Santa Barbara County Education Office

BOARD BOOK and AGENDA

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

February 2026

SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
February 12, 2026 – 2:00 p.m.

AGENDA

The Santa Barbara County Board of Education is holding this meeting on Thursday, February 12, 2026 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/85942764546?pwd=0f87flaQtN5noFbuHic0wbiomGvIpJ.1

Public Comment Procedure

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

Interpretation/Interpretación

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

Video Recording

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

Assistance with Meeting

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

GENERAL FUNCTIONS

1. Call to Order

2. Spanish Interpretation/Interpretación

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

3. Pledge of Allegiance

4. Roll Call

5. Changes to the Agenda

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

6. President and Board Comments

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 Human Trafficking in Santa Barbara County

Director of the Victim-Witness Assistance Program at the Santa Barbara District Attorney's Office, Megan Riker-Rheinschild, will provide a presentation on human trafficking in Santa Barbara County.

SUPERINTENDENT'S REPORT

9. 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.

10. Minutes of Meeting Held December 12, 2025
(Attachment)

11. 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 November 7, 2025 to January 6, 2026, and the issuance of temporary county certificates for that same time period.

12. 2026-27 Central Office Calendar
(Attachment)

13. Acceptance of Donations
(Attachment)

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

- Teacher Programs and Support

14. Declaration of Surplus
(Attachment)

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

- Communications
- Early Care and Education
- Maintenance and Operations
- Teacher Induction Program

15. Issuance of High School Graduation Diploma

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

Dos Puertas School
- Student CSIS # 6606294952 – December 12, 2025
- Student CSIS # 9553469938 – December 19, 2025

Motion to approve all consent items:

MOVED: SECONDED: VOTE:

ACTION ITEM

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

The board will consider whether to approve the reimbursement of actual and necessary expenses, in accordance with Board Policy 9250, for board members to attend the State of Education event, February 24, 2026, 4:00–6:30 p.m., cost: $50 for Chamber members and educators, $65 for non-members, hosted by the Santa Maria Valley Chamber of Commerce.

MOVED: SECONDED: VOTE:

INFORMATION ITEMS

17. 2025-26 Local Control and Accountability Plan Mid-Year Monitoring Report
(Attachment)

The 2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Monitoring Report is required to come before the board and is presented as an information item. Director of Student and Community Services Elise Simmons will provide a presentation on the report.

18. 2024-25 School Accountability Report Cards – Juvenile Court and Community Schools, and Special Education
(Attachment)

The 2024-25 School Accountability Report Cards for Juvenile Court and Community Schools, and Special Education are presented to the board for review/information.

19. Overview of Federal Funding for Small and Rural School Districts
(Attachment)

An overview of federal funding for small and rural school districts is provided as an information item.

20. Personnel Report
(Attachment)

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

21. Williams Uniform Complaints Quarterly Report
(Attachment)

The Williams Uniform Complaints Quarterly Report indicating no complaints filed for the period of September 16, 2025 through December 15, 2025, for Juvenile Court and Community Schools, and Special Education, is presented to the board as an information item.

FUTURE AGENDA ITEMS

22. Future agenda items

The following is a future agenda item:

- AB 1390 – Board member compensation

ADJOURNMENT

23. Adjournment to the next regular meeting to be held March 12, 2026 in Santa Barbara.

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
February 12, 2026

Student Enrollment in SBCEO Schools and Programs

	July '25	Aug '25	Sept '25	Oct '25	Nov '25	Dec '25	Jan '25	Jan '26
JCCS – FitzGerald Community School	0	18	17	18	22	22	29	18
JCCS – Dos Puertas School	38	36	40	38	40	36	28	34
Early Care & Education (preschools and infant/toddler centers)	30	231	258	254	267	279	291	278
Special Ed – JCCS	22	17	17	17	17	14	12	14
Special Ed – Early start (infants)	81	84	82	90	90	93	100	85
Special Ed – Direct service districts	84	82	82	81	80	78	89	78
Special Ed – Regional: TK-12 extensive support needs program	47	44	43	43	42	42	50	42
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	76	77	76	81	79	77	82	77
Special Ed – Preschool	171	308	320	340	345	359	657	385

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

Juvenile Court and Community Schools (JCCS) Receives Maximum Six-Year WASC Accreditation

Juvenile Court and Community Schools (JCCS) received official notification on January 28 that it has been granted the maximum six-year accreditation by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), following action taken at the winter 2026 commission meeting.

The Commission determined that JCCS meets all ACS WASC criteria for accreditation based on the school's comprehensive self-study, submitted report, and the satisfactory completion of an on-site accreditation visit conducted by a peer review team of educators. Accreditation has been granted through June 30, 2032, with a required mid-cycle visit during the 2028–2029 school year.

The visiting committee's report, reviewed by the Commission, identified multiple schoolwide strengths and focused growth areas to support continuous improvement. Key strengths highlighted include:

- Comprehensive Student Support Systems: JCCS's greatest strength is its robust system of support and wrap-around services, demonstrating a strong commitment to the "whole student" through a formalized Multi-Tiered System of Support (MTSS).
- Strategic Planning and Accountability: Leadership effectively utilizes local and state planning tools to drive improvement and manage resources in a transparent and accountable manner.
- Strong External and Internal Collaboration: The school excels at building the partnerships necessary to support its non-traditional educational setting.
- Personalized Student Monitoring: Individual learning plans, student portfolios, and visible progress-tracking systems promote student agency by enabling both students and teachers to monitor academic and behavioral goals.
- Positive and Collaborative Staff Culture: JCCS maintains a highly collaborative staff culture, with staff described as authentic, sincere, and deeply grounded in the purpose of their work.

As part of the ongoing accreditation cycle, JCCS will prepare a mid-cycle report and host a follow-up visit demonstrating progress in addressing growth areas, implementing the schoolwide action plan, and improving student outcomes aligned with schoolwide learner outcomes and academic standards. Accreditation is contingent upon continued adherence to ACS WASC policies, procedures, and criteria.

WASC accreditation affirms the integrity of JCCS's educational program and transcripts and provides public assurance that the school is a trustworthy institution committed to high-quality learning, student well-being, and continuous improvement.

Santa Maria Valley Chamber of Commerce State of Education

The Santa Maria Valley Chamber of Commerce will host its 2026 State of Education event on February 24, 2026 from 4:00–6:30 p.m. at Allan Hancock College, Boyd Concert Hall, in Santa Maria. I look forward to presenting along with Allan Hancock College president, Dr. Kevin Walthers, and school district superintendents from the Santa Maria Valley. Tickets may be found online at www.santamaria.com.

SBCEO Employee Service Awards

SBCEO employee service awards recognition will take place on March 3, 2026 at 3:30 p.m. via Zoom. Board members are invited to attend; please let me or Anna Freedland know if you are able to join.

SBCEO DIVISIONS

Administrative Services Division

New Chief Technology Officer (CTO): We are pleased to announce the selection of Brandon Weber as SBCEO's new CTO. Brandon previously served as the CTO for Lancaster School District where he was responsible for the security and operations of the districts' information and network systems. He is also an active participant in local and state networks for IT directors.

Brandon brings with him a broad range of technology management experience spanning public, private, non-profit, and enterprise sectors. He has a reputation for effectively collaborating across an organization to identify and implement new technology and best practices.

Brandon is looking forward to exploring IT solutions for SBCEO, strengthening cybersecurity practices and governance, streamlining operations where possible, and fostering meaningful partnerships within SBCEO and across our member districts. He began his new role on January 20th.

Second Interim Program Managers' Meetings: Fiscal Services will be conducting meetings with program managers the week of February 9th to discuss program budgets at the second interim. The Second Interim Budget Report will reflect the revenue and expenditures through January 31, 2026.

District First Interim Budget Reports: SBAS district financial advisors have completed their review of districts' 2025-26 First Interim Budget Reports. All districts except for one received a positive certification indicating that they can meet their financial obligations for the current year and two subsequent years.

Curriculum and Instruction Division

Author-Go-Round: SBCEO hosted the 56th annual Author-Go-Round in two locations: 2 days at the SBCEO Auditorium and 2 days at the Abel Maldonado Center in Santa Maria. Students in fourth–sixth grade began the day with interactive activities and puzzles then heard inspiring presentations from four authors and illustrators. Students then gathered in small groups to engage more closely with each of the featured authors, completing four rounds and multiple activities. This year's authors included Joan Bransfield Graham, Rebecca Langston-George, John Parra, and Lee Wardlaw in the

south; and in the north, students delighted in working with James Buckley, Jr., Kathleen Contreras, Sherry Shahan, and Wendelin Van Draanen.

