.

**Academic Events:** We celebrated our final academic events of the year in May. The **Batalla de Los Libros**, for students in dual-language immersion (DLI) programs, took place on May 6 in a virtual format. Students read books in Spanish over the course of the school year and answered questions about characters, setting, and plot in a quiz-show format. Our Batalla, a Spanish version of Battle of the Books, continues to grow in popularity, and we are hoping to host it in person next year. Melissa Garcia, coordinator of language and literacy, hosts the Batalla.

The 40<sup>th</sup> annual **south county Math Super Bowl** saw nearly 375 fourth, fifth, and sixth graders from 34 public and private schools assemble at the Page Youth Center to compete in three rigorous problem-solving tests and an engineering challenge. SBCEO, Montecito Union School, Cold Spring School, and Peabody Charter School co-host the annual event, with volunteers from all south county schools and districts making it possible. Jeff Linder, math specialist at Montecito Union, coordinates the event.

## **Special Education Division**

**Reading Screener:** Under Education Code Section 53008, local educational agencies (LEAs) serving students in kindergarten, grade one, or grade two, must adopt screening instruments before June 30, 2025, to assess pupils for risk of reading difficulties, including possible neurological disorders such as dyslexia. Screenings must be conducted beginning in the 2025–26 school year. The California Department of Education (CDE) established a Reading Difficulties Risk Screener Selection Panel (RDRSSP). This panel approved four screening instruments, and LEAs are required to adopt one or more of these screeners, which are Amira, mClass, Rapid Online Assessment of Reading (ROAR), and Multitudes.

The SBCEO programs currently serving students in grades K-2 include the Manzanita extensive support needs (ESN) program in Lompoc and deaf education classrooms at Dunlap Elementary School in Orcutt. A team that included Associate Superintendent of Special Education Kirsten Escobedo and SBCEO's Dunlap deaf education teachers reviewed the four approved screeners.

On March 21 and April 9, 2025, the team discussed the new screener requirement and the CDE-approved screeners. The team watched the informational series for each screener to assess the strengths of the programs and their suitability for our students. Amira and mClass both provide reading intervention programs, which are not needed in our SBCEO programs based on students' Individualized Education Plans and specialized educational programs. ROAR does not currently have an option to screen in Spanish. Based on this evaluation, the team chose Multitudes.

All K-2 students attending SBCEO programs have Individualized Education Plans (IEPs) and have been assessed in all areas of suspected disability, including reading. As appropriate for each student's unique needs, students in SBCEO programs have one or more IEP goals in the area of reading.

Parents/Guardians may exempt their child from the screening if the student has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability; if the student is eligible for special education and related services; or if the student is in the process of being assessed for eligibility for special education. Since all students in SBCEO's special education programs are eligible for special education, we anticipate most parents may opt to exempt their children from the screening.

**Inclusion Community of Practice (CoP): Early Care and Education (ECE) and Special Education Collaboration (Sarah Diaz, Melynda Velasquez, Laura Ishikawa):** On May 22, we held our final meeting of the year in Lompoc, where 12 preschool teachers came together to reflect on the year and continue building strong collaborative relationships. This month's learning activity involved creating mini sensory kits using homemade playdough or kinetic sand. Teachers selected their themed items—such as beads, mini figurines, animals, letters, numbers, gems, shells, rollers, tools, buttons, shapes, and cookie cutters—from a variety of found objects provided by

the CoP team. We also discussed how these sensory kits could support a range of student learning objectives, including Desired Results Developmental Profile (DRDP) measures and IEP goals.

Our Inclusion Community of Practice began in fall 2023 with a team led by Sarah Diaz (ECE). We invited preschool educators from Santa Maria, Santa Ynez Valley, and Lompoc to come together and learn best practices for supporting all young learners in inclusive settings. Participants included educators from private community preschools, SBCEO state preschools, and SBCEO special education preschools.

Our first year we held six after-school meetings either in person or on Zoom. Our topics included:

- The importance of building relationships and connections as a community
- The importance of using visuals in the classroom
- The California Teaching Pyramid Model
- Understanding communication styles and working effectively with many team members
- A “Make and Take” session creating song boards, story props, and classroom schedules
- Sharing the benefits of using loose parts throughout the early care environments

This year, we held four in-person meetings with learning activities, including:

- Exploring the world of sensory and messy play
- A “Make and Take” workshop where we provided the materials for teams to make song boards, communication visuals, story props, and behavior support visuals
- A trip to Art from Scrap in Santa Barbara, where teachers could shop for a wide variety of creative materials for their classrooms
- A “Make and Take” workshop where we provided the materials for teams to make individual mini sensory bins filled with either play dough or kinetic sand, and a variety of small objects

At each meeting, we share all the ways these things support student learning and engagement, IEP goals, the Preschool/TK Learning Foundations, and all the DRDP measures. We are looking forward to continuing our Inclusion Community of Practice next year.

## **Student and Community Services Division**

### **Early Care and Education (ECE)**

**SBCEO Preschool Centers Earn Prestigious NAEYC Accreditation:** SBCEO’s Early Care and Education department is proud to announce that five of the Lompoc-area preschool centers have earned accreditation from the National Association for the Education of Young Children (NAEYC), each achieving overall scores above 90%. This

rigorous accreditation process evaluates programs against 10 research-based standards, reflecting our commitment to high-quality early learning environments. To learn more about NAEYC, [click here](#).

### **Accredited Sites and Staff Recognition:**

- **De Colores State Preschool** – 91.54% | 3 standards at 100%  
*Belinda Vaj, Paloma Hernandez*
- **La Honda State Preschool** – 96.32% | 5 standards at 100%  
*Evelyn Garcia, Jasmine Perez, Amya Egan*
- **The Learning Place** – 94.10% | 3 standards at 100%  
*Dessura Lorencz, Adriana Garcia Mendoza, Arlet Carrillo*
- **Santa Ynez Valley Preschool** – 96.74% | 5 standards at 100%  
*Patricia Sandoval, Berenize Gomez*
- **Los Alamos State Preschool** – 93.01% | 3 standards at 100%  
*Luz Bernal, Martha Zepeda, Gloria Castaneda*

We commend these dedicated teaching teams for their excellence in early childhood education and commitment to continuous improvement.

### **Partners in Education (PIE)**

**Career Dreams Start with Career Exposure:** This spring, Partners in Education is re-launching career panels and career speakers at junior high schools across the county, including Kermit McKenzie, La Colina, Goleta Valley, and soon, at Carpinteria Middle School, La Cumbre Junior High, and Fesler Junior High. These career talks with volunteers are often the first introduction a student has to a particular career path. By the end of the school year, Partners expects 40+ speakers to have reached 900 total students with their stories and career insights. Those interested in being a guest speaker are invited to complete the [volunteer application](#).



*Career panel speakers at Kermit McKenzie Junior High School in Guadalupe. From left to right: Janet Silveria, president/CEO of Community Bank of Santa Maria; Alan Diaz-Ramirez, program advisor at the Scholarship Foundation of Santa Barbara; and Bethany Brewington Cox, IT project manager with the County of Santa Barbara.*

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

- 5/2 Association of California School Administrators (ACSA) Region 13  
Administrator of the Year Awards Dinner in Ventura
- 5/3 “The Art of Impact: The Economic Case for Arts Education” presentation by  
Professor Peter Rupert, director of the UCSB Economic Forecast Project, at  
the Music Academy of the West, hosted in partnership by the Music  
Academy of the West, the Santa Barbara Education Foundation, the  
Performing Arts Scholarship Foundation, and SBCEO
- 5/5 Superintendents’ Council meeting; SELPA JPA board meeting
- 5/8 SELPA-Bratton Awards
- 5/12 Special Education division staff day in Lompoc
- 5/14 Fighting Back Leadership Coalition; Visited Ellwood School and La Patera  
School in Goleta with Board Vice President Nadra Ehrman
- 5/15 Santa Maria Valley Chamber of Commerce and Partners in Education “May  
Mixer” at the SMJUHSD’s CTE Center
- 5/17 SBCC Foundation Gala
- 5/18 Santa Barbara County Black Grad Celebration at SBCC
- 5/19 California County Superintendents Board of Directors meeting
- 5/20 Visited Monte Vista School in the Hope School District; Sing! Spring Concert
- 5/21 Partners in Education Board Retreat
- 5/22 Hosted SBCEO’s Education Celebration in Solvang
- 5/23 Santa Barbara County Fire Department Academy Graduation
- 5/26 Provided welcome remarks at the I Madonnari Festival
- 5/28 Reading and Literacy Added Authorization (RLAA) recognition ceremony in  
Los Olivos; Santa Barbara Scholarship Foundation Annual Dinner in Santa  
Barbara
- 5/30 May Revision Budget Perspectives Workshop facilitated by Capitol Advisors
- 6/2 SELPA JPA board meeting; meeting with Congressman Carbajal



# Consent Agenda



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

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

**REGULAR MEETING**  
May 8, 2025 – 2:00 p.m.

### **MINUTES**

#### **UNAPPROVED**

#### **GENERAL FUNCTIONS**

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

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

Felicita Torres, legal counsel  
Anna Freedland, executive assistant

Ellen Barger	Kirsten Escobedo	Isabel Guerrero	Michelle Sakai Hart
Camie Barnwell	Nicole Evenson	Steve Keithley	Elise Simmons
Bridget Baublits	Anne Flores	Don Lockwood	Steve Torres
Marc Cunningham	Mari Gonzales	Luis Medina	

#### Others Present

Laura Branch, 2025 Santa Barbara County Teacher of the Year  
Allison Heiduk, teacher on special assignment, Monte Vista School  
Anne Hubbard, superintendent, Hope School District  
Victor McConnell, member of the public  
Hans Rheinschild, principal, Monte Vista School  
Hugo Santos-Gomez, interpreter (via Zoom)  
Regina Santos-Moreno, interpreter (via Zoom)  
Natalie Wilkes, 2026 Santa Barbara County Teacher of the Year  
Family members and friends of the Teacher of the Year

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

None.

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

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

- Board Member Frost shared that she recently attended the Santa Barbara County School Boards Association's Annual Dinner and the Santa Maria Valley Chamber of Commerce's State of Education.
- Board Member Alvarez Flores shared that she recently attended the Santa Maria Valley Chamber of Commerce's Strawberry Industry Recognition Dinner.
- President Carty shared that she also attended the Santa Barbara County School Boards Association's Annual Dinner, as well as the Santa Barbara Education Foundation's Hope Awards, which honored SBCEO's Children's Creative Project. She attended the Carpinteria Community Association's awards banquet, which honored the Junior Carpinterian of the Year, for which she was on the selection committee.

#### **7. Public Comments**

The following member of the public addressed the County Board of Education:

Victor McConnell

## **RECOGNITION**

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

The superintendent announced the 2026 Santa Barbara County Teacher of the Year, Natalie Wilkes, a first grade teacher at Monte Vista School. The superintendent and Board President Carty presented Mrs. Wilkes with a plaque on behalf of the board.

Board adjourned for a brief recess at 2:26 p.m. Board reconvened at 2:34 p.m.

## **PRESENTATION**

### **9. Presentation on the Interdistrict Attendance Appeal Process**

Director of Student and Community Services and Child Welfare and Attendance Services Elise Simmons provided a summary and presentation for the board on the interdistrict attendance appeal process (also known as interdistrict transfer appeal process).

## **SUPERINTENDENT'S REPORT**

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

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

- I Madonnari Festival – The superintendent thanked the board for contributing to a sponsored chalk art square, along with SBCEO leadership, in honor of SBCEO employees, at the upcoming I Madonnari Festival.
- The Tradart Foundation's "The Big Show" student woodworking competition and construction technology event – Dr. Salcido reported that the event was happening that evening in the SBCEO Auditorium.
- SBCEO's Education Celebration – The superintendent reminded the board that the event was in two weeks.
- SBCEO's A Salute to Teachers – Dr. Salcido asked the board to save the date for the event: October 25, 2025 at the Music Academy of the West.
- Awards – The superintendent shared about two awards recently given out by the Association of California School Administrators (ACSA): The Erick Frost Memorial Award was given to Leslie Wagon seller at Orcutt Union School District and the Leadership Matters Award was given to Ellen Barger of SBCEO. Dr. Salcido also shared that the Communication's department had received a statewide award for communications production earlier in the year.