Teacher Induction Program: All candidates (new teachers) in year 1 and year 2 of the program completed their first inquiry cycle and submitted their Individualized Learning Plans (ILP). A group of experienced mentors were selected to complete our training and calibration process to review their work and provide feedback. The ILP review was completed during the last week of January. First-year TIP candidates are now beginning their second inquiry cycle after the January meetings and training, while the second-year candidates shifted to their final goal-setting pursuit and preparing for the final steps in the credential clearing process. We continue to differentiate our mentor training based on the needs and experience of the mentors. The halfway point in the year also sees several candidates starting the program if they were hired later in the year, while several completed the program at this time. All site administrators received updates about their teachers' progress in induction.

Differentiated Assistance: The California School Dashboard was released in November, and shortly thereafter, the state department of education informed local education agencies (school districts, charter schools, and county offices of education) of the level of differentiated assistance for which they qualify. All LEAs qualify for the universal supports provided by SBCEO, and this year, 8 districts either re-qualified for assistance or remain in their second year of support. We just completed the progress check-ins with each superintendent and received positive feedback on our team's support as well as information about future needs and initiatives to integrate for coherence.

Human Resources Division

The Santa Barbara County Education Office hosts two countywide Education Job Fairs in the spring each year. Designed to connect individuals with schools and districts, job seekers interested in making a difference in their community have the opportunity to explore the diverse career paths available in education.

Job fairs will be held in the north county at the Santa Maria Public Library on February 5 and in the south county on February 19 at SBCEO in the Auditorium. Additional information can be found on the postcard that will be provided to the board at the February board meeting and on the SBCEO website. Collaborative marketing efforts allow for promotion within each school district, charter school, community college, and local university. These events are excellent opportunities to raise the profile of our organizations and highlight the many career opportunities available in education, both classified and certificated.

Special Education Division

Special Education division teachers, speech and language pathologists, school psychologists, other related service providers, and administrators are working with

Orcutt Union School District, Santa Maria-Bonita School District, the Santa Ynez Valley Consortium, Montecito Union School District, Cold Spring School District, and Santa Barbara Unified School District to prepare for transition meetings for over 300 students across the county. Our special education administrators (Andy Evans, Sharie Strasburger, Joe Isaacson, and Andrea Groppetti) collaborate with the receiving districts' special education administrators to support this process. Each student transitioning to another district has an Individualized Education Program (IEP) transition meeting in the spring. The purpose of this meeting is to determine how to appropriately meet the student's needs in the receiving district in the 2026-27 school year.

Of this group of over 300 students, about 236 reside in the Santa Maria-Bonita School District (SMBSD). SMBSD has hosted several transitional kindergarten (TK) parent nights, and SBCEO special education administrators have attended to support the process. Our special education staff have toured SMBSD's TK and kindergarten special education programs, and SMBSD staff visit SBCEO's preschool programs. The purpose of these tours is to understand each LEA's programs and enable the IEP teams to discuss the most appropriate services and placement for each of these students.

Student and Community Services Division

Children's Creative Project (CCP)

Empowering Students Through Creative Exploration: CCP is excited to welcome another milestone year in 2026, following the official 50 year anniversary as an organization in 2025. Reflecting on the successes of 2025 as well as five decades of impact through the arts, 2026 marks 40 years of the annual *I Madonnari Street Painting Festival*. In 2025 alone, CCP held thousands of workshops in multiple disciplines for students from preschool to grade 12:

- 4,272 Visual arts workshops
- 3083 Dance workshops
- 3057 Music workshops
- 783 Theater workshops

These numbers represent 77 schools in 21 districts across Santa Barbara and San Luis Obispo counties. Workshops are facilitated through the Resident Artist Division (RAD) and engage students in ways that spark curiosity, encourage self-discovery, and develop skills, such as critical thinking, that are applicable across all other academic areas. CCP is proud to celebrate the significant investment in arts education through 50 years of in-school programming and 40 years of the *I Madonnari Street Painting Festival*. In 2025, CCP contracted with 67 professional teaching artists to provide equitable access to quality arts education. To start 2026, CCP is excited to facilitate two student art exhibitions in the spring: South Coast Kids Create and Young Authors and Artists Showcase in partnership with the Santa Barbara Sister Cities, and an arts scholarship award in partnership with the Scholarship Foundation of Santa Barbara.

Early Care and Education (ECE)

New Year, Stronger Classrooms: ECE Professional Development: On January 11, ECE centers participated in a professional development day focused on strengthening instructional practices, staff collaboration, and classroom consistency. Training emphasized effective large-group instruction, collaboration between general education and special education staff, and developmentally appropriate expectations for early learners.

The day began with reflection on SBCEO's updated Mission, Vision, and Values, reinforcing alignment between daily practice and organizational goals. Teachers engaged in hands-on learning and modeling to support immediate implementation of strategies in classrooms.

Professional learning also addressed fine motor development and early writing readiness, equipping teachers with tools to support skill development and clearly communicate developmental expectations with families.

The training concluded with structured team reflection and shared instructional commitments for the remainder of the year. Administration has already observed positive instructional changes as a result of this professional development.

School Climate and Student Engagement

Countywide Annual Tobacco Prevention Summit: On March 25, SBCEO, in partnership with Fighting Back Santa Maria Valley (FBSMV) and the Santa Barbara County Health Department, will host the 6th Annual Countywide Tobacco Prevention Summit. The summit will be held at the Lompoc Veterans Memorial Building from 9:30 a.m. to 1:30 p.m. and will feature a variety of guest speakers and presentations focused on tobacco-use prevention. Participation is free and made possible through the County Technical Assistance Tobacco-Use Prevention Education (TUPE) grant. For additional information or to express interest in attending, please contact Elise Simmons, county TUPE coordinator, at esimmons@sbceo.org.

School Safety

New Office Go Bag Backpacks and Emergency Radio Distribution: School Safety Liaison Dennis Thomas has begun replacing outdated black fanny pack emergency kits with standardized red *Office Go Bag* backpacks at all SBCEO office locations. Each backpack is stocked with essential emergency supplies, including first aid materials, water, and food, and includes space for site-specific rosters, maps, and quick-reference guides aligned with the updated Emergency Operations Plan (EOP).

In addition, we are deploying handheld two-way radios to strengthen emergency communications. Radios will be assigned to the site Emergency Response Team members, with additional units permanently located in key office areas to ensure staff can receive and respond to emergency messages during an incident. These actions

support the ongoing update of the Emergency Operations Plan and enhance emergency preparedness across all SBCEO locations.

Transitional Youth Services (TYS)

Working Better Together: Highlights from the TYS Winter Retreat: The recent TYS Winter Retreat brought TYS staff together for a focused and energizing conversation around efficiency, time management, and balance in the workplace. Team members collaborated in brainstorming sessions to identify practical ways to work better together, streamline processes, and make the most of our time. The retreat emphasized mutual support, encouraging colleagues to share strategies and strengthen collaboration across projects.

TYS Community of Practice Launches to Boost FAFSA Completion for Foster Youth: A Community of Practice has been launched to address low FAFSA completion rates among foster youth through weekly collaborative meetings focused on personalized district support. The effort emphasizes strengthening systems of support and includes collaboration with Ventura County's Foster Youth Services Coordinating Program.

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

1/8	Santa Barbara County School Boards Association (SBCSBA) Executive Committee meeting
1/9	Swearing in of California State Senate President Pro Tempore Monique Limón in Santa Barbara
1/14	Partners in Education Executive Committee meeting; Fighting Back Leadership Coalition meeting; ribbon cutting at Guadalupe Union School District's new Early Learning Center
1/15	KSMA radio live interview in Santa Maria; visited Buena Vista School and Lompoc Valley Middle School in Lompoc; facilitated the first meeting of the Student Advisory Council; EconAlliance's Future Forum and Annual Dinner in Santa Maria
1/21	Visited Ballard School in Solvang and new Superintendent Ian Trejo at College School District with Board Member Walker
1/23	WestEd Board of Directors meeting
1/26–27	California County Superintendents General Membership meeting in Palm Springs
1/28–30	Association of California School Administrators' Superintendents' Symposium in Indian Wells
2/2	Superintendents' Council meeting in Buellton; SELPA JPA board meeting in Buellton
2/5	SBCSBA Executive Committee meeting; Partners in Education Finance Committee meeting

Accrediting Commission for Schools
Western Association of Schools and Colleges

COMMISSION MEMBERS

LINDA NORMAN, Ed.D.
Chairperson
Western Catholic Educational Association

KATHERINE THOROSSIAN, Ed.D.
Vice Chairperson
Public Member

ODIE J. DOUGLAS, Ed.D.
Immediate Past Chair
Association of California School Administrators

WARD ANDRUS, Ed.D.
Association of California School Administrators

STACEY BELLO
Hawaii Complex Area Superintendent

JANICE BLABER
Hawaii Government Employees' Association

MOOHAY CHOE, Ed.D.
Association of California School Administrators

KEVIN COLLINS, Ed.D.
Association of California School Administrators

CAROLINE COTA, Ed.D.
Association of California School Administrators

JULIE CRUZ
California Federation of Teachers

JEFF DAVIS, Ed.D.
California Association of Independent Schools

GREGORY DHUY VETTER
Western Catholic Educational Association

TOBY ELMORE, Ed.D.
California Association of Private School Organizations

MARTY FRICKE
California Teachers Association

ANDREA FUKUMOTO
Hawaii State Department of Education

ANNA-LISA GEORGE
Western Catholic Educational Association

JIM GERHARD, Ed.D.
East Asia Regional Council of Schools

MELISSA HANDY
Hawaii Private Teacher

MATT HANNAN
Association of Christian Schools International

KARIN D. HANSEN DEL REY
Hawaii State Teachers Association

CANDI KERN
California Congress of Parents and Teachers, Inc. (PTA)

CHRISTINE MCCORMICK, Ed.D.
Association of California School Administrators

MONIQUE MCWAYNE
California Department of Education

ERIC MOONEY, Ed.D.
Association of California School Administrators

ALESHA MORENO-RAMIREZ
California Department of Education

CHRISTOPHER OASE, D.A.
California School Boards Association

JENNIFER OWENS
Postsecondary Education

JASON SAMPLE
Charter Schools

TERESA SCHWABAUER
Western Catholic Educational Association

SHERRY SEGURA, Ph.D.
Charter Schools

VACANCY
Pacific Islands

JAMES P. WILLIS II, Ed.S.
Pacific Union Conference of Seventh-day Adventists

LIVINGSTON (JACK) WONG
Public Member, Hawaii

CHRISTY WOOD, Ed.D.
National Lutheran School Accreditation

January 28, 2026

Rene Wheeler, Director, Juvenile Court & Community School
Santa Barbara COE Court and Community Schools
PO BOX 6307
Santa Barbara, California 93160

Dear Rene Wheeler:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2026 Commission Meeting. The ACS WASC Commissioners have determined Santa Barbara COE Court and Community Schools (7-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2032, with a mid-cycle visit during the 2028-2029 school year.

Santa Barbara COE Court and Community Schools is required to prepare a report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Santa Barbara COE Court and Community Schools's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Santa Barbara COE Court and Community Schools's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Linda Norman

Linda Norman, Ed.D.
Commission Chairperson

cc: Susan Salcido, Chris Balogh

Consent Agenda

SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
December 12, 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 2:02 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	Gina Branum	Mari Gonzales	Amy Ramos
Bridget Baublits	Marc Cunningham	Don Lockwood	
Josh Becerra	Nicole Evenson	Luis Medina	

Others Present

Yvonne Chan, ACCBE
Hugo Santos-Gomez, interpreter (via Zoom)
Regina Santos-Moreno, interpreter (via Zoom)

5. Changes to the Agenda

None.

6. President and Board Comments

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

- Board Member Read complimented the recent Lompoc children's Christmas parade.
- Board Member Alvarez Flores reported about a fundraiser for literacy in Santa Maria where 10 of the elementary schools put up a Christmas tree in support of it. She shared that she attended a recent school board meeting in Santa Maria.
- Board Vice President Ehrman shared about the California School Boards Association (CSBA) Annual Education Conference (AEC), which she attended.
- Board Member Walker also shared about the CSBA AEC, including his observations and a recommendation.
- Board Member Frost shared that she attended the Scholarship Foundation of Santa Barbara's Community Leaders Luncheon, where Dr. Salcido was the keynote speaker.
- Board President Carty shared that she also attended the Community Leaders Luncheon. She reported that she joined the superintendent on 2 recent school site visits, to Adelante Charter School and Cold Spring School.

7. Public Comments

None.

ORGANIZATIONAL ITEMS

8. Review of Board Committees

The president reviewed the board committee assignments for 2026:

- Budget
- Organization and Governance
- Policy
- Salary
- Community Relations
- Legal

9. Role of Superintendent for the County Board of Education

The role of the county superintendent of schools serves, who serves as ex officio secretary and executive officer of the board, was reviewed.

10. Proposed Schedule of Meetings

The board approved the schedule of meetings for 2026. Regular meetings of the board for 2026 will be held on the second Thursday of each month at 2 p.m. with a few exceptions. Board meetings will be held in the Board Room of the Santa Barbara County Education Office (SBCEO) in Santa Barbara, with a few meetings held in the north county Board Room of SBCEO in Santa Maria: February 12, June 11 and October 8. Additionally, the second meeting in June, on June 18, and the August 13 meeting, will be dual-location meetings in both Santa Barbara and Santa Maria, connected via videoconference. The December meeting will be held on the second Friday of the month, December 11, 2026.

MOVED: **Mr. Walker** SECONDED: **Dr. Armistead** VOTE: **Passed 7-0**

11. Election of Officers

The board approved the following officers for 2026:

- Ms. Nadra Ehrman, president
- Mrs. Vedamarie Alvarez Flores, vice president

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

Ms. Ehrman presided over the remainder of the board meeting.

12. Review of Board Representatives

The president stated that she would serve as the board representative to the Santa Barbara County School Boards Association Executive Committee.

13. Board Organization and Governance Committee Meeting Report

Mrs. Alvarez Flores provided a brief report about the recent Board Organization and Governance Committee meeting, including the discussion about a board retreat or working session, sharing dates with the board of external trainings for county boards of education once they're known, and the new California School Boards Association (CSBA) County Board Governance Handbook. Mrs. Alvarez Flores stated the committee would meet again to work out more details for the board retreat and then bring the item back to the full board.

14. Association of California County Boards of Education (ACCBE) Membership

Association of California County Boards of Education (ACCBE) Treasurer and Trustee Dr. Yvonne Chan, who is also a trustee for the Los Angeles County Board of Education, provided a presentation. The board approved membership in ACCBE for the 2025-26 fiscal year.

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

PRESENTATION

15. Presentation on English Language Arts (ELA) Assessments

Associate Superintendent of Curriculum and Instruction Ellen Barger provided a presentation on English Language Arts (ELA) assessments.

SUPERINTENDENT'S REPORT

16. Superintendent's Report

The superintendent's report was presented as an information item. Dr. Salcido thanked the board for how they serve and their focus on students and support. She showed a photo slideshow of the board over the past year. The superintendent also shared the following additional information:

- College School District superintendent – Dr. Salcido reported that Superintendent Maurene Donner was going to retire at the end of December, and that Ian Trejo would be the new superintendent, starting at the end of January.
- Excess property tax meeting – The superintendent shared that she would be meeting soon with a few other county superintendents of schools and Captiol Advisors staff regarding the issue of excess property taxes and county offices of education. She said she would share about the meeting with the board after it occurred.

- Student Advisory Council – Dr. Salcido shared that applications had been received for the 4th year of her Student Advisory Council and that selected students were being notified.

CONSENT AGENDA

The board approved all consent agenda items:

17. Minutes of Meeting Held November 13, 2025

18. 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 October 7, 2025 to November 6, 2025, and the issuance of temporary county certificates for that same time period.

19. Acceptance of Donations

Acceptance of donations for the following departments:

- Curriculum and Instruction
- Teacher Programs and Support

20. Declaration of Surplus

Declaration of surplus for the following department:

- Internal Services/Fiscal Services

21. Rules and Regulations Governing the Purchase of School Supplies and Equipment

Rules and regulations governing the purchase of standard school supplies and equipment by school districts for 2026, per Education Code Section 38110.