- Changes within districts and SBCEO – The superintendent reported that a new superintendent, Adam Bailey, would begin on July 1 in the Buellton Union School District, after Randy Haggard retired, and that there would be a new executive director of the Santa Barbara County SELPA, Stacey McCrath-Smith, as of July 1, after Ray Avila retired. She also shared that Associate Superintendent of Human Resources Mari Gonzales would be leaving to move out of state at the end of the next school year. Dr. Salcido announced that Gina Branum, from Guadalupe Union School District and a previous SBCEO employee, would join SBCEO as associate superintendent of human resources in July 2025.

## **CONSENT AGENDA**

The board approved all consent agenda items:

### **11. Minutes of Meeting Held April 10, 2025**

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

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

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

Acceptance of donations for the following department:

- Teacher Programs and Support

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

Declaration of surplus for the following departments:

- Career Technical Education
- Health Linkages
- Information Technology Services
- Juvenile Court and Community Schools
- School Business Advisory Services

Motion to approve all consent items:

**MOVED: Mrs. Frost**

**SECONDED: Dr. Armistead**

**VOTE: Passed 7-0**

## **ACTION ITEM**

### **15. Board Policies, Reading and Adoption**

The following board policies were presented by the Board Policy Committee for reading and adoption. The board adopted all of the board policies.

- BP 6158 – Independent Study Programs (revised)
- BP 9000 – Role of the Board (new)
- BP 9005 – Governance Standards (revised)
- BP 9121 – President (new)
- BP 9260 – Legal Protection (new)

MOVED: **Mrs. Alvarez Flores**    SECONDED: **Mr. Walker**

VOTE: **Passed 7-0**

## **INFORMATION ITEM**

### **16. Personnel Report**

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

## **CLOSED SESSION**

### **17. 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 3:23 p.m. and present were board members; Bridget Baublits, associate superintendent; Steve Torres, associate superintendent; Kirsten Escobedo, associate superintendent; Marc Cunningham, director of facilities; Austin Payne, legal counsel; Felicita Torres, legal counsel; and Anna Freedland, executive assistant.

Properties: 1) two properties in Santa Maria, CA; 2) property in Goleta, CA. Agency designated representatives: Dr. Susan Salcido, superintendent, and Steve Torres, associate superintendent. Negotiating parties: [confidential] for Santa Maria properties and the Goleta property. Instructions to negotiators regarding price, terms, and conditions.

There was no action taken.

At 4:14 p.m. the board adjourned closed session and reconvened to open session.

## **FUTURE AGENDA ITEMS**

### **18. Future agenda items**

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

- Presentation and public hearing on the SBCEO 2025-26 budget (June 12) and adoption (June 18)
- Presentation and public hearing on the SBCEO LCAP (June 12) and adoption (June 18)
- Information about the Career Technical Education (CTE) program
- Updated report on transitional kindergarten (TK) and universal pre-kindergarten (UPK)
- How human trafficking is being addressed

The following were also mentioned as potential future agenda items:

- Presentation on school cell phone policy considerations
- Tour of the newly opened Chumash Museum

## **ADJOURNMENT**

### **19. Adjournment**

The meeting was adjourned at 4:17 p.m. to the next regular meeting to be held June 12, 2025 in Santa Maria.

**MOVED: Mr. Walker**

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

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Marybeth Carty, President  
County Board of Education

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Dr. Susan Salcido, Secretary  
County Board of Education



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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

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

#### **Registration of Credentials or Other Certification Documents**

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

The content in this section of the report is informational.

#### **Issuance of Temporary County Certificates**

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

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

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



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

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

Jim	Cecil	30-Day Substitute Teaching Permit
Aline	Cortese	30-Day Substitute Teaching Permit
Sharon	Gallagher	Special Ed Limited Assignment Teaching Permit
Jonathan	Garcia	30-Day Substitute Teaching Permit
Brian	Goodell	30-Day Substitute Teaching Permit
David	Goss	Short-Term Staff Permit
Pearl	Mayfield	30-Day Substitute Teaching Permit
Vanessa	Mohamed	30-Day Substitute Teaching Permit
Guenael	Oristel	Short-Term Staff Permit
Marie	Perez	30-Day Substitute Teaching Permit
Parvaneh	Smith	Short-Term Staff Permit

**Expiration Date: 2026**

Mohamed	Aboabboud	30-Day Substitute Teaching Permit
Kihabet	Alcorta	30-Day Substitute Teaching Permit
Anas	Amer	30-Day Substitute Teaching Permit
Brian	Baca	30-Day Substitute Teaching Permit
Eva	Banks	30-Day Substitute Teaching Permit
Debora	Belardino	30-Day Substitute Teaching Permit
Michele	Borges	Crosscultural, Language & Academic Devel Permit
Saul	Botello	Crosscultural, Language & Academic Devel Permit
Noelle	Brunelle	30-Day Substitute Teaching Permit
Cheyenne	Carter	30-Day Substitute Teaching Permit
Karina	Castro	30-Day Substitute Teaching Permit
Eleonora	Cervantes	30-Day Substitute Teaching Permit
Bridget	Clancy	30-Day Substitute Teaching Permit
Jessica	Cormany	30-Day Substitute Teaching Permit
Dyanna	Cress	30-Day Substitute Teaching Permit
Kenneth	Cress	30-Day Substitute Teaching Permit
Skylar	Dominguez	Crosscultural, Language & Academic Devel Permit
Paul	Drapkin	30-Day Substitute Teaching Permit
Christopher	Eachus	30-Day Substitute Teaching Permit
Theresa	Fagnan	30-Day Substitute Teaching Permit
Aurora	Fonseca	30-Day Substitute Teaching Permit
Elisha	Francis	30-Day Substitute Teaching Permit

Elizabeth	Gain	30-Day Substitute Teaching Permit
Jonathan	Gall	30-Day Substitute Teaching Permit
Rosina	Garcia	Single Subject Teaching Credential
Gene	Garcin	30-Day Substitute Teaching Permit
Jennah	Ghanem	30-Day Substitute Teaching Permit
Sarah	Gonzales	30-Day Substitute Teaching Permit
James	Green	30-Day Substitute Teaching Permit
Gary	Groppetti	30-Day Substitute Teaching Permit
Teresa	Guerrero	30-Day Substitute Teaching Permit
Margie	Gutierrez	30-Day Substitute Teaching Permit
Nikole	Hollenitsch	30-Day Substitute Teaching Permit
Cathy	Holm	30-Day Substitute Teaching Permit
Elaine	Jacobs	30-Day Substitute Teaching Permit
Sara	Kamali	30-Day Substitute Teaching Permit
Kolleen	Lawson	30-Day Substitute Teaching Permit
Katherine	Lemay	30-Day Substitute Teaching Permit
Patricia	Lester	30-Day Substitute Teaching Permit
Justin	Lopez	30-Day Substitute Teaching Permit
Emilio	Madera	30-Day Substitute Teaching Permit
Sean	Mageean	30-Day Substitute Teaching Permit
Laura	Mast	30-Day Substitute Teaching Permit
Teresa	Medina	30-Day Substitute Teaching Permit
Hnou	Moua	30-Day Substitute Teaching Permit
Yasmin	Novoa	30-Day Substitute Teaching Permit
Sealtiel	Ocampo	30-Day Substitute Teaching Permit
Brittney	Ordaz	30-Day Substitute Teaching Permit
Madison	Penaflo	30-Day Substitute Teaching Permit
Lindsey	Petway	30-Day Substitute Teaching Permit
Nahrin	Powell	30-Day Substitute Teaching Permit
Jennifer	Rameson	30-Day Substitute Teaching Permit
Jasmin	Reyes	30-Day Substitute Teaching Permit
Evan	Rowbottom	30-Day Substitute Teaching Permit
Theresa	Rowley	30-Day Substitute Teaching Permit
Carol	Schuster	30-Day Substitute Teaching Permit
Joseph	Scordato	30-Day Substitute Teaching Permit
Stuart	Silverman	30-Day Substitute Teaching Permit
Paulette	Smith	30-Day Substitute Teaching Permit
Allison	Speshyock	Teaching Permit for Statutory Leave
Jose	Tamayo	30-Day Substitute Teaching Permit
Michael	Torres	30-Day Substitute Teaching Permit
Kayla	Tucker	30-Day Substitute Teaching Permit
Samantha	Vasquez	30-Day Substitute Teaching Permit
Holly	Velasquez	30-Day Substitute Teaching Permit
Rie	Waldon	30-Day Substitute Teaching Permit
Talia	White	30-Day Substitute Teaching Permit
Matthew	Wiese	30-Day Substitute Teaching Permit
Ivan	Wilkins	30-Day Substitute Teaching Permit

Peter	Wright	30-Day Substitute Teaching Permit
Alexander	Zambrano	30-Day Substitute Teaching Permit

**Expiration Date: 2027**

Kara	Byrne	Pupil Personnel Services Credential
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**Expiration Date: 2028**

Taren	Bolin	Education Specialist Instruction Credential
Taylor	Magallanes	Career Technical Education Teaching Credential
Megan	Martinez	Career Technical Education Teaching Credential
Tristan	Moore	Single Subject Teaching Credential
Marisol	Zepeda	Single Subject Teaching Credential

**Expiration Date: 2029**

Leslie	Garcia	Multiple Subject Teaching Credential
Barrie	Greeley	Single Subject Teaching Credential
Anthony	Grossini	Multiple Subject Teaching Credential
Valerie	Maclay	Child Development Site Supervisor Permit
Tara	Svensson	Child Development Site Supervisor Permit
Jessica	Syrene	Education Specialist Instruction Credential
Jessica	Syrene	Multiple Subject Teaching Credential
Kelly	Uyesaka	Single Subject Teaching Credential
Emily	Vega	Pupil Personnel Services Credential
Miriam	Villagran	Multiple Subject Teaching Credential
Ana	Zacarias	Multiple Subject Teaching Credential

**Expiration Date: 2030**

Erika	Anderson	Single Subject Teaching Credential
Maria	Arambula	Child Development Site Supervisor Permit
Brianna	Balch	Multiple Subject Teaching Credential
Jonathan	Bancroft	Multiple Subject Teaching Credential
Donna	Barata	Career Technical Education Teaching Credential
Donna	Barata	Single Subject Teaching Credential
Kimberly	Barbarick	Pupil Personnel Services Credential
Kimberly	Barbarick	Single Subject Teaching Credential
Alva	Barriga	Multiple Subject Teaching Credential
Terry	Bauer	Single Subject Teaching Credential
Brenda	Beas	School Nurse Services Credential
Anthony	Belardino	Single Subject Teaching Credential

Veronica	Binkley	Administrative Services Credential
Veronica	Binkley	Multiple Subject Teaching Credential
Lidiana	Blair	Multiple Subject Teaching Credential
Mary Kathryn	Boucher	Multiple Subject Teaching Credential
Michelle	Boyd	Administrative Services Credential
Michelle	Boyd	Multiple Subject Teaching Credential
Jennifer	Buckley	Multiple Subject Teaching Credential
Kellie	Butkiewicz	Pupil Personnel Services Credential
Kara	Byrne	Education Specialist Instruction Credential
Robert	Carlton	Standard Secondary Teaching Credential
Samuel	Castillo III	Single Subject Teaching Credential
Tammie	Castillo	Administrative Services Credential
Tammie	Castillo	Single Subject Teaching Credential
Mirta Lorena	Chavez	Multiple Subject Teaching Credential
Lyndsay	Coakley	Single Subject Teaching Credential
Lorene	Cowell	Pupil Personnel Services Credential
Maya	Cramer	Multiple Subject Teaching Credential
Kimberly	Craviotto	Multiple Subject Teaching Credential
Andrew	Curtis	Single Subject Teaching Credential
Shannon	Curtis	Library Media Teacher Services Credential
Shannon	Curtis	Multiple Subject Teaching Credential
Aurea	Davis	Multiple Subject Teaching Credential
Maria	Del Carmen	Multiple Subject Teaching Credential
Rebecca	Dominguez	Pupil Personnel Services Credential
Tonette	Donlon	Multiple Subject Teaching Credential
Nicole	Doty	Multiple Subject Teaching Credential
Courtney	Drazich	Multiple Subject Teaching Credential
Derek	Drew	Multiple Subject Teaching Credential
Hedy	Eachus	Single Subject Teaching Credential
Charlene	Elliott	Administrative Services Credential
Charlene	Elliott	Multiple Subject Teaching Credential
Katherine	Farris	Multiple Subject Teaching Credential
Katherine	Farris	Education Specialist Instruction Credential
Ronald	Fenenga	Single Subject Teaching Credential
Ronald	Fenenga	Multiple Subject Teaching Credential
Debra	Flores	Education Specialist Instruction Credential
Jennifer	Forsberg	Single Subject Teaching Credential
Jennifer	Freitas	Multiple Subject Teaching Credential
Andrea	Frick	Multiple Subject Teaching Credential
Maribel	Garcia	Child Development Program Director Permit
Delia	Garnett	Administrative Services Credential
Jessica	Giboney	Multiple Subject Teaching Credential
Glenn	Goldin	Multiple Subject Teaching Credential
Glenn	Goldin	Specialist Instruction Credential in Special Education
Sandra	Gonzalez	Pupil Personnel Services Credential
Patty	Grady	Administrative Services Credential
Patty	Grady	Multiple Subject Teaching Credential



Patty	Grady	Specialist Instruction Credential in Special Education
Jenny	Greaney	Child Development Site Supervisor Permit
Brooke	Green	Multiple Subject Teaching Credential
Donna	Greer	Clinical or Rehabilitative Services Credential
Donna	Greer	Multiple Subject Teaching Credential
Rhonda	Grueso	Education Specialist Instruction Credential
David	Han	Single Subject Teaching Credential
David	Han	Multiple Subject Teaching Credential
Christopher	Hantgin	Single Subject Teaching Credential
Chalice	Harkey	Multiple Subject Teaching Credential
Melanie	Harris	Single Subject Teaching Credential
Steven	Harris	Multiple Subject Teaching Credential
Aubri	Henry	Multiple Subject Teaching Credential
Chalice	Ippolito	Multiple Subject Teaching Credential
Adriana	Jebens	Multiple Subject Teaching Credential
Adriana	Jebens	Education Specialist Instruction Credential
Julie	Johnson	Specialist Instruction Credential (Reading)
Howard	Jorgensen	Multiple Subject Teaching Credential
Jacqueline	Kelemen	Single Subject Teaching Credential
Julie	Kern	Multiple Subject Teaching Credential
Jenny	Klinedinst	Multiple Subject Teaching Credential
Hayward	Kwit	Multiple Subject Teaching Credential
Jennifer	Loomer	Pupil Personnel Services Credential
Benjamin	Lopez	Pupil Personnel Services Credential
Brandy	Lyons	Education Specialist Instruction Credential
Justin	Mack	Multiple Subject Teaching Credential
Teri	Magni	Single Subject Teaching Credential
Kimberly	Marme	Multiple Subject Teaching Credential
Stacie	Martinez	Single Subject Teaching Credential
Alison	Mason	Multiple Subject Teaching Credential
Rania	Mather	Multiple Subject Teaching Credential
Tiffany	Mcinerney	Pupil Personnel Services Credential
Brian	Medel	Pupil Personnel Services Credential
William	Mercer	Single Subject Teaching Credential
Maribel	Meza	Multiple Subject Teaching Credential
Julie	Moerman	Multiple Subject Teaching Credential
Steve	Molina	Administrative Services Credential
Steve	Molina	Single Subject Teaching Credential
Melissa	Moore	Multiple Subject Teaching Credential
James	Mooy	Single Subject Teaching Credential
Sharnell	Mora	Single Subject Teaching Credential
David	Morse	Standard Secondary Teaching Credential
Dianne	Moyer	Speech-Language Pathology Services Credential
Natsuki	Narang	Child Development Teacher Permit
Gioia	Patla	Multiple Subject Teaching Credential
Jennifer	Pedersen	Multiple Subject Teaching Credential
Juan	Pimentel	Child Development Program Director Permit

Erika	Quintana	Single Subject Teaching Credential
Linda	Ramirez	Multiple Subject Teaching Credential
Minerva	Rangel	Multiple Subject Teaching Credential
Aniko	Richards	Multiple Subject Teaching Credential
Alison	Riede	Career Technical Education Teaching Credential
Cristina	Rivas	Multiple Subject Teaching Credential
Matthew	Roberts	Education Specialist Instruction Credential
Margeaux	Rottrup	Multiple Subject Teaching Credential
Shannon	Sadecki	Single Subject Teaching Credential
Korlynnne	Sandoval	Multiple Subject Teaching Credential
Sharon	Sayre	Single Subject Teaching Credential
Maridy	Scarry	Single Subject Teaching Credential
Maridy	Scarry	Multiple Subject Teaching Credential
Anna	Scharfeld	Administrative Services Credential
Anna	Scharfeld	Multiple Subject Teaching Credential
William	Silvola	Education Specialist Instruction Credential
Caitlin	Simpson	Multiple Subject Teaching Credential
Kathleen	Sipos	Education Specialist Instruction Credential
Janis	Spracher	Multiple Subject Teaching Credential
Shad	Springer	Multiple Subject Teaching Credential
Amelia	Stava	Multiple Subject Teaching Credential
Amelia	Stava	Education Specialist Instruction Credential
Hedy	Suarez	Single Subject Teaching Credential
Aniko	Taubenheim	Multiple Subject Teaching Credential
Rachel	Tedesco	Multiple Subject Teaching Credential
Terry	Tennant	Multiple Subject Teaching Credential
Felicia	Tripp	Single Subject Teaching Credential
Armando	Uribe	Administrative Services Credential
Armando	Uribe	Education Specialist Instruction Credential
Alyssa	Vernoy	Child Development Program Director Permit
Jessica	Violetti	Education Specialist Instruction Credential
Chelsea	Walls	Multiple Subject Teaching Credential
Kera	Waters	Speech-Language Pathology Services Credential
David	Wells	Single Subject Teaching Credential
Angela	White	Multiple Subject Teaching Credential
Rheana	White	Child Development Associate Teacher Permit
Steven	Whitehair	Education Specialist Instruction Credential
Scott	Winslow	Multiple Subject Teaching Credential
Scott	Winslow	Education Specialist Instruction Credential
Michael	Wolstenholm	Single Subject Teaching Credential
Sandrine	Zanella	Single Subject Teaching Credential

**Expiration Date: 2031**

Kyla	Rightmer	Multiple Subject Teaching Credential
Mark	Wall	Single Subject Teaching Credential

**Certificates of Competence**

Christopher	Hantgin	Crosscultural, Language & Academic Devel Cert
Reagan	Leal	Crosscultural, Language & Academic Devel Cert

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

Victoria	Aguon	Crosscultural, Language & Academic Devel Permit
Laura	Bergstrom	Administrative Services Credential
Regina	Orosco	Crosscultural, Language & Academic Devel Permit
Maritza	Padron	Child Development Site Supervisor Permit
Lindsey	Petway	Short-Term Staff Permit
Teresa	Reyes	Substitute Teaching Permit for Prospective Teachers
Joel	Rodriguez	Short-Term Staff Permit
Rebecca	Savill	Crosscultural, Language & Academic Devel Cert
Charles	Scott	30-Day Substitute Designated Subjects Voc Ed Permit
Denice	Smith	Teaching Permit for Statutory Leave
Shannon	Stevens	Single Subject Teaching Credential
Torrey	Taira	Short-Term Staff Permit
Yesenia	Velez	Education Specialist Instruction Credential
Shannon	Wood	Single Subject Teaching Credential



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Susan C. Salcido, Superintendent of Schools

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**Santa Barbara County Board of Education**  
**Recommended Approval for Acceptance of Donations**  
June 12, 2025

**Teacher Programs and Support**

*Bill Cirone Heart of Education Award (Grant)*

- \$250 from The Cirone Family Trust

*Teachers Network Grants*

- \$1,000 from Santa Ynez Valley Foundation





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Susan C. Salcido, Superintendent of Schools

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## **Santa Barbara County Board of Education Recommended Approval for Declaration of Surplus June 12, 2025**

### **Communications**

- SB 22512 LaserJet Pro M479fdw All in One Printer

### **Curriculum and Instruction**

- SB 20766 Apple iPhone 8

### **Human Resources**

- 19842 Dell OptiPlex Mini Tower
- 19623 MacBook Air Laptop
- 20707 Apple MacBook Pro15" Laptop
- 20450 Apple MacBook Pro

### **Internal Services – Maintenance and Operations**

- 18432 2010 Dodge Caravan Red CNTY#5276
- 20340 2018 Chevrolet Equinox for SB SIPE CNTY#6065
- 17630 2009 Ford Fusion CNTY #5078
- 20581 2018 Ford Transit Cargo Van CNTY#6152

### **Transitional Youth Services**

- 22147 Samsung S22 Cell Phone
- 20188 Dell Latitude 5491 Laptop
- 20189 Dell Latitude 5490 Laptop
- 20491 Apple MacBook Air Laptop

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

# Action Items



# School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Community School	42-10421-4230207	December 5, 2024	

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

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

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

## Plan Description

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

The SPSA outlines the school goals for improving student achievement and meets the ESSA requirements in alignment with the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, services, proposed expenditures, the monitoring process, and parent involvement.

The JCCS team has aligned SPSA goals and actions with the LCAP and, when possible, uses the same metrics. Having such close alignment between both plans means we can maximize our efforts to support student achievement. These metrics are closely monitored to identify if mid-course corrections are needed. This data, along with the California School Dashboard, is disaggregated and reviewed by the School Site Council (SSC) quarterly which provides input and guidance on the development of the SPSA. Also, the Santa Barbara County Education Office (SBCEO) Juvenile Court and Community Schools (JCCS) Administration meets regularly with the JCCS Leadership Team to review progress on the SPSA and make recommendations. The Leadership Team, which is composed of the lead teacher from each of the two school sites, a Special Education Teacher, a Teaching Assistant, and the Student Data Support Specialist, provides valuable input towards the annual review of the SPSA. Additionally, the school staff meets collaboratively each week to discuss student progress, support services such as counseling, and address school-wide concerns.

Through the above process, we also review the use of federally funded dollars to support the following: food assistance (including the nutrition program), McKinney-Vento students, Title I dollars for student support, and interventions for low-income families. By engaging parents, Community Based Organizations (CBO), businesses, and other outside agencies, we receive a wealth of information to develop goals and actions that treat the whole child.

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# Educational Partner Involvement

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

Throughout the 2023-24 and 2024-25 school years, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process since they are critical to the development of the School Plan for Student Achievement (SPSA). Educational partners contributed by providing input and feedback in a variety of ways, including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions of the plan. The SPSA review process aligns with the school's LCAP in order to unify the efforts of this plan, including the LCAP Addendum and WASC, for a system-wide program to address the strengths and needs of the school and LEA.

The SPSA is used to plan for schoolwide improvement goals, to identify metrics for growth, and to identify how we are working to improve our data in specific areas. As a part of our development of the SPSA, we engaged with our educational partners and provided descriptions of the consultation process and the impact that the feedback provided had on the plan.