22. Issuance of High School Graduation Diploma

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

Dos Puertas School

- Student CSIS # 3078695452 – November 7, 2025

Motion to approve all consent items:

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

ACTION ITEMS

23. Recommended Approval of the First Interim Report

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

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

24. Board Policy, Second Reading and Adoption

The following board policy was presented for second reading and adoption. The board adopted the board policy.

- BP 5117.1 – Interdistrict Attendance Appeals (revised)

MOVED: **Dr. Armistead** SECONDED: **Mrs. Carty** VOTE: **Passed 7-0**

INFORMATION ITEM

25. Personnel Report

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

CLOSED SESSION

26. 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 4:10 p.m. and present were board members; Dr. Susan Salcido, county superintendent of schools; Marc Cunningham, director of facilities; Felicita Torres, legal counsel; Austin Payne, legal counsel; and Anna Freedland, executive assistant.

Property in Santa Maria, CA. Agency designated representatives: Dr. Susan Salcido, superintendent, and Steve Torres, associate superintendent. Negotiating parties: [confidential] for Santa Maria property. Instructions to negotiators regarding price, terms, and conditions.

There was no action taken.

At 4:35 p.m. the board adjourned closed session and reconvened to open session.

ACTION ITEM

27. Recommended Adoption of Resolution – Ratification of Purchase of Real Property

The real property negotiator for Santa Barbara County Education Office (SBCEO) entered into a Purchase and Sale Agreement (PSA) with seller, Airpark, LLC, on the SBCEO's behalf for the purchase of property located at 2811 Airpark Drive in Santa Maria, CA. The PSA was fully executed on October 8, 2025. SBCEO performed all due diligence investigations on the property, which is intended as a north county programming and operations site for SBCEO. All due diligence contingencies were satisfied and/or waived as of November 19, 2025.

The board adopted Resolution No. 2607 finding that it was in the best interest of the Santa Barbara County Education Office to acquire the Airpark property; ratifying and approving the PSA and the real property purchase, and authorizing the real property negotiator to executive a Certificate of Acceptance of the grant deed for the property.

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

FUTURE AGENDA ITEMS

28. Future agenda items

The following were mentioned as potential future agenda items:

- Presentation by Adelante Charter School (in recognition of its 25th anniversary).
- Follow-up to the presentation on English Language Arts (ELA) assessments focusing on "bright spots" and how districts interpret them and to what extent they can be replicated.
- Special education in the districts.

ADJOURNMENT

29. Adjournment

The meeting was adjourned at 4:41 p.m. to the next regular meeting to be held January 8, 2026 in Santa Barbara.

MOVED: **Mrs. Read** SECONDED: **Dr. Armistead** VOTE: **Passed 7-0**

_____
Nadra Ehrman, President
County Board of Education

_____
Dr. Susan Salcido, Secretary
County Board of Education

SANTA BARBARA
County Education Office
Service & Leadership

Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education

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

Registration of Credentials or Other Certification Documents

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

The content in this section of the report is informational.

Issuance of Temporary County Certificates

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

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

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

Registration of Credentials or Other Certification Documents
Issuance of Temporary County Certificates
November 7, 2025 - January 6, 2026

Name		Type of Credential/Permit
Expiration Date 2026		
Kihabet	Alcorta-Hernandez	Teaching Permit for Statutory Leave
Jose	Alonso	30-Day Substitute Teaching Permit
Rebecca	Baldizon	30-Day Substitute Teaching Permit
Nathaniel	Bean	Provisional Internship Permit
Michelle	Bechini	Crosscultural, Language and Academic Development Permit
Ikjot	Bhangu	30-Day Substitute Teaching Permit
Derald	Bolusan	Short-Term Staff Permit
Dominique	Boyer	Child Development Site Supervisor Permit
Dominique	Boyer	30-Day Substitute Teaching Permit
William	Brennan	30-Day Substitute Teaching Permit
Crystal	Brley	30-Day Substitute Teaching Permit
Kylee	Brown	30-Day Substitute Teaching Permit
Sarah	Buchanan	Teaching Permit for Statutory Leave
Stephen Chase	Buchanan	Career Technical Education Teaching Credential
Lanessa	Bueno	30-Day Substitute Teaching Permit
Victoria	Burke	Teaching Permit for Statutory Leave
Kelly	Castellon	30-Day Substitute Teaching Permit
Brian	Chambers	30-Day Substitute Teaching Permit
Daniela	Chavez Olivares	30-Day Substitute Teaching Permit
Herbert	Cook	30-Day Substitute Teaching Permit
Felicia	Cox	30-Day Substitute Teaching Permit
Amy	Curti	Crosscultural, Language and Academic Development Permit
Michele	Daniels	30-Day Substitute Teaching Permit
Brianna	De La Riva	30-Day Substitute Teaching Permit
Dennis	De Marco	30-Day Substitute Teaching Permit
Randolph	DeVera	30-Day Substitute Teaching Permit
John	Edds	30-Day Substitute Teaching Permit
Sylvester	Espinoza	Short-Term Staff Permit
Kimberly	Farias	30-Day Substitute Teaching Permit
William	Federbusch	Multiple Subject Teaching Credential
Elizabeth	Fiala	30-Day Substitute Teaching Permit
Oscar	Figueredo	Short-Term Staff Permit
Andres	Filomia	30-Day Substitute Teaching Permit
Bethany	Fox Garcia	30-Day Substitute Teaching Permit
Sabareesh	Ganesh Babu	30-Day Substitute Teaching Permit
Erin	Garber	30-Day Substitute Teaching Permit
Alexander	Garcia	Teaching Permit for Statutory Leave
Jonathan	Garcia Aguilera	30-Day Substitute Teaching Permit
Sarai	Garcia Galvan	Short-Term Staff Permit
Morgan	Gilligan	30-Day Substitute Teaching Permit
Richard	Gonzales, Jr	Short-Term Staff Permit
Isaac	Gonzalez	30-Day Substitute Teaching Permit
Maureen	Granger	General Education Limited Assignment Single Subject Teaching Per
Marina	Grimmett	30-Day Substitute Teaching Permit
Shernice	Harper	Child Development Program Director Permit
Xochi	Hayes	Short-Term Staff Permit
Gabrielle	Herbst	30-Day Substitute Teaching Permit
Connor	Hess	30-Day Substitute Teaching Permit
Joseph	Isaacson	Administrative Services Credential
Haley	Jensen	Teaching Permit for Statutory Leave

Jennifer	Jimenez	30-Day Substitute Teaching Permit
Humberto Valentin	Jimenez-Santos	Teaching Permit for Statutory Leave
Cortney	Johnson	30-Day Substitute Teaching Permit
Deborah	Johnson	30-Day Substitute Teaching Permit
Sela	Kay	30-Day Substitute Teaching Permit
Mauryn	Kennedy	Crosscultural, Language and Academic Development Permit
John	Kiser	30-Day Substitute Teaching Permit
Luke	Knowlson	30-Day Substitute Teaching Permit
Megan	Kotowski	Substitute Teaching Permit for Prospective Teachers
Alexa	Levesque	Teacher Librarian Services Permit
Alden	Lopez	30-Day Substitute Teaching Permit
Alejandra	Lopez	30-Day Substitute Teaching Permit
Griselda	Lopez	Multiple Subject Teaching Credential
Jessica	Marin	30-Day Substitute Teaching Permit
Betty	Martin	30-Day Substitute Teaching Permit
Olivia	Martinez	Teaching Permit for Statutory Leave
Jonathan	Mastman	30-Day Substitute Teaching Permit
Jonah	Mau	30-Day Substitute Teaching Permit
Erin	McAuliff	30-Day Substitute Teaching Permit
Lilisna	Melero	30-Day Substitute Teaching Permit
Maria De Los Angeles	Mendoza	30-Day Substitute Teaching Permit
Rebeca	Mendoza Rendon	Short-Term Staff Permit
Marilyn	Mercado Gomez	30-Day Substitute Teaching Permit
Maricela	Michel	30-Day Substitute Teaching Permit
Rita	Mittmann	30-Day Substitute Teaching Permit
Sebastian	Montoya	30-Day Substitute Teaching Permit
Richard	Moody	30-Day Substitute Teaching Permit
Olivia	Morales	Teaching Permit for Statutory Leave
Kylie	Morey	Short-Term Staff Permit
Claudia	Moser	Short-Term Staff Permit
Mark	Mutal	30-Day Substitute Teaching Permit
Blaga	Nichols	Teaching Permit for Statutory Leave
Tera	Norton	30-Day Substitute Teaching Permit
Yasmin	Novoa Alvarez	Teaching Permit for Statutory Leave
Jacob	Nunez	Short-Term Staff Permit
Cynthia	Ortiz	30-Day Substitute Teaching Permit
Kassandra	Ortiz	30-Day Substitute Teaching Permit
Jonathan	Osborne	Crosscultural, Language and Academic Development Permit
Sara	Ovadia	30-Day Substitute Teaching Permit
Kristen	Owen Hamlin	Crosscultural, Language and Academic Development Permit
Elea	Panofsky	Education Specialist Instruction Credential
Kenneth	Pelton	30-Day Substitute Teaching Permit
Marie	Perez	30-Day Substitute Teaching Permit
Kenneth	Perez	30-Day Substitute Teaching Permit
Vanessa	Perez	30-Day Substitute Teaching Permit
Fernando David Adan	Pinto	30-Day Substitute Teaching Permit
Sarah	Plumlee	Career Technical Education Teaching Credential
Sarah	Plumlee	30-Day Substitute Teaching Permit
Arielle	Powell	30-Day Substitute Teaching Permit
Charlene	Rapp	30-Day Substitute Teaching Permit
Khalil	Reed	Provisional Internship Permit
Christina	Reed	Teaching Permit for Statutory Leave
Christina	Reed	30-Day Substitute Teaching Permit
Edward	Reyes Gomez	30-Day Substitute Teaching Permit
Julian	Ribas	30-Day Substitute Teaching Permit
Anise	Rivas	30-Day Substitute Teaching Permit
Margaux	Robles	30-Day Substitute Teaching Permit
Saul	Salcido Lopez	30-Day Substitute Teaching Permit
Geraldine	Salhuana	Crosscultural, Language and Academic Development Permit

Leslie	Sanchez Vargas	Teaching Permit for Statutory Leave
Jaqueline	Sandoval Villalpando	30-Day Substitute Teaching Permit
Betsy	Santa Cruz	Teaching Permit for Statutory Leave
Catherine	Schmoller	30-Day Substitute Teaching Permit
Ethan	Slaman	30-Day Substitute Teaching Permit
John	Snyder	30-Day Substitute Teaching Permit
Aaron	Solis	General Education Limited Assignment Single Subject Teaching Per
Andrea	Sperling	30-Day Substitute Teaching Permit
Sadie	Subject	30-Day Substitute Teaching Permit
Sadie	Swearingen	30-Day Substitute Teaching Permit
Dane	Takayama	Teaching Permit for Statutory Leave
Connor	Thurston	Crosscultural, Language and Academic Development Permit
Dakoda	Udell	30-Day Substitute Teaching Permit
Alexandra	Wilson	Administrative Services Credential
Christina	Wright-Morgan	30-Day Substitute Teaching Permit
Amberly	Young	General Education Limited Assignment Single Subject Teaching Per
Abigail	Youngblood	Single Subject Teaching Credential
Veronica	Zavala	Multiple Subject Teaching Credential

Expiration Date: 2027

Sonia	Aguilera	30-Day Substitute Teaching Permit
Sara	Alter	30-Day Substitute Teaching Permit
Elba	Andrade-Mendez	30-Day Substitute Teaching Permit
Darcey	Babikian	30-Day Substitute Teaching Permit
Amber	Barnard	30-Day Substitute Teaching Permit
Crystal	Bedolla	30-Day Substitute Teaching Permit
Sandra	Bravo	Administrative Services Credential
Elesa	Carlson	30-Day Substitute Teaching Permit
Denice	Cora	30-Day Substitute Teaching Permit
D'Arcy	Cornwall	30-Day Substitute Teaching Permit
Casson	Demmon	Single Subject Teaching Credential
Eric	Diaz	30-Day Substitute Teaching Permit
Lourdes	Diaz	30-Day Substitute Teaching Permit
Leigh	Ehrlich	30-Day Substitute Teaching Permit
Rachael	Fernandez	30-Day Substitute Teaching Permit
Nancy	Ferrer	30-Day Substitute Teaching Permit
Alejandro	Flores	30-Day Substitute Teaching Permit
Alexandra	Geurts	Multiple Subject Teaching Credential
Maria	Gonzalez De Los Santo	30-Day Substitute Teaching Permit

Farin	Gray	30-Day Substitute Teaching Permit
Jose	Gudino Godoy	30-Day Substitute Teaching Permit
Davida	Hernandez	Speech-Language Pathology Services Credential
Jade	Ingram	30-Day Substitute Teaching Permit
Ryan	Kaldi	30-Day Substitute Teaching Permit
Sarah	Klapp	30-Day Substitute Teaching Permit
Emily	Kuhlmann	30-Day Substitute Teaching Permit
Karlin	Ladera	30-Day Substitute Teaching Permit
Klarissa	Liendo	Pupil Personnel Services Credential
Lissette	Lopez	30-Day Substitute Teaching Permit
Nicolas	Lopez	Education Specialist Instruction Credential
Maria	Lorenzana	30-Day Substitute Teaching Permit
Ariana	Magana-Abarca	30-Day Substitute Teaching Permit
Ma Isabel	Martinez Esquivel	Multiple Subject Teaching Credential
Dena	Massoudi	30-Day Substitute Teaching Permit
Kurt	Millet	30-Day Substitute Teaching Permit
Charlotte	Miserlis	30-Day Substitute Teaching Permit
Mary	Namba	30-Day Substitute Teaching Permit
John	Nelson	30-Day Substitute Teaching Permit
Jessica	Norton	30-Day Substitute Teaching Permit
Monica	Nunez	30-Day Substitute Teaching Permit
Concepcion	Nunez Galeana	Administrative Services Credential
Guillermo	Padilla	30-Day Substitute Teaching Permit
Jennifer	Petersen	Multiple Subject Teaching Credential
Jonathan	Romero	30-Day Substitute Teaching Permit
Jeff	Saito	30-Day Substitute Teaching Permit
Kyle	Sandstrom	30-Day Substitute Teaching Permit
Leticia	Schaeffer	30-Day Substitute Teaching Permit
Darren	Smoot	30-Day Substitute Teaching Permit
Claire	Stancer	30-Day Substitute Teaching Permit
Ebba	Tefera	30-Day Substitute Teaching Permit
Angela	Terriquez Medrano	30-Day Substitute Teaching Permit
Archana	Tummala	30-Day Substitute Teaching Permit
Sophia	Valenzuela	30-Day Substitute Teaching Permit
Lourdes	Vargas-Diaz	30-Day Substitute Teaching Permit
Tania	Welles	30-Day Substitute Teaching Permit

Expiration Date: 2028

Janae	Caldera	Career Technical Education Teaching Credential
Tonya	Dias	Pupil Personnel Services Credential
Kristine	Duncan	Education Specialist Instruction Credential
Matthew	Kissel	Single Subject Teaching Credential
Alan	Leyva-Marquez	Multiple Subject Teaching Credential
Bethany	Lopez	Multiple Subject Teaching Credential
Bethany	Lopez	Specialist Instruction Credential (Reading)
Natali	Mendoza	Child Development Teacher Permit
Madalyn	Morales	Child Development Master Teacher Permit
Brenda	Pulido	Single Subject Teaching Credential
Gabriela	Rivas	Pupil Personnel Services Credential
Regina	Sabens	Single Subject Teaching Credential
Frangina	Spandau	Single Subject Teaching Credential
Andrew	Watts	Education Specialist Instruction Credential

Expiration Date: 2029

Tracy	Aguayo	Multiple Subject Teaching Credential
Brett	Bishop	Single Subject Teaching Credential
Lisa	Boyer	Single Subject Teaching Credential
Kelley	Carter	Administrative Services Credential
Christopher	Forkin	Multiple Subject Teaching Credential
Brooke	Morris	Career Technical Education Teaching Credential
Ludmila	Nol	Multiple Subject Teaching Credential
Julieann	Ruiz	Single Subject Teaching Credential
Brenda	Salazar	Pupil Personnel Services Credential