We continue to find that having multiple modalities to collect information provides successful ways of gathering feedback from our community groups and assists in meeting our obligation to consult with statutorily required educational partners. Community-based partnerships play a pivotal role in providing essential services to students and families, exemplified by initiatives like the Secure Families Grant, which is a partnership between SBCEO/JCCS, local school districts, and four community-based organizations. Through this grant, we are able to offer wrap-around support to students and their families who are most in need.

Educational partners included:

- Administrators- The Director and Coordinator for JCCS
- School Site Council (SSC)
- DELAC- JCCS is not statutorily required to operate a DELAC committee
- Parents and guardians
- Leadership team
- Student Body
- Mental health staff
- Local School District partners
- CTE Director and Coordinators
- Foster Youth Coordinating Services Program (FYSCP) Executive Advisory Committee (EAC)

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

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

#### SPECIAL EDUCATION:

Our Community School program meets regularly as a team to ensure that our students receive the services they need. This has proven to be a valuable strategy as there is a need to constantly recalibrate since our student population changes. In addition, the JCCS administrators meet with the Santa Maria-Bonita School District (SMBSD) Special Ed team regularly on goals and actions specifically related to serving the needs of the students with disabilities enrolled in the Community school.

Meeting dates: 12/13/23, 1/22/24, 3/4/24, and 4/11/24

#### SCHOOL SITE COMMITTEE (SSC):

The SSC met four times throughout the 2023-24 school year, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was also directly involved in the development and review of the parent survey.

Meeting dates for 2023-24: 10/24/23, 12/14/23, 2/29/24, and 5/2/24

Meeting dates so far in 2024-25: 9/26/24, 12/5/24, and 2/27/25

#### PARENTS AND GUARDIANS:

We contracted with the Promotores Network to review and provide suggested changes to ensure that our parent survey was culturally and linguistically relevant for our parent population. We also used the Promotores (outreach workers who support families) to individually contact each family to obtain their responses during the March 2024 administration of the survey. We were able to reach 47 out of 59 parents, which is 79.7% of our parent population. This is a 25% increase in the number of parents who participated in the survey from the prior year. As well we have also greatly improved our outreach and communication with parents via workshops in the evenings, conducting yearly surveys, and providing adequate translation support for our families. This has translated into improved student outcomes as evidenced by the data from our CHKS survey:

- 72.3% of parents believe our schools do a good job of keeping students safe and secure
- 81% of parents believe our schools do a good job of evaluating their children's academic needs
- 59.6% of parents believe our schools do a good job of preparing students for a career in the Trades
- 72.3% of parents believe our schools do a good job of preparing students for a career through college and/or community college;
- 81% of parents believe that school does a good job providing children with positive support & good guidance.

#### LEADERSHIP TEAM:

The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) collaborated on the Local Indicators and provided essential support in the development of the 2024 SPSA. The Leadership Team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement.

Meeting dates in 2023-24: 8/31/23, 3/18/24, 4/25/24, 12/5/24, 1/30/25, 3/10/25, and 3/27/25

Meeting dates so far in 2024-25: 12/5/24, 1/30/25, 3/10/25, and 3/27/25

#### STUDENTS:

Student voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was administered in January 2024, and it provided valuable feedback. Baseline data is established with 2023-24 data. The data demonstrated the following:

- 35% of students strongly agree or agree that they feel connected to school
- 38% of students strongly agree or agree that they participate meaningfully in school

- 48% of students strongly agree or agree that they have a caring adult at school

#### DISTRICT PARTNERS:

##### FITZGERALD COMMUNITY SCHOOL:

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

Meeting Dates: 10/24/23, 1/18/24, 1/29/24, 2/22/24, 5/30/24

##### CTE PROGRAM:

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

Meeting Dates: 12/11/23, 2/1/24, and 5/2/24

##### CTE DIRECTOR AND CTE COORDINATOR:

The JCCS Director meets with the CTE team regularly throughout the year to coordinate the CTE lab, identify Exploratory modules, and to discuss program implementation to identify Pathways. In addition, these meetings were used to identify training needs and additional resources required to ensure efforts would improve the CTE program.

Meeting Dates in 2023-24: 7/17/23, 8/17/23, 9/5/23, 9/29/23, 3/15/24, 4/9/24, 8/27/24, 12/10/24, 1/14/25, 2/4/25, and 3/17/25

Meeting Dates so far in 2024-25: 8/5/24, 8/20/24, 8/24, 9/9/24, 1/14/25, 1/28/25, 2/6/25, and 3/17/25

## Comprehensive Needs Assessment

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



Based on the analysis of educational partner input, local and state data, it was determined that students would benefit from additional opportunities that target individual learning gaps, credit recovery efforts, and prepare students for college and career. Our areas of need are around student Chronic Absenteeism and a high Suspension Rate (both based on the CA Dashboard). Through our work on becoming a Community School, we have hired a consultant to help our JCCS team with learning about and how to implement Restorative Approaches. As well we have also discussed Alternatives to Suspension and have reviewed the Ed Code at length so that teachers can feel comfortable in modifying their approach to student discipline.

As a way to continually review the above focus areas, we have implemented the Professional Learning Community (PLC) model to provide a weekly focus for staff meetings.

# Goals, Strategies/Activities, and Expenditures

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

## Goal #1

Goal #1	All English Learners enrolled for 85 days or more will show progress towards proficiency in ELA and ELD as measured by state and local assessments.
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## Identified Need

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

The Community School has a higher than average student population who are identified as English Language Learners, which is a recognized subgroup in California as having specific needs that require additional support. For 2023-24, the Community School (FitzGerald) had 46.5% (40/86) of its student population designated as English Language Learners. For 2024-25, we currently have an EL rate of 37.5% (15/40).

# Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reports (ELPI)	Based on the 2023-24 ELPAC, 37.5% (9/24) of Community School students improved one level.	We will increase by 10% the number of EL students who make progress of one level gain (ELPI) toward English proficiency as measured by the ELPAC.
Reclassification Rate	In 2023-24, 4% (1 of 25) of English Learner students were Redesignated English Fluent Proficient. In 2024-25, 5.6% (1 of 18) of English Learner students were Redesignated English Fluent Proficient.	Overall, 8% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	In 2023-24, 95% of workgroup members (from both JCCS school sites) attended professional learning in ELD. For the 2024-25 school year, the current participation rate is 94.12%.	100% of workgroup members attended professional learning for ELD.

## Strategies/Activities Table

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

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

## Goal #2

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

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

A review of the Dashboard and local data indicates a critical need for improvement in English Language Arts (ELA) achievement, particularly among students who have experienced interrupted schooling or who enter the program significantly behind grade level. Performance data reflect gaps in ELA credit completion, limited mastery of core curriculum standards, and underperformance on state assessments.

To address these challenges, the program is providing targeted academic support to help students fill educational gaps, recover missing credits, and build the foundational skills necessary for success in standards-aligned coursework. A key component of this strategy is the use of the **Let's Go Learn** platform, which allows staff to conduct diagnostic assessments upon student entry. Results from these assessments are used to design personalized learning plans and deliver daily practice and remediation tailored to each student's needs.

This data-driven approach ensures that instruction is aligned to individual skill levels, supports accelerated growth, and prepares students more effectively for success on state standards tests and future academic pursuits.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	In 2023-24, 0.08% was the average grade level increase between the DORA pre/post scores (10 students). For 2024-25, there has been a 1.5 average grade level increase.	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
JCCS Writing Assessments	In 2023-24, 57% of students scored proficient on the local writing assessment. For 2024-25, so far, 24.3% (9 out of 37) of students scored at the proficient level.	75% of students will score at the proficient level.
CAASPP results	In 2023-24, 3% of students scored at the nearly met standard in ELA on the CAASPP.	10% of students will score at nearly met or met standard in ELA on the CAASPP.

## Strategies/Activities Table

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	JCCS will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #2	Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teachers and teaching assistants will continue to administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results regularly to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

# Goal #3

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

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

Dashboard and local data indicate that Mathematics remains a significant area of concern for students enrolled in Juvenile Court and Community Schools (JCCS). Performance data reflect persistent learning gaps in the Math core curriculum, low credit completion rates, and poor outcomes on state standardized assessments. Notably, 83% of JCCS students have not yet completed Algebra prior to enrollment, which presents a major barrier to success on assessments that evaluate proficiency in Algebra I, Geometry, and Algebra II.

In response, the program has prioritized targeted academic interventions designed to fill foundational math gaps, provide credit recovery opportunities, and prepare students for grade-level content and state testing. Instruction is scaffolded to support individualized learning, with a focus on conceptual understanding and skill development. Teachers are supported with resources and strategies to differentiate instruction and address the diverse needs of students with interrupted or inconsistent educational histories.

Additional efforts include the use of diagnostic tools to identify skill deficits early and develop personalized learning plans that guide daily instruction. These approaches are intended to accelerate progress, build student confidence in mathematics, and improve long-term academic outcomes.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results	In 2023-24, 7% of students scored at the nearly met standard in Mathematics on the CAASPP.	10% of students will score at the Nearly Met or Met standard in mathematics on the CAASPP.
Adaptive Diagnostic Assessment of Mathematics (ADAM)	In 2023-24, 5% was the average grade increase between the ADAM pre/post scores. For 2024-25, there has been a .22% increase.	The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.
Training Sign-In Sheets	In 2023-24, 95% of workgroup members (teachers represent both sites) attended professional learning for mathematics. For the 2024-25 school year, the current participation rate is 94.12%.	100% of workgroup members attended professional learning for Math.

## Strategies/Activities Table

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

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

## Goal #4

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

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

A review of Dashboard and local data identifies several areas requiring significant improvement, including chronic absenteeism, high suspension rates, and the limited number of students transitioning back to their home districts with demonstrated academic progress. These trends reflect ongoing challenges in student engagement, behavior, and overall school climate. Additionally, a number of students face compounding behavioral health issues, including substance use, that further impact their academic success and well-being.

To address these concerns, the program has implemented a comprehensive approach focused on increasing attendance through proactive outreach, tiered intervention supports, and individualized student engagement plans. Suspension rates are being reduced through the adoption of restorative practices, trauma-informed strategies, and staff training in de-escalation along with positive behavior supports.

To improve student outcomes and support successful transitions back to home districts, the program emphasizes accelerated learning opportunities, credit recovery, and targeted academic supports. Counseling services have also been expanded to address addiction, behavioral concerns, and social-emotional needs—creating a stronger foundation for both academic progress and long-term student stability.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	In 2023-24, 63.6% (14 of 22) of Junior High students and 55.9% (19 of 34) of High School students were Chronically Absent. In 2024-25, 89.5% (17 out of 19) of Junior High students and 69.2% (9 out of 13) of High School students were Chronically Absent.	Less than 10% of community school students will be considered chronically absent.
Attendance rate	In 2023-24, the Attendance Rate for the Community School was 82.4%. In 2024-25, the Attendance Rate for the Community School was 75.3%.	75% of community school students will attend school on a daily basis.
Suspension rate	In 2023-24, 39.3% of students (22 out of 56) were suspended for one or more days. In 2024-25, 24.3% of students (9 out of 37) were suspended for one or more days.	Reduce the suspension rate by 10% or more.

## Strategies/Activities Table

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	SBCEO will provide a School-Based Therapist (SBT) who will provide individual sessions on an as-needed basis. The SBT will also teach group sessions in a variety of topics, including peer mediation, conflict resolution, making healthy choices, gang awareness, etc.	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #2	JCCS teaching assistants will continue to provide academic and behavioral support based on student need.	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, Restorative Approaches, and/or Crisis Prevention & Intervention (CPI).	All Students	3,907.00	Title II, Part A

## Annual Review

### SPSA Year Reviewed: 2023-2024

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

### Plan Analysis

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

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

## **SUCCESSES:**

### **ATTENDANCE:**

For the Community School, in 2023-24, the daily attendance rate was 82.4%, and for 2024-25, the daily attendance rate at mid-year is 75.3%. While our chronic absentee rate is still much higher than our goal of less than 10%, we have made significant strides in reducing the chronic absenteeism rate. We attribute this to our increase in counseling services at FitzGerald as well as to instructional program improvements.