Expiration Date: 2030

Brianna	Adam	Single Subject Teaching Credential
Katherine	Adler	Reading and Literacy Added Authorization
Katherine	Adler	Multiple Subject Teaching Credential
Vidal	Aguilera-Recendez	Single Subject Teaching Credential
Maritza	Alvarado	Single Subject Teaching Credential
Savannah	Alvarez	Single Subject Teaching Credential
Elizabeth	Alvarez	Multiple Subject Teaching Credential
Elana	Ambriz	Single Subject Teaching Credential
Denisse	Azua	Multiple Subject Teaching Credential
Elizabeth	Baker	Multiple Subject Teaching Credential
Leanne	Benson	Multiple Subject Teaching Credential
Leanne	Benson	Education Specialist Instruction Credential
Shayna	Bickford	Multiple Subject Teaching Credential
Lillie	Brayton	School Nurse Services Credential
Jay	Bubbel	Multiple Subject Teaching Credential
Jay	Bubbel	Single Subject Teaching Credential
Wendy	Callis	Multiple Subject Teaching Credential
Analise	Carlotti	Multiple Subject Teaching Credential
Kelley	Carter	Multiple Subject Teaching Credential
Patricia	Costantinidis	Education Specialist Instruction Credential
Megan	Cota-Harrison	Single Subject Teaching Credential
Lauren	Dalton	Multiple Subject Teaching Credential
Tori	Davis	Multiple Subject Teaching Credential
Brittany	Donelson	Child Development Associate Teacher Permit
Yuanyuan	Dong	Multiple Subject Teaching Credential
Vivian	Dres	Multiple Subject Teaching Credential
Joe	Duran	Multiple Subject Teaching Credential
Jay	Edwards	Single Subject Teaching Credential
Camille	Estrada	Multiple Subject Teaching Credential
Clint	Firestone	Education Specialist Instruction Credential
Marina	Gamboa	Multiple Subject Teaching Credential
Hector	Garcia	Multiple Subject Teaching Credential
Brittany	Garrow-Ortiz	Child Development Associate Teacher Permit
Carol	Gerace	Education Specialist Instruction Credential
Janet	Giaquinta	School Nurse Services Credential
Leanne	Goering	Multiple Subject Teaching Credential
Leanne	Goering	Education Specialist Instruction Credential
Gabriela	Gomez	Child Development Site Supervisor Permit
Robyn	Goodier	Single Subject Teaching Credential
William	Goodwin	Education Specialist Instruction Credential
Regina	Goy	Single Subject Teaching Credential
Molly	Grant	Multiple Subject Teaching Credential
Jason	Gravitz	Single Subject Teaching Credential

Chelsea	Greene	Single Subject Teaching Credential
Hadley	Gross	Child Development Associate Teacher Permit
Brian	Gutierrez	Multiple Subject Teaching Credential
Kayla	Hadley	Single Subject Teaching Credential
Shernice	Harper	Career Technical Education Teaching Credential
Christine	Heath	Multiple Subject Teaching Credential
Yvette	Hernandez	Child Development Site Supervisor Permit
Stephanie	Hunt	Multiple Subject Teaching Credential
Sophia	Janson	Multiple Subject Teaching Credential
Stephanie	Kasai	Multiple Subject Teaching Credential
Shena	Kieval	Single Subject Teaching Credential
Kanani	Koo-Sebresos	Child Development Master Teacher Permit
Kanani	Koo-Sebresos	Multiple Subject Teaching Credential
Paola	Lomeli	Single Subject Teaching Credential
Guadalupe	Maravilla	Multiple Subject Teaching Credential
Esmeralda	Martinez	Single Subject Teaching Credential
Jazmin	Martinez	Multiple Subject Teaching Credential
Chelsea	McCurdy	Single Subject Teaching Credential
Natali	Mendoza	Multiple Subject Teaching Credential
Evelyn	Mendoza	Multiple Subject Teaching Credential
Jonathan	Noriega	Education Specialist Instruction Credential
Phyllis	Odom	Multiple Subject Teaching Credential
Sarah	Olson	Multiple Subject Teaching Credential
Jun	Ong	Multiple Subject Teaching Credential
Julisa	Otzoy-Thompson	Multiple Subject Teaching Credential
Jodi	Parkinson	Speech-Language Pathology Services Credential
Teresa	Pawl	Clinical or Rehabilitative Services Credential
Christina	Pena Eckert	Single Subject Teaching Credential
Abbygail Cristina	Pina	Multiple Subject Teaching Credential
Andrew	Polinsky	Single Subject Teaching Credential
Adelina	Pozos	Pupil Personnel Services Credential
Ryan	Prieto	Multiple Subject Teaching Credential
Jackelyn	Rapuzzi	Multiple Subject Teaching Credential
Analise	Riezebos	Multiple Subject Teaching Credential
Jessica	Ruvalcaba	Multiple Subject Teaching Credential
Yassaira	Sanchez	Pupil Personnel Services Credential
Vincent Lord	Sarino	Single Subject Teaching Credential
Mojdeh	Senzamici	Education Specialist Instruction Credential
Rebecka	Sheets	Multiple Subject Teaching Credential
Kathleen	Sipos	Education Specialist Instruction Credential
Scott	Smith	Single Subject Teaching Credential
Domenica	Tafolla	Child Development Associate Teacher Permit
Ashley	Torres-Miramontes	Multiple Subject Teaching Credential
Jazmin	Trevino	Multiple Subject Teaching Credential
Linda	Van Wormer	Multiple Subject Teaching Credential
Nanette	Vaughan	Single Subject Teaching Credential
Camille	Vaughn	Multiple Subject Teaching Credential
Hannah	Wadlow	Child Development Site Supervisor Permit
Michael	Wallace	Single Subject Teaching Credential
Patrice	Warwick	Administrative Services Credential
Dustin	Winkelpleck	Multiple Subject Teaching Credential
Ana	Zul-Buenaventura	Child Development Site Supervisor Permit

Expiration Date: 2031

David	Abel	Single Subject Teaching Credential
Mary	Albers	Multiple Subject Teaching Credential
Mary	Albers	Education Specialist Instruction Credential

Maria	Arevalo	Child Development Site Supervisor Permit
Amanda	Bailey	Multiple Subject Teaching Credential
Kristin	Bassett	Single Subject Teaching Credential
Heather	Bergthold	Multiple Subject Teaching Credential
Sandra	Bravo	Multiple Subject Teaching Credential
Lani	Bruer	School Nurse Services Credential
Samantha	Bunten	Single Subject Teaching Credential
Donna	Burke	Single Subject Teaching Credential
Maria	Camacho	Child Development Site Supervisor Permit
Hector	Campos	Administrative Services Credential
Esther	Cardenas	Child Development Associate Teacher Permit
Elesa	Carlson	Career Technical Education Teaching Credential
Ben	Charlesworth	Single Subject Teaching Credential
Jay	Cheney	Single Subject Teaching Credential
Shannan	Cocklin	Multiple Subject Teaching Credential
Timothy	Cornish	Single Subject Teaching Credential
Tonya	Dias	Education Specialist Instruction Credential
William	Dodson	Single Subject Teaching Credential
Brian	Downie	Career Technical Education Teaching Credential
Julia	Escobedo	Education Specialist Instruction Credential
Kimberly	Feldhaus	Pupil Personnel Services Credential
Sarah	Feralio	Multiple Subject Teaching Credential
Michael	Gerken	Single Subject Teaching Credential
Steve	Gould	Single Subject Teaching Credential
Regina	Goy	Multiple Subject Teaching Credential
Liliana	Gutierrez-Ruiz	Pupil Personnel Services Credential
Karen	Hamner	Multiple Subject Teaching Credential
Cecilia	Haro Villa	Child Development Site Supervisor Permit
Christopher	Hughes	Single Subject Teaching Credential
Shannon	Jaffe	Single Subject Teaching Credential
Joni	Jaime	Multiple Subject Teaching Credential
Joni	Jaime	Education Specialist Instruction Credential
Elena	Jaquez	Education Specialist Instruction Credential
William	Killian	Single Subject Teaching Credential
Amy	Kilmer	Multiple Subject Teaching Credential
Bettina	Knox	Education Specialist Instruction Credential
Gayle	Labrana	Multiple Subject Teaching Credential
Laura	Little	Child Development Teacher Permit
Sierra	Loughridge	Administrative Services Credential
Sierra	Loughridge	Single Subject Teaching Credential
Shonna	Martin	Child Development Site Supervisor Permit
Brent	Mathias	Single Subject Teaching Credential
Alessandra	McCoy	Single Subject Teaching Credential
Amanda	Mullen	Single Subject Teaching Credential
Estella	Niday	Single Subject Teaching Credential
Estella	Niday	Education Specialist Instruction Credential
Heather	Paige	Administrative Services Credential
Heather	Paige	Single Subject Teaching Credential
Andreo	Palacol	Administrative Services Credential
Andreo	Palacol	Education Specialist Instruction Credential
Yolanda	Pandolfi	Multiple Subject Teaching Credential
William	Paullus	Multiple Subject Teaching Credential
Bruce	Pedersen	Multiple Subject Teaching Credential
Florinda	Perez	Child Development Site Supervisor Permit
Ian	Perry	Single Subject Teaching Credential
Lindsey	Pierce	Administrative Services Credential
Lindsey	Pierce	Multiple Subject Teaching Credential
Lindsey	Pierce	Education Specialist Instruction Credential
Iran	Rahbar	School Nurse Services Credential