### **DROP-OUT AND GRADUATION RATE:**

For 2023-24 at the Community School, one of our biggest successes was the reduction of our dropout rate. We had 0% of junior high and high school students drop out of FitzGerald.

### **MATH PROFICIENCY:**

There was growth in our CAASPP Math proficiency scores from the 2022-23 school year to the 2023-24 school year. For 2023-24, 7.8% (3/38) scored at the Nearly Met level (2), whereas in the school year 2022-23, 0% of students were at Nearly Met or Met.

## **CHALLENGES:**

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

The ability to teach and assess the same cohort of students, in combination with professional development, has had a positive impact on student outcomes. At FitzGerald Community School, our student population is dynamic and fluid, so we do not have a cohort of students consistently enrolled over the course of the academic year. Therefore, our focus is to provide ongoing professional development for teachers around content standards, which will allow for relevant curriculum and instruction design.

### **RECLASSIFICATION**

Reclassification rates continue to be an area of focus. For both the 2023-24 and 2024-25 school years, we were able to reclassify (RFEP) just one student in the Community School. One contributing factor to our low Reclassification rate is our high percentage of Long Term English Learners (92.3%), compared to the county average of 25%.

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

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

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

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## Budget Summary

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

### Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$238,068
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	3,907.00

### In Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	\$230,254.00
Title II, Part A Supporting Effective Instruction ESSA	\$3,907.00

Subtotal of additional federal funds included for this school: N/A

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

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

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

Total of federal, state, and/or local funds for this school: \$238,068

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

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

## Plan Description

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

## Educational Partner Involvement

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

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

## Comprehensive Needs Assessment

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



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

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

Completing this section fully addresses all relevant federal planning requirements.

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

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

### **Goal**

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

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

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

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

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

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

## Identified Need

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

## Annual Measurable Outcomes

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

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

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

## Annual Review

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

### Goal Analysis

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

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

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

## Budget Summary

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

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

## **Budget Summary Table**

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

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

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

## **Schoolwide Program Requirements**

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

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

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

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

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

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

#### Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

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

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



## Appendix B: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023



# School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Juvenile Court School	42-10421-4230157	December 5, 2024	

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

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

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

## Plan Description

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

The SPSA is aligned with the school goals for improving student achievement and meets the ESSA requirements in alignment with the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, services, proposed expenditures, the monitoring process, and parent involvement.

The Santa Barbara County Education Office (SBCEO) Juvenile Court and Community Schools (JCCS) Administration meets regularly with the JCCS Leadership Team to review progress on the SPSA and make recommendations. The Leadership Team, which is composed of the lead teacher from each of the two school sites, a Special Education Teacher, a Teaching Assistant, and the Student Data Support Specialist, provides valuable input towards the annual review of the SPSA. Additionally, the school staff meets collaboratively each week to discuss student progress, support services such as counseling, and address school-wide concerns.

The JCCS team has aligned SPSA goals and actions with the LCAP and, when possible, uses the same metrics. Having such close alignment between both plans means we can maximize our efforts to support student achievement. These metrics are closely monitored to identify if mid-course corrections are needed. This data, along with the California School Dashboard, is disaggregated and reviewed by the School Site Council (SSC) quarterly who provide input and guidance on the development of the SPSA.

Through the above process, we also review the use of federally funded dollars to support the following: food assistance (including the nutrition program), McKinney-Vento students, Title I dollars for student support, and interventions for low-income families. By engaging parents, Community-Based Organizations (CBO), businesses, and other outside agencies, we receive a wealth of information to develop goals and actions that treat the whole child.

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# ***Educational Partner Involvement***

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

Throughout the 2023-24 and 2024-25 school years, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process since they are critical to the development of the School Plan for Student Achievement (SPSA). Educational partners contributed by providing input and feedback in a variety of ways, including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions of the plan. The SPSA review process aligns with the school's LCAP in order to unify the efforts of this plan, including the LCAP Addendum and WASC, for a system-wide program to address the strengths and needs of the school and LEA.

The SPSA is used to plan for schoolwide improvement goals, to identify metrics for growth, and to identify how we are working to improve our data in specific areas. As a part of our development of the SPSA, we engaged with our educational partners and provided descriptions of the consultation process and the impact that the feedback provided had on the plan.

We continue to find that having multiple modalities to collect information provides successful ways of gathering feedback from our community groups and assists in meeting our obligation to consult with statutorily required educational partners. Community-based partnerships play a pivotal role in providing essential services to students and families, exemplified by initiatives like the Secure Families Grant, offering wrap-around support to those most in need.

Educational partners included:

- Administrators- The Director and Coordinator for JCCS
- Special Education/ SELPA
- School Site Council (SSC)
- DELAC - JCCS is not statutorily required to operate a DELAC committee
- Parents and guardians
- Leadership team
- Student Body
- Probation administration and staff
- Foster Youth Coordinating Services Program (FYSCP) Executive Advisory Committee (EAC)

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

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

#### SPECIAL EDUCATION/ SELPA:

Our Court School program has a significant number of students with IEPs. For 2024-25, we have maintained a rate of 39% (40 students with IEPs out of 102 total enrolled) of students being identified with disabilities. Therefore, meeting regularly as a team is a priority in order to ensure our students receive the services they need. This has proven to be a valuable strategy as there is a need to constantly recalibrate as our student population changes, with some enrollments lasting only a day or two, while some students are with us for a year or more. The SBCEO Special Education Team meets regularly with the Santa Barbara SELPA, thereby completing the feedback loop. The JCCS administrators meet with the Special Education/ SELPA team regularly on goals and actions specifically related to serving the needs of the students with disabilities enrolled in the JCCS schools. Meeting dates: 12/13/23, 1/22/24, 3/4/24, and 4/11/24

#### SCHOOL SITE COMMITTEE (SSC):

The SSC met four times throughout the 2023-24 school year, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was also directly involved in the development and review of the parent survey.

Meeting dates for 2023-24: 10/24/23, 12/14/23, 2/29/24, and 5/2/24

Meeting dates so far in 2024-25: 9/26/24, 12/5/24, and 2/27/25

#### PARENTS AND GUARDIANS:

We contracted with the Promotores Network to review and provide suggested changes to ensure that our parent survey was culturally and linguistically relevant for our parent population. We also used the Promotores (outreach workers who support families) to individually contact each family to obtain their responses during the March 2024 administration of the survey. We were able to reach 47 out of 59 parents, which is 79.7% of our parent population. This is a 25% increase in the number of parents who participated in the survey from the prior year. As well we have also greatly improved our outreach and communication with parents via workshops in the evenings, conducting yearly surveys, and providing adequate translation support for our families. This has translated into improved student outcomes as evidenced by the data from our CHKS survey:

- 72.3% of parents believe our schools do a good job of keeping students safe and secure
- 81% of parents believe our schools do a good job of evaluating their children's academic needs
- 59.6% of parents believe our schools do a good job of preparing students for a career in the Trades
- 72.3% of parents believe our schools do a good job of preparing students for a career through college and/or community college;
- 81% of parents believe that school does a good job of providing children with positive support & good guidance.

#### LEADERSHIP TEAM:

The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) collaborated on the Local Indicators and provided essential support in the development of the 2024 SPSA. The Leadership Team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement.

Meeting dates in 2023-24: 8/31/23, 3/18/24, 4/25/24, 12/5/24, 1/30/25, 3/10/25, and 3/27/25

Meeting dates so far in 2024-25: 12/5/24, 1/30/25, 3/10/25, and 3/27/25

#### STUDENTS:

Student voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was administered in January 2024, and it provided valuable feedback. Baseline data is established with the 2023-24 data. The data demonstrated the following:

- 35% of students strongly agree or agree that they feel connected to school
- 38% of students strongly agree or agree that they participate meaningfully in school
- 48% of students strongly agree or agree that they have a caring adult at school

#### PROBATION ADMINISTRATION AND STAFF:

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

Meeting Dates: 9/14/23, 10/3/23, 11/29/23, 12/18/23, 1/19/24, 3/12/24, and 4/22/24

#### Allan Hancock Dual Enrollment:

The JCCS Director met with the Early College Coordinator from Allan Hancock College to collaborate on dual enrollment courses that may be offered to JCCS students. In the future, these courses would be ideally taught by a JCCS teacher who meets minimum qualifications.

Meeting Dates: 12/15/23, 1/18/24, 1/19/24, 3/12/24, and 4/22/24

# Comprehensive Needs Assessment

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

We have taken steps to bring in elements of PBIS to support the school in creating a more positive and welcoming environment to hopefully incentivize students to attend school regularly and on time. We have also focused our efforts on improving collaboration and communication with our Probation partners as well as the officers who manage day-to-day operations in the facility and who act as a support within the classroom setting to ensure safety.

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

## Goals, Strategies/Activities, and Expenditures

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

### Goal #1

Goal #1	All English Learners enrolled for 85 days or more will show progress towards proficiency in ELA and ELD as measured by state and local assessments.
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### Identified Need

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



The Court School has a higher than average student population who are identified as English Language Learners, which are a recognized subgroup in California as having specific needs that require additional support. For 2023-24, the court school (Dos Puertas) had 23.3% (30/129) of its student population designated as an EL Learner. For 2024-25, we currently have an EL rate of 21.1% (20/95).

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reports (ELPI)	Based on the 2023-24 ELPAC, 50% (4/8) of Court School students improved one level.	We will increase by 10% the number of EL students who make progress of one level gain (ELPI) toward English proficiency as measured by the ELPAC.
Reclassification Rate	In 2023-24, 13% (1 of 8) of English Learner students with JCCS were Redesignated English Fluent Proficient. In 2024-25, 0% (0 of 22) of English Learner students were Redesignated English Fluent Proficient.	Overall, 8% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	In 2023-24, 95% of JCCS workgroup members (teachers represent both sites) attended professional learning in ELD. For the 2024-25 school year, the current participation rate is 94.12%.	100% of workgroup members attended professional learning for ELD.

## Strategies/Activities Table

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

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

## Goal #2

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

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

A review of the Dashboard and local data reveals a need for significant improvement in the academic outcomes of students enrolled in English courses, particularly in the areas of credit completion, achievement in the English Language Arts (ELA) core curriculum, and performance on state standards assessments. Data indicate that several student groups are not meeting grade-level expectations, resulting in persistent performance gaps.

To address these challenges, targeted supports have been implemented to help students fill educational gaps and recover credits when needed. These supports include increased access to intervention programs, tailored instructional strategies aligned to ELA standards, and additional academic counseling to ensure students remain on track for graduation. Furthermore, efforts are underway to better prepare students for success on state assessments through focused skill-building and formative assessment practices.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	In 2023-24, 0.91% was the average grade level increase between the DORA pre/post scores (10 students). For 2024-25, there has been a 2.2 average grade level increase.	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
JCCS Writing Assessments	In 2023-24, 63.4% (26 out of 41) of students scored proficient on the local writing assessment. For 2024-25, so far, 47.6% (20 out of 42) of students have scored at the proficient level.	75% of students will score at the proficient level.
CAASPP results	For 2024-25, 29% (2 out of 7) of our students scored at the Nearly Met level on the Spring 2024 assessment.	10% of students will score at nearly met or met standard in ELA on the CAASPP.

## Strategies/Activities Table

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	JCCS will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)	All Students	\$137,848.16 (Teaching Assistants Salary/Benefits)	Title 1, Part D
Strategy/ Activity #2	Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teachers and teaching assistants will continue to administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results regularly to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #4	The JCCS Director and teachers will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. Teachers and teaching assistants will inform individual Probation Case Managers of students who are struggling and in need of extra help. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

## Goal #3

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

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

Dashboard and local data highlight Mathematics as a critical area requiring significant improvement across multiple student groups. Performance indicators show low achievement levels in the Mathematics core curriculum, with notable gaps in credit completion and readiness for state assessments. This issue is particularly pronounced among students enrolled in Juvenile Court and Community Schools (JCCS), where 83% have not yet completed Algebra prior to enrollment, posing a substantial barrier to success on state standardized tests that assess content across Algebra I, Geometry, and Algebra II.

In response, the program has prioritized efforts to identify and address educational gaps in Mathematics through targeted academic interventions, differentiated instruction, and expanded opportunities for credit recovery. Teachers are receiving additional support to align instruction with grade-level standards while scaffolding foundational concepts. Moreover, students are being provided with diagnostic assessments to inform individualized learning plans and better prepare them for success on standards-based testing.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results	For 2024-25, 7.8% (3 out of 38) of our students scored at the Nearly Met level on the Spring 2024 assessment.	10% of students will score at nearly met or met standard in mathematics on the CAASPP.
Adaptive Diagnostic Assessment of Mathematics (ADAM)	In 2023-24, 0.19% was the average grade increase between the ADAM pre/post scores. For 2024-25, there has been a -.25 grade level decrease.	The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.
Training Sign-In Sheets	In 2023-24, 95% of workgroup members (teachers represent both sites) attended professional learning for mathematics.	100% of workgroup members attended professional learning for Math.

## Strategies/Activities Table

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

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

## Goal #4

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

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

The dashboard and local data reveal several areas in need of significant improvement, including chronic absenteeism, suspension rates, and the rate at which students successfully transition back to their home districts. These indicators highlight ongoing challenges with student engagement, school climate, and behavioral health.

To address these concerns, a multifaceted approach has been implemented. Targeted strategies are in place to increase attendance through improved family outreach, personalized attendance plans, and incentives to encourage consistent school participation. Efforts to reduce suspensions include restorative practices, staff training in trauma-informed care, and the development of positive behavior supports. Additionally, the program is focused on accelerating student academic and behavioral progress to facilitate successful transitions back to home districts.

Recognizing the impact of addiction and behavioral health challenges for our students, expanded counseling services are being provided to address substance use and emotional regulation. These supports are essential in removing barriers to learning and fostering a safe, supportive school environment that promotes long-term student success.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	In 2023-24, 0% of Court School Junior High students and 14.9% (15 of 101) of High School students were Chronically Absent. In 2024-25, 0% of Court School Junior High students and 9.4% (3 of 32) of High School students were Chronically Absent	Less than 10% of court school students will be considered chronically absent.
Attendance rate	In 2023-24, the Attendance Rate for Court School students was 94.3% (includes both junior high and high school). In 2024-25, the Attendance Rate for the Court School was 95.8%.	75% of court school students will attend school on a daily basis.
Suspension rate	In 2023-24, 8.7% of students (9 out of 103) were suspended for one or more days. In 2024-25, 2.4% of students (2 out of 83) were suspended for one or more days.	Maintain a suspension rate of 5% or less.

## Strategies/Activities Table

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	JCCS teaching assistants will continue to provide academic and behavioral support based on student need.	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #2	JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, Restorative Approaches, and/or Crisis Prevention & Intervention (CPI).	All Students	No additional cost; part of staff duties	N/A

## Goal #5

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

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

Based on a review of Dashboard and local data, areas identified for significant improvement include chronic absenteeism, high suspension rates, and the need for increased academic acceleration and successful reentry for students transitioning back to their home districts. In addition, students involved in the juvenile justice system face heightened risk factors that contribute to disrupted academic pathways and increased recidivism.

To address these challenges, the program continues to focus on a coordinated, multi-agency approach that ensures continuity in students' academic careers and supports successful reentry. This includes strengthening partnerships among educational agencies, juvenile facilities, families, and community-based organizations to build a comprehensive safety net that reduces the likelihood of reentry into the justice system.

Efforts are also underway to improve student attendance through individualized outreach as well as support and to reduce suspensions by implementing restorative practices along with trauma-informed strategies. Academic interventions are being utilized to accelerate student progress and ensure alignment with graduation and college/career readiness goals. Counseling services have been expanded to address addiction and behavioral health needs, further supporting student stability and success both in and out of the classroom.

## Annual Measurable Outcomes

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

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

## Strategies/Activities Table

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Upon entry, the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services. Records are requested from previous schools, and the transcript is updated to include all earned credits to date.	All Students	\$48,181.43	Title 1, Part D
Strategy/ Activity #2	While the student is enrolled, JCCS staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their students, and school placement options. Parents are consulted to review their child's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents regarding the date, time, and contact information.	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	Upon release, Office Assistants update the transcripts with credits earned in court schools and forward them to the receiving school districts.	All Students	No additional cost; part of staff duties	N/A

## Annual Review

**SPSA Year Reviewed:** 2023-2024

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

### Goal Analysis

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

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

## **SUCCESSSES:**

### Diagnostic Online Reading Assessment (DORA)

We saw a significant increase in our Diagnostic Online Reading Assessment (DORA), which is linked to actions 1.a.1 and 1.a.4 of the LCAP. Through these actions, students are provided with intervention time during the school day with the Let's Go Learn program on their Chromebooks, thereby assessing grade-level curriculum. In doing so, DORA assessments provide formative assessment metrics on student growth. Overall, we have seen an increase in student performance on DORA, and the average growth of students was a 0.49 grade level in reading, which was established in 2023-24. For 2024-25, we have seen a significant growth in scores at the Court School with an average 2.2 grade level increase (our goal is for one grade level).

### English Learner Progress Assessment (ELPAC)

We have seen an increase in our ELPAC scores from 31% of students who reached Level 3 or higher in 2023-24 to 50% (4 of 8) of students improving one level (ELPI) in 2024-25.

### Attendance Rate and Chronic Absenteeism

We have seen improvement in student attendance at the Court School over the past year in several areas. First, we have decreased our Chronic Absenteeism rate for high school from 4.9% (15 of 101) in 2023-24 to 9.4% (3 of 32) in 2024-25. Also, our Attendance Rate is currently at 95.8%, whereas the goal is a 75% attendance rate.

## **CHALLENGES:**

### Reclassification

Reclassification rates continue to be an area of focus. In 2023-24, we were able to reclassify (RFEP) just one student. In the Court School, 3.8% (1/26) of English Learners (EL) were Redesignated English Fluent Proficient (RFEP). One contributing factor to our low Reclassification rate is our high percentage of Long Term English Learners (83.3%), compared to the county average of 25%. For 2024-25, we have 0% of our students Reclassified.

### California Assessment of Student Performance and Progress (CAASPP) - ELA

Though we had 54% (6 of 11) of students reach the Nearly Met level or above on the ELA portion of the CAASPP in 2023, we only had 29% (2 out of 7) reach the Nearly Met level or above on the ELA portion of the assessment in 2024.

### Math Proficiency

Math proficiency remains an area needing improvement. Many students enter with significant deficits in Algebra credits, impacting their foundational skills and ability to tackle complex tasks. To address this, a Math Workgroup has been formed to identify strategies tailored to our student population. Further professional learning on intervention platforms and interim assessments aims to enhance digital literacy and mathematical skills.

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

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

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

No Changes

## Budget Summary

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

### Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$238,068
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$186,029.69

### In Other Federal, State, and Local Funds

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

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	\$230,254.00
Title II, Part A Supporting Effective Instruction ESSA	\$3,907

Subtotal of additional federal funds included for this school: N/A

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Not Applicable	\$0

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

Total of federal, state, and/or local funds for this school: \$238,068



# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

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

## Plan Description

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

## Educational Partner Involvement

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

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

## Comprehensive Needs Assessment

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

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

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

Completing this section fully addresses all relevant federal planning requirements.

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

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

### **Goal**

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

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

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

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

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

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

## Identified Need

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

## Annual Measurable Outcomes

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

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

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

## Annual Review

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

### Goal Analysis

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

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

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

## Budget Summary

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

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

## **Budget Summary Table**

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

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

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

## **Schoolwide Program Requirements**

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

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

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

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

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

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

#### Requirements for the Plan

II. The SPSA shall include the following:

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



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

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

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

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

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

## Appendix B: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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

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

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

**Grant period (from-to):** July 1, 2025 – June 30, 2026

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

**Amount of funding requested:** Various

**Brief description of project:**

The purpose of the 2025-26 Application for Funding for Consolidated Categorical Programs is to declare the intent of the Santa Barbara County Education Office to apply for 2025-26 funding.

The following information is included in the application:

- 1) Participate in 2025-26 Consolidated Program
  - a) Title I-A
  - b) Title I-D
  - c) Title II-A
- 2) Certification of Assurances
- 3) School Improvement and Professional Development
- 4) Report of Title I facilities, students served, outcomes, and academic performance
- 5) Expenditure reports of 2023-24 and 2024-25 for select Federal programs
- 6) Homeless Education policy, requirements, and implementation



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Susan C. Salcido, Superintendent of Schools

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May 14, 2025

SBAS-9735

TO: County Board of Education  
FROM: Dr. Susan Salcido  
RE: Forest Reserve Fund Apportionment – Federal FY 2023-24

The Forest Reserve apportionments are this county's share of revenues from the United States forest reserve lands. This apportionment, representing a \$7,583.33 increase from the prior year, requires approval by the Santa Barbara County Board of Education.

In accordance with Education Code Section 2300, the 2023-24 federal fiscal year (October 1 to September 30) Forest Reserve Apportionment of \$54,850.71 is to be disbursed as follows:

-Fifteen percent of funds (\$8,227.61) to the County Education Office for the improvement of educational programs for students in the county

-Eighty-five percent of funds (\$46,623.10) to school districts and community colleges lying within or adjacent to the forest reserve

The amount distributed to school districts is apportioned using a formula that allocates fifty percent of funds based on the number of pupils each school district has residing in the forest reserve area and the remaining fifty percent in proportion to national forest reserve territory located within each school district.

Your approval of this formula for the distribution of the 2023-24 Forest Reserve Apportionment is recommended.

Federal FY 2023-24  
Forest Reserve Apportionment

Total County Apportionment (including road funds)	\$	109,701.42	District Share	\$	46,623.10
Total CSSF Apportionment	\$	54,850.71	Pupil = 50%	\$	23,311.55
District Share = 85%	\$	46,623.10	Area = 50%	\$	23,311.55
SBCEO Share/Allocation = 15%	\$	8,227.61	Amount per pupil	\$	230.81

District	No. of Pupils Living in U.S. Forest Reserve	Pupil Subtotal (\$)	Percent of District in U.S. Forest Reserve	National Forest Square Mile Subtotal (\$)	Total \$ Allocation per District
Ballard	0	\$ -	0.00%	\$ -	\$ -
Blochman Union	0	\$ -	2.17%	\$ 505.86	\$ 505.86
Buellton Union	0	\$ -	0.25%	\$ 58.28	\$ 58.28
Cold Spring	0	\$ -	0.03%	\$ 6.99	\$ 6.99
College	0	\$ -	12.70%	\$ 2,960.57	\$ 2,960.57
Goleta Union	44	\$ 10,155.53	1.30%	\$ 303.05	\$ 10,458.58
Guadalupe Union	0	\$ -	0.00%	\$ -	\$ -
Hope	0	\$ -	0.06%	\$ 13.99	\$ 13.99
Los Olivos	0	\$ -	8.94%	\$ 2,084.05	\$ 2,084.05
Montecito Union	0	\$ -	0.08%	\$ 18.65	\$ 18.65
Orcutt Union	0	\$ -	0.00%	\$ -	\$ -
Santa Maria-Bonita	0	\$ -	0.00%	\$ -	\$ -
Solvang	0	\$ -	0.00%	\$ -	\$ -
Vista del Mar Union	3	\$ 692.42	0.60%	\$ 139.87	\$ 832.29
Santa Maria Joint Union High	1	\$ 230.81	2.17%	\$ 505.86	\$ 736.67
Santa Ynez Valley Union High	7	\$ 1,615.65	22.51%	\$ 5,247.43	\$ 6,863.08
Santa Barbara Unified	46	\$ 10,617.14	1.76%	\$ 410.28	\$ 11,027.42
Lompoc Unified	0	\$ -	0.00%	\$ -	\$ -
Carpinteria Unified	0	\$ -	0.71%	\$ 165.51	\$ 165.51
Cuyama Joint Unified	0	\$ -	14.87%	\$ 3,466.43	\$ 3,466.43
Allan Hancock Community College	0	\$ -	29.53%	\$ 6,883.90	\$ 6,883.90
Santa Barbara Community College	0	\$ -	2.32%	\$ 540.83	\$ 540.83
<b>Totals</b>	<b>101</b>	<b>23,311.55</b>	<b>1</b>	<b>23,311.55</b>	<b>46,623.10</b>



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Susan C. Salcido, Superintendent of Schools

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## **2025-26 Proposition 30 Education Protection Account (EPA) Revenue and Proposed Expenditure Plan**

On November 6, 2012, the voters of California passed Proposition 30, which added Article XIII, Section 36, to the California Constitution. Article XIII, Section 36(e) created in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental tax increases imposed by Article XIII, Section 36(f).