Beatrice	Romero	Administrative Services Credential
Beatrice	Romero	Multiple Subject Teaching Credential
Nicole	Russo	Child Development Site Supervisor Permit
Ana	Santiago	Child Development Teacher Permit
Tammy	Saurman	Single Subject Teaching Credential
Lara	Schmeiser	Multiple Subject Teaching Credential
Neveen	Shehata	Child Development Teacher Permit
Danielle	Simon	Child Development Teacher Permit
Reid	Sneddon	Single Subject Teaching Credential
Elizabeth	Sumerel	Single Subject Teaching Credential
Hamid	Syed	Single Subject Teaching Credential
Carolyn	Taylor	Single Subject Teaching Credential
Matthew	Taylor	Single Subject Teaching Credential
Supaporn	Thanuchit	Child Development Teacher Permit
Jennifer	Thies	Multiple Subject Teaching Credential
Laura	Valencia	Multiple Subject Teaching Credential
Gayle	Vyenielo	Administrative Services Credential
Gayle	Vyenielo	Multiple Subject Teaching Credential
Steven	Waiters	Multiple Subject Teaching Credential

Certificates of Competence

Heather	Bergthold	Crosscultural, Language and Academic Development Certificate
Bethany	Lopez	Certificate of Completion of Staff Development
Vincent Lord	Sarino	Adapted Physical Education Added Authorization
Rebecka	Sheets	Crosscultural, Language and Academic Development Certificate

Life Credentials

Catherine	Calabro	Multiple Subject Teaching Credential

Waivers

Elizabeth	Acker	Speech-Language Pathology Services Credential
Paola	Lomeli	Specialist Instruction Credential (Agriculture)

Name		**Type of Credential/Permit**

Temporary County Certificates

Guadalupe	Ayala-Romero	Teaching Permit for Statutory Leave
Ashlee	Cardoza	Education Specialist Instruction Credential
Marne	Connell	Crosscultural, Language and Academic Development Permit
Desiree	Espinoza	Teaching Permit for Statutory Leave
Jenna	Holtgrefe	Substitute Teaching Permit for Prospective Teachers
Sophia	Janson	Crosscultural, Language and Academic Development Permit
Alena	Latta	Child Development Site Supervisor Permit
Abigail	Lium	Single Subject Teaching Credential
Davia	McNamara	Crosscultural, Language and Academic Development Certificate
Laura	Ortiz	Child Development Site Supervisor Permit
Michael	Santos	Short-Term Staff Permit
Gillian	Schoenfeld	Administrative Services Credential
Robin	Selzler	Bilingual, Crosscultural, Language and Academic Development Certi
Aaron	Windsor	Single Subject Teaching Credential

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

4400 Cathedral Oaks Road
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Santa Barbara, California 93160-6307
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CENTRAL OFFICE CALENDAR

July 1, 2026 through June 30, 2027

JULY — 22

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

3 Independence Day (observed)

AUG — 21

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

SEPT — 21

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

7 Labor Day

OCT — 22

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

NOV — 19

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

11 Veterans Day
26 Thanksgiving Day
27 Board Declared Holiday

DEC — 22

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

23 Board Declared Holiday *(in lieu of Admission Day)*
24 Board Declared Holiday
25 Christmas Day
31 Board Declared Holiday

127

JAN — 19

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

1 New Year's Day
18 Dr. Martin Luther King, Jr. Day

FEB — 18

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

12 Lincoln Day
15 Washington Day

MAR — 23

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

APR — 22

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

MAY — 20

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

31 Memorial Day

JUNE — 21

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

18 Juneteenth (observed)

123

■ Legal Holiday; ◯ Board Declared Holiday

Santa Barbara County Education Office
4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org
Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Acceptance of Donations
February 12, 2026

Teacher Programs and Support

A Salute to Teachers

- $500 from Cottage Health
- $500 from Santa Barbara County Air Pollutions Control District
- $500 from United Way of Santa Barbara County
- $500 from Amazon
- $500 from Mechanics Bank
- $500 from Allan Hancock College Foundation
- $2,500 from Montecito Bank & Trust
- $7,000 from Ramsey Asphalt Construction Company
- $15,000 from Cox Communications

Teachers Network Grants

- $2,000 from Altrusa International Foundation
- $10,000 from Towbes Foundation
- $11,500 from Santa Barbara Bowl Foundation

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

Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
February 12, 2026

Communications

- SB 22578 Apple iPhone 13 White
- SB 22185 Apple iPhone 13 Pink

Early Care and Education

- SB 19831 Dell Latitude E5550 Laptop
- SB 20730 Dell Latitude 7490 Laptop
- SB 20731 Dell Latitude 7490 Laptop
- SB 20732 Dell Latitude 7490 Laptop
- SB 20775 Dell Latitude 7490 Laptop
- SB 20879 Lenovo IdeaPad 330s Laptop
- SB 20880 Lenovo IdeaPad 330s Laptop
- SB 20881 Lenovo IdeaPad 330s Laptop
- SB 20882 Lenovo IdeaPad 330s Laptop
- SB 20883 Lenovo IdeaPad 330s Laptop
- SB 20884 Lenovo IdeaPad 330s Laptop
- SB 21455 Dell Latitude 3510 Laptop
- SB 21543 Dell Latitude 3520 Laptop
- SB 23318 Dell Latitude E5570 Laptop
- SB 20829 Dell Latitude 7400 BTX Laptop
- SB 20838 Dell Latitude 7400 BTX Laptop
- SB 20343 Dell OptiPlex 3040 Desktop Computer
- SB 20884 Lenovo IdeaPad Laptop
- SB 20702 Dell Desktop Computer
- SB 23321 Dell OptiPlex 5040 Computer
- SB 20764 Dell OptiPlex 3050 Computer

Maintenance and Operations

- SB 13876 John Deere 15HP Tractor with 42” Deck

Teacher Induction Program

- SB 20721 Apple 27-inch iMac Computer

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

Information Items

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	Bridget Baublits Associate Superintendent, Student and Community Services	bbaublits@sbceo.org 805-964-4711