The Santa Barbara County Education Office has sole authority to determine how these monies will be spent with the restriction that they generally cannot be used for administrative costs. These monies do not need to be spent on new expenditures but can be used in place of other monies to fund existing services and thus reduce deficit spending.

Before these monies are spent, the governing board of the Santa Barbara County Education Office must approve the spending plan in open session of a public meeting of the governing board. A public hearing is not required.

With these requirements and allowances in mind, the superintendent recommends approval for the 2025-26 Proposition 30 Education Protection Account (EPA) revenues to be used for existing Dos Puertas Juvenile Court School certificated salaries and benefits. The estimated EPA revenues are \$7,872 for the 2025-26 fiscal year.

# Proposition 28: Arts and Music in Schools Funding

## Annual Report

### Fiscal Year 2024–25

Name:

County-District-School (CDS) Code:

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

Santa Barbara County Education Office (SBCEO) filed a waiver request with the CDE requesting exemption from requirement to use 80% of AMS funds on new arts/music positions due to the operational constraints and unique nature of the programs generating AMS funds (Special Education, Early Child Care and Education, and Juvenile Court and Community Schools). No AMS funds were used in 2024-25, but SBCEO will work with its arts education program, Children's Creative Project, to develop arts education programming which address the unique needs of each program.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds	0.0
3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds	0.0
4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds	0.0
5. Number of students served with AMS funds	0.0
6. Number of school sites providing arts education programs with AMS funds	0.0

Date of Approval by Governing Board/Body

Annual Report Data URL (direct PDF link to document on local educational agency website)





## Contract Summary

Contract Expiration

December 31, 2027

### ELIGIBLE END-USERS

- » State and local governmental entities, public and private primary, secondary and higher education entities, non-profit entities, and agencies for the public benefit may purchase products and services at prices indicated in the contract upon the Public Agency's registration with OMNIA Partners.
- » Eligible end users are required to sign up to become an OMNIA member; there is no cost for membership.
- » To register, end users should go to this link and register on-line: [Free Membership with OMNIA Partners | OMNIA Partners](#)

### CONTRACT TERMS & CONDITIONS

#### Payment Terms

Net 30 Days

#### DELIVERY

- » All orders are FOB Destination, company paid freight to one location within the Continental U.S.
- » Conforming product shall be shipped within the timeframe mutually agreed to by the Vendor and the Purchasing Agency. If delivery is not or cannot be made within this time period, the Contractor must receive authorization for the delayed delivery. The order may be cancelled if the estimated shipping time is not acceptable. All deliveries shall be freight prepaid, F.O.B. Destination and shall be included in all pricing offered unless otherwise clearly stated in writing.
- » Additional Delivery/Installation Charges: Contractor may enter into additional negotiations with a purchasing agency for additional delivery or installation charges based on onerous conditions. Additional delivery and/or installation charges may only be charged if mutually agreed upon by the purchasing agency and Contractor and can only be charged on a per individual project basis.

#### SERVICES

- » Quotes to the end user must reflect a separate line item for each service.
- » Services shall be quoted as outlined below.

<b>Basic Installation*</b>	Basic Installation/Reconfiguration will be a minimum of \$90 per hour with a not to exceed maximum charge of \$150 per hour. Standard Business Hours (8:00 am - 5:00 pm), Monday – Friday, dock door access and site free and clear for installation
<b>Expanded Installation**</b>	Expanded Installation/Reconfiguration will be a minimum of \$100 per hour with a not to exceed maximum charge of \$350 per hour. Non-Standard Business Hours Monday – Friday, weekends and holidays. Expanded installation also includes, but is not limited to, sites 60 miles over main dealer warehouse, prevailing wage, union labor and major metropolitan areas.
<b>Minimum Installation</b>	Minimum of \$200 per order may apply
<b>Design</b>	Design Services will be a minimum of \$85 per hour with a not to exceed maximum charge of \$125 per hour.
<b>Reconfiguration</b>	Project Management will be a minimum of \$125 per hour with a not to exceed maximum charge of \$200 per hour.



<b>Project Management</b>	Project Management will be a minimum of \$80 per hour with a not to exceed maximum charge of \$200 per hour.
<b>Storage</b>	Not to Exceed \$5/sq ft/month after 30 days
<b>Inside Delivery</b>	Inside Delivery will be a minimum of \$90 per hour with a not to exceed maximum charge of \$125 per hour. Standard Business Hours (8:00 am - 5:00 pm), Monday – Friday, preapproved access point and site free and clear for delivery. Minimum charge of \$200.
<b>Expedite Fee</b>	Non-discountable 3.5% List up-charge; must be pre-approved by HON Customer Support.
<b>Enhanced Services</b>	Yes

## PRODUCT & PRICING INFORMATION

### DISCOUNTS/PRODUCTS

See Matrix for discounts and available products.

### NON-CONTRACT ITEMS

Items not approved on contract cannot be quoted or represented as a contract sale; non-contract items will not be accepted on an order.

### SPECIALS

**Specials are approved on contract with the following limitations:**

- » The special must be a modification to an already approved base model accepted on this contract.
- » List pricing is determined on a case-by-case basis; all requests should be sent to the HNI Customer Support team [governmentsupport@hniworkplacefurnishings.com](mailto:governmentsupport@hniworkplacefurnishings.com)
- » Approved specials will receive discounts consistent with the base model discounts already approved on contract.

## DISCOUNT MATRIX & PRODUCT LISTING

HON Price List

February 1, 2025

A 2.5% surcharge will apply to the net product amount for HON product.



## OMNIA Region 4 Contract R240117

Tier	Total Order at List	Systems & Pedestals	Vertical & Lateral Files, Storage	Tables, Desking, Casegoods	HON Branded Seating	HON 5 Year Warranty	Education	HBF product
1	\$0 - \$25,000	64.70%	55.40%	53.30%	53.30%	55.30%	53.30%	49.00%
2	\$25,001 - \$75,000	65.70%	56.40%	55.00%	55.00%	56.40%	55.00%	49.00%
3	\$75,001 - \$150,000	67.90%	63.70%	59.60%	59.60%	58.50%	56.50%	52.00%
4	\$150,000 & Above	Negotiable	Negotiable	Negotiable	Negotiable	Negotiable	Negotiable	Negotiable

Product Series
Abode Systems
Abound Systems
Accelerate Systems
Brigade Pedestals
Coordinate
Empower
Flagship Pedestals
PET Desktop Screens
Power Modules
Systems Accessories
Universal Screens
Wire Management

Product Series
310 Vertical Files
510 Vertical Files
Brigade Laterals
Brigade Steel Bookcase
Brigade Storage Cabinets
Contain
Flagship File Centers
Flagship Laterals
Flagship Storage & Bookcases
Fuse
Storage Accessories
Storage Islands

Product Series
10500 Series Laminate Desking
1870 Series Laminate Bookcases
34000 Series Desking
38000 Series Desking
Arrange
Between
Birk Tables
Build Makerspace
Build Tables
Concinnity
Coze (5 Year Warranty)
Desking & Table Accessories
Flock
Gravitation
Height Adjustable
Hospitality
Huddle
Laminate Occasional Tables
Metro Desking
MOD Desking (5 Year Warranty)
Motivate
Preside
Scramble Occasional Tables
Sculpt Tables
Valido Laminate Desking
Vesta Mobile Power Station - HPWRMOB1
Voi Laminate & Veneer Desking
Workwall Desking

Product Series
Accommodate
Adjustable Task/Lab Stools
Altern
Astir Collaborative Work
Build Seating
Cambia (2150/2160)
Cipher
Cliq
Cofi
Confer
Convergence - HCT1MM
Endorse
Flexion
Flock
Grove
High Density Olson Stacker (4040)
Ignition
Ignition 2.0
Lota (2280)
Mav Single Lounge
Motivate
Nucleus
Nucleus Recharged
Perpetual
Pillow-Soft (2090/2190)
Ruck Wood Café
Seating Accessories
Skip
SoCo
Solve
Soothe
Versant
Volt (5700/5710)
West Hill

Product Series
400 Series
Crio
Desktop Riser HBXRISER
HBTMS - Wire Mgmt Strips
Healthcare Accessories
HVL108
HVL151 - Executive Chair
HVL402 - Executive Chair
HVL601 - Executive Chair
HVL712 - Wave
Matter
Parkwyn
Prominent
Scatter
Torch
Unika Vaev
Verse
Wave
Workplace Tools - Chair Mats

Product Series
Class-ifi
Confetti
Revel
Roll Call
SmartLink
Storyline
Tangram

Product Series
All HBF Product

**HON NOW™**

Total Order at List	Systems & Pedestals	All Other HON NOW Product
All Orders	64.70%	51.10%

The NOW program will be based on the commercial product offering and terms. Any exceptions must be specifically noted.

## Enhanced Services

We are excited to introduce Enhanced Services, the ability to order additional services right along with your HON products. We understand that some orders are unique and have special requirements that are not included in our standard services and want to make that an easy process for you. As a result, we are offering two different types of enhanced services. The orderable services will have a fixed fee per purchase order while the service requests are more unique and will require a quote from Customer Support. The ultimate goal for HON's Enhanced Services is to make it easier for you to provide an exceptional experience for your customers while increasing profitability.

Please direct any questions to HON Customer Support at [GeneralSupport@hniworkplacefurnishings.com](mailto:GeneralSupport@hniworkplacefurnishings.com).

<b>Orderable Services</b>	
Customer may order in eOrdering or submit PO without pre-approval for service	
Lift Gate (Limited to orders less than 250 cubes)	\$250/Order
Proof of Delivery	\$20/Order
Professional Protective Equipment (minimum order size of 250 cubes)	\$50/Order
US Citizen Driver	\$50/Order
Inside Delivery (Limited to orders less than 250 cubes)	\$250/Order

<b>Services Requiring Approval</b>	
Customer must receive approval for service before ordering service. In some cases, these services may not be available after order is placed.	
Specific Delivery Date/Time	Actual Charges Apply
Dedicated Truckload Delivery	Actual Charges Apply
Ocean Container	Actual Charges Apply (\$2,000 minimum)
Trailer Length Maximum	Actual Charges Apply
Advanced Clearance	Actual Charges Apply
Carrier Insurance	\$50/Order
Expedited Transit	Actual Charges Apply
Palletization	Actual Charges Apply (\$1,000 minimum)
Special Permits	\$50/Order + Permit Fees



**For Dealer & Sales Reference Only**

**SERVICING FEES**

- » Tier 1 and 2 is 18% Total order at list \$0 to \$75,000
- » Tier 3 and 4 is 15% Total order at list \$75,001 and above
- » HON NOW 18%

**ORDER PLACEMENT**

**COMPASS CODES**

- » C015 – HON/HBF OMNIA Public R240117 \$0 - \$75K Invoice End User
- » C020 – HON/HBF OMNIA R240117 \$75K – Above Invoice End User
- » C022 – HON/HBF OMNIA Public R240117 \$0 - \$75K Invoice Dealer
- » C023 – HON/HBF OMNIA R240117 \$75K – Above Invoice Dealer
- » C021 – HON NOW – OMNIA Public Invoice Dealer

**AGENCY ORDERS PLACED DIRECTLY WITH HON**

**Orders issued direct to HON Company must adhere to the following rules:**

- » Orders **MUST** be made out to The HON Company LLC c/o Servicing Dealer.
- » Orders **MUST** reflect the correct contract pricing. Orders with incorrect pricing will be sent back to the dealer who will correspond directly with the End User for appropriate modifications.
- » Orders **MUST** include the contract number R240117.
- » Orders **MUST** be sent to HON's Government Customer Service team by the following methods:
  - EDI or Electronic Ordering: Please contact Customer Service for full details.
- » Orders under this contract may utilize federal funds. Dealers should review solicitations and orders for federal funding references, and if federal funds are utilized, notify HON prior to order placement.

**ORDERS ARE PLACED THROUGH THE AUTHORIZED DEALER**

**Select Authorized Dealers have been approved by OMNIA to receive purchase orders and payments; dealers must adhere to the following rules:**

- » Both the End User purchase order to the dealer and the dealers order to HON, must reference HON's contract number R240117.
- » The dealer **must** provide a copy of the End User's purchase order to HON.
- » End User pricing must match HON's stated contract pricing. The dealer is not authorized to change discounting or net pricing to the customer without written authorization from The HON Company LLC.
- » Orders under this contract may utilize federal funds. Dealers should review solicitations and orders for federal funding references, and if federal funds are utilized, notify HON prior to order placement.

## For Dealer & Sales Reference Only

Dealer must provide the following information:

- » Contract #R240117 MUST be noted on End User PO
- » End User Name: Enter the name of the Agency/End-User facility
- » End User Address: Enter the End User's street address, City, State, Zip Code
- » End User Purchase Order Number
- » End User Purchase Order Date
- » Install charges applied to order for HON/HBF product
- » Design charges applied to order for HON/HBF product
- » Project management charged applied to order for HON/HBF product
- » Reconfiguration charges applied to order for HON/HBF product
- » Storage charges for HON/HBF product
- » Inside delivery charges for HON/HBF product
- » OMNIA participating agency number

Because HON reports and pays an administrative fee on services, dealers are only to report services that apply to the HON portion of the order. If you are quoting multiple manufacturers, service amounts should not reflect entire order.

## PROGRAMS

### HON NOW QUICK SHIP PROGRAM

- » **Orders:** End users must place their orders with the dealer for this program. \*\*\*Contract #240117 MUST be noted on end user PO.
- » **Products:** Products offered on HON NOW may be different than those offered on standard contract.
- » **Terms & Conditions:** HON NOW program orders shall be based upon the HON NOW commercial program terms and conditions.

## DEALER ADDITIONS/UPDATES

Dealers can be updated on a quarterly basis with approval from HON and OMNIA.

Due dates for Sales to send complete submittals are March 1, June 1, September 1, and December 1.

**Required Documentation to add a Dealer are as follows:**

- » HNI Socio Economic Form
- » HON Dealer Agreement Form
- » HNI General Information Form
- » Dealer Flow-down Letter

Further details regarding new dealer setups can be found at the following link under the appropriate contract name:  
<https://hnicorporation.sharepoint.com/sites/hongovernment/dealersetup/default.aspx>



**For Dealer & Sales Reference Only**

**CONTACT INFORMATION**

HON Customer Support

800-466-8694

[governmentsupport@hniworkplacefurnishings.com](mailto:governmentsupport@hniworkplacefurnishings.com)

Order Assistance: [HONGSAOE@honcompany.com](mailto:HONGSAOE@honcompany.com)

Questions regarding HBF product: [HBFSERVICE@hbf.com](mailto:HBFSERVICE@hbf.com)

Compass Ordering Issues: [HNIPortalSupport@hnicorp.com](mailto:HNIPortalSupport@hnicorp.com)

Credit Assistance (Invoice copies, payment information): [credit@hniworkplacefurnishings.com](mailto:credit@hniworkplacefurnishings.com)

Contracts & Compliance details: [contractmanager@honcompany.com](mailto:contractmanager@honcompany.com)

Sales Support: [HONGovtSalesSupport@honcompany.com](mailto:HONGovtSalesSupport@honcompany.com)

Feel free to contact your local HON Business Development Manager

# Information Item





# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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

### **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**  
**June 12, 2025**

<b>Appointments</b>		<b>Effective Date</b>
<b>Offer of Employment</b>		
Branum, Gina	Associate Superintendent, Human Resources	July 1, 2025
Chandler, Lauren	Speech Language Pathologist	August 8, 2025
Clowdus, Nicole	Speech Language Pathologist	August 8, 2025
Groppetti, Andrea	Coordinator, Special Education	August 8, 2025
Pawl, Hailey	Special Day Class Teacher	August 8, 2025
Smith, Brittney	Special Day Class Teacher	August 8, 2025
Stewart, Rachel	Special Day Class Teacher, Preschool	August 8, 2025
Villanueva, Daniela	Speech Language Pathologist	August 8, 2025
<b>Separations</b>		<b>Effective Date</b>
<b>Resignations</b>		
Martinez, Jessica	Adapted Physical Education Specialist	June 6, 2025
Reyes, Jonathan	Coordinator, Curriculum & Instruction	July 3, 2025
<b>Retirements</b>		
Dilley, Jerri	Speech Language Pathologist, Infant Specialist	June 13, 2025
Hocking-Walker, Patricia	Teacher, Juvenile Court Schools	June 11, 2025
Pritchett, Alexis	Infant Specialist	June 6, 2025

Santa Barbara County Board of Education

Classified Personnel Report

June 12, 2025

**Appointments**

*Limited Term/Substitute*

Bakke, Natalie	May 5, 2025
Teaching Assistant • Juvenile Court and Community Schools • Fitzgerald	
• Hourly as needed	
Campbell, Sandy	May 1, 2025
Paraeducator • Special Education • Various Sites	
• Hourly as needed	
Fandel, Jordan	April 29, 2025
Paraeducator • Special Education • Various Sites	
• Hourly as needed	
Fitzpatrick, Shelley	May 2, 2025
Paraeducator • Special Education • Various Sites	
• 10 months	
Guillory-Crewdson, Cynthia	May 8, 2025
Paraeducator • Special Education • Various Sites	
• Hourly as needed	
Medina, Andrea	May 1, 2025
Paraeducator • Special Education • Various Sites	
• Hourly as needed	
Ruggels, Annabel	April 16, 2025
Paraeducator • Special Education • Various Sites	
• Hourly as needed	
Tucker, Rachel	April 18, 2025
Paraeducator • Special Education • Various Sites	
• Hourly as needed	

Wellman, James April 21, 2025  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

Williams, Jason April 9, 2025  
Clerical • Various Departments • Various Sites  
• Hourly as needed

## Changes

### *Anniversary Increase*

Arrieta Jacinto, Maria May 1, 2025  
Paraeducator • Special Education • Cuyama Headstart  
37.5% • 10 months

Bomer, Dyan May 1, 2025  
Administrative Assistant, Senior • Early Care and Education • Early Care and Education - Hope Center  
100% • 12 months

Cervantes, Juan May 1, 2025  
Maintenance and Operations Supervisor • Internal Services • Operations South  
100% • 12 months

Fuentes, Michael May 1, 2025  
Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School  
87.5% • 12 months

Kerrutt-Dent, Erin May 1, 2025  
Certificated Human Resources Analyst • Human Resources • Certificated Human Resources Staff  
100% • 12 months

Lopez, Jessica May 1, 2025  
Human Resources Supervisor • Human Resources • Certificated Human Resources Staff  
100% • 12 months

Martinez, Serena May 1, 2025  
Paraeducator • Special Education • Ralph Dunlap School DHOH 2  
75% • 10 months

Martinez, Veronica	May 1, 2025
Clerical Assistant • Special Education • School Psychologist North 3 100% • 10 months	
Munar, Desiree	May 1, 2025
Paraeducator • Special Education • Alice Shaw Preschool 87.5% • 10 months	
Olivas, Alleena	May 1, 2025
Paraeducator • Special Education • Ralph Dunlap School DHOH 2 25% • 10 months	
Padilla, Leticia	May 1, 2025
Paraeducator • Special Education • Speech/Language Services, Miller 75% • 10 months	
Quezada, Jacqueline	May 1, 2025
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 100% • 12 months	
Rodriguez-Castellanos, Gabriela	May 1, 2025
Paraeducator • Special Education • Speech/Language Services, McClelland 87.5% • 10 months	
Torres, Liliana	May 1, 2025
Paraeducator • Special Education • Clarence Ruth Preschool 75% • 10 months	
Trigueros, Crystal	May 1, 2025
Paraeducator • Special Education • Regency Preschool 87.5% • 10 months	
Vickery, Lupie	June 1, 2025
Administrative Assistant, Senior • Curriculum and Instruction • Literacy and Language Support 100% • 12 months	
Vital Alcantar, Yanelly	May 1, 2025
Nutrition Program Specialist - Bilingual • Early Care and Education • Early Care and Education - Santa Maria 100% • 12 months	

***Decreased Time (Voluntary)***

Aguilera, Jesus

February 23, 2024

Custodian • Internal Services • Operations South 2  
50% • 12 months  
From .625

Meza Diaz, Jose

September 1, 2024

Custodian • Internal Services • Operations South  
90% • 12 months  
From 1.0

Vasquez Vasquez, Erick

September 1, 2024

Custodian/Maintenance Worker • Internal Services • Operations South 2  
50% • 12 months  
From .6125

***Differential - Add***

Perez, Silvia

May 1, 2025

Paraeducator • Special Education • Manzanita Charter School 2 (4th-6th)  
81.25% • 10 months  
Specialized Health Care

***Out of Classification/Return***

Martinez, Serena

April 29, 2025

Paraeducator • Special Education • Ralph Dunlap School DHOH 2  
75% • 10 months  
Return to regular assignment

***Probation to Permanent***

Amegatcher, Amy

May 1, 2025

Program Associate • Transitional Youth Services • Transitional Youth South  
100% • Hourly as needed

Bradford, Jimmie

May 1, 2025

Paraeducator • Special Education • Ontiveros Preschool  
75% • 10 months

Dillard Deherrera, Christine May 1, 2025  
Technology Support Administrative Assistant • Information Technology Services • ITS  
100% • 12 months

Gonzalez, Yoseline May 1, 2025  
Manager, Program Services • Children's Creative Project • Children's Creative Project  
100% • 12 months

Perez, Carmen Isabel May 1, 2025  
Paraeducator • Special Education • Casmalia Preschool 3  
87.5% • 10 months

Rodriguez-Vazquez, Karla May 1, 2025  
Paraeducator • Special Education • Manzanita Charter School (K-3rd)  
81.25% • 10 months

***Promotion***

Stevens, Gillian April 21, 2025  
Director, Engagement and Support • Human Resources • Engagement and Support  
100% • 12 months

***Transfer***

Hernandez, Rocio May 1, 2025  
Paraeducator • Special Education • Vision Services  
75% • 10 months  
From Lenora Fillmore Preschool

**Separation**

***Resignation***

Almodovar, Nelson May 12, 2025  
Paraeducator • Special Education • Cabrillo High School  
81.25% • 10 months

***Retirement***

Vickery, Lupie July 2, 2025  
Administrative Assistant, Senior • Curriculum and Instruction • Literacy and Language Support  
100% • 12 months