Goal 1

Goal Description
All students will demonstrate proficiency of grade-level content standards and will be prepared for college and/or career.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.a	The percentage of students earning credits at an accelerated rate. (Aeries data)	72% (72/99) of students earned credits at an accelerated rate. The baseline was established from 2023-24 data as of March 8, 2024.	79.6% (86/108) of students earned credits at an accelerated rate.	N/A	This metric outcome is in progress. At this time, the overall % of students earning credits at an accelerated rate is 79.3% (69/87). In the Community School, 73.1% (19/26) of students earned credits at an accelerated rate. In the Court School, 81.3% (52/64) of students earned credits at an accelerated rate.	80% of students will earn credits at an accelerated rate.
1.a	The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP. (Aeries)	32% of students scored nearly met or met standard in ELA on the CAASPP. The baseline was established from 2022-23 data.	6.8% (3/44) of students scored nearly met or met standard in ELA on the CAASPP.	N/A	This metric is known. Based on the CAASPP assessment results of 2024-25, the overall % of students that scored nearly met or met standard in ELA was 6.1% (2/33).	40% of students will score nearly met or met standard in ELA on the CAASPP.
1.a	The percentage of students who score at nearly met or met standard in mathematics on the CAASPP.	0% of students scored nearly met or met standard in math on the CAASPP.	6.7% (3/45) of students scored nearly met or met standard in Math on the CAASPP.	N/A	This metric is known. Based on the CAASPP assessment	35% of students will score nearly met or met standard in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(Aeries)	The baseline was established from 2022-23 data.			results of 2024-25, the overall % of students that scored nearly met or met standard in math was 0% (0/34).	mathematics on the CAASPP.
1.a	The percentage of students who score at nearly met or met standard in science on the CAST. (Aeries)	0% of our students have scored nearly met or met standard in science. This is a new metric, measured by CAST, therefore the baseline will be established from the 2023-24 data.	19% (4/21) of students scored nearly met or met standard in science on the CAST.	N/A	This metric is known. Based on the CAST assessment results of 2024-25, the overall % of students that scored nearly met or met standard in science was 42.1% (8/20).	35% of students will score nearly met or met standard in science on the CAST.
1.a	The number of math Interim Block Assessments administered to students on an annual basis. (Smarter Balance - Toms)	0 math Interim Block Assessments have been administered. This is a new metric, therefore the baseline will be established from the 2024-25 data.	At the Community School, 4 math Interim Block Assessments have been administered. At the Court School, 2 math Interim Block Assessments have been administered.	N/A	This metric outcome is in progress. At this time, one (1) math Interim Block Assessment was administered first semester at both the Community and Court School.	4 math Interim Block Assessments will be administered annually to students.
1.a	The number of ELA Interim Block Assessments administered to students on a annual basis. (Smarter Balance - Toms)	0 ELA Interim Block Assessments have been administered to students This is a new metric, therefore the baseline will be established from the 2024-25 data.	At the Community School, 3 ELA Interim Block Assessments have been administered. At the Court School, 4 ELA Interim Block Assessments have been administered.	N/A	This metric outcome is in progress. At this time, one (1) ELA Interim Block Assessment was administered first semester at both the Community and Court School.	4 ELA Interim Block Assessments will be administered annually to students.
1.a	The average growth of students on the Diagnostic Online Reading	The average growth of students was 0.49	The average growth of students was 1.6	N/A	This metric outcome is in progress.	The average growth of students between the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Assessment (DORA) based on pre/post scores. (Let's Go Learn)	grade level increase in reading. The baseline was established from 2023-24 data as of March 8, 2024.	grade level increase in reading.		At this time, the average growth of students was a 0.67 grade level increase in reading.	DORA pre/post scores will indicate one (1) year of growth.
1.a	The average growth of students on the Adaptive Diagnostic Assessment of Mathematics (ADAM) based on pre/post scores. (Let's Go Learn)	The average growth of students was 0.42 grade level increase in mathematics. The baseline was established from 2023-24 data as of March 8, 2024.	The average growth of students was a 0.18 grade level increase in math.	N/A	This metric outcome is in progress. At this time, the average growth of students was a 0.15 grade level decrease in mathematics.	The average growth of students between the ADAM pre/post scores will indicate 1 (one) year of growth.
1.a	Percent of students who score proficient (3 or higher) on the local writing assessment. (Local Benchmark Assessment)	57% (49/86) of our students have scored proficient on the local writing assessment. At the Community School, 53.1% (26/49) of students have scored proficient. At the Court School, 63.4% (26/41) of students have scored proficient. The baseline was established using data from the 2023-24 school year.	36.8% (29/79) of our students have scored proficiency on the local writing assessment. At the Community School, 24.3% (9/37) of students have scored proficient. At the Court School, 47.6% (20/41) of students have scored proficient.	N/A	This metric is in progress. At this time, 63% (51/81) of JCCS students have scored proficient on the local writing assessment. At the Community School, 65.4% (17/26) of students have scored proficient on the local writing assessment. At the Court School, 61.8% (34/55) of students have scored proficient on the local writing assessment.	75% of our students will score proficient on the local writing assessment.
1.a	The percentage of workgroup members who attend professional learning/coaching sessions in	95% of workgroup members attended sessions.	86% of workgroup members attended sessions.	N/A	This metric outcome is in progress.	100% of workgroup members attend sessions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	mathematics, ELA, ELD and Ethnic Studies. (sign-in sheets)	The baseline was established using data from the 2023-24 school year.			At this time, 76.9% of workgroup members have attended professional learning sessions.	
1.a	All students have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS). (Adopted Curriculum)	100% of students have access to the curriculum and receive instruction aligned to the CCSS. The baseline was established using data from the 2023-24 school year.	100% of students have access to the curriculum and receive instruction aligned to the CCSS.	N/A	This metric outcome is known. 100% of the students have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100% of students will have access to the curriculum and receive instruction aligned to the CCSS.
1.a	All English Learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards. (CBL Workgroup Unit Plans)	100% of English Learners have access to the curriculum and receive instruction aligned to the CCSS and ELD standards. The baseline was established using data from the 2023-24 school year.	100% of students have access to the curriculum and receive instruction aligned to the CCSS.	N/A	This metric outcome is known. 100% of the English Learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards.	100% of English Learners will have access to the curriculum and receive instruction aligned to the CCSS and ELD standards.
1.b	The percentage of high school students who are enrolled in A-G courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU). (Aeries)	77.9% (102/131) of high school students were enrolled in A-G courses. The baseline was established using data from the 2023-24 school year.	90.4% (104/115) of high school students were enrolled in A-G courses.	N/A	This metric outcome is in progress. At this time, 96.9% (95/98) of high school students are enrolled in A-G courses.	95% of high school students will be enrolled in A-G courses.
1.b	The percentage of high school students enrolled for 90% of the semester and who have successfully completed an A-G course with a C or higher.	15.8% (3/19) of high school students enrolled for 90% of the semester have successfully	28.6% (6/21) of high school students enrolled for 90% of the semester have successfully	N/A	This metric outcome is in progress. During the first semester, 26 high	50% of high school students who are enrolled for 90% of the semester will have successfully

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(Aeries)	completed an A-G course with a C or higher. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	completed an A-G course with a C or higher.		school students were enrolled for 90% of the semester. The percentage of these students who successfully completed an A-G course (with a letter grade of C or higher) is 19% (5/26).	completed an A-G course with a C or higher.
1.b	The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study. (Aeries)	100% of students have a completed ILP to ensure they have a broad course of study. The baseline was established using data from the 2023-24 school year.	100% of students have a completed ILP to ensure they have a broad course of study.	N/A	This metric outcome is in progress. At this time, 100% of students have a completed ILP to ensure they have a broad course of study.	100% of students will have a completed ILP to ensure they have a broad course of study.
1.c	The percentage of high school students who are placed on the prepared level for the College and Career Indicator. (Dashboard)	0% of high school students were placed on the prepared level for the College and Career Indicator. This is a new metric, therefore baseline will be established from the 2024-25 data.	0% of high school students were placed on the prepared level for the College and Career Indicator	N/A	The metric is known. 7.1% (1/14) of high school students were placed on the prepared level for the College and Career Indicator. At the Community School, there were 3 graduates during the 24-25 school year. Therefore, 0% (0/3) were placed on the prepared level. At the Court School, there were 11 graduates during the 24-25 school year.	25% of high school students will be placed on the prepared level for the College and Career Indicator.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					9.1% (1/11) were placed on the prepared level.	
1.c	The percentage of high school students who are enrolled in a CTE course. (Aeries)	80.2% (105/131) of high school students were enrolled in a CTE course. This baseline was established using data from the 2023-24 school year as of March 8, 2024.	61.7% (71/115) of high school students were enrolled in a CTE course.	N/A	This metric outcome is in progress. At this time, 5.1% (5/98) high school students are enrolled in a CTE course.	90% of students will be enrolled in a CTE course.
1.c	The percentage of high school students who are enrolled for 90% of the semester in a CTE course and who receive an approved industry certification. (Aeries)	26.1% (6/23) of high school students enrolled for 90% of the semester in a CTE course and who receive an approved industry certification. This baseline was established using data from the 2023-24 school year as of March 8, 2024.	21.4% (3/14) of high school students enrolled for 90% of the semester in a CTE course and who received an approved industry certification.	N/A	This metric outcome is in progress. During the first semester, 0 high school students were enrolled 90% of the semester and enrolled in a CTE course. Of these 0 students, 0% received an approved industry certification.	75% of high school students enrolled for 90% of the semester in a CTE course will receive an approved industry certification.
1.c	The percentage of high school students enrolled at the court school for 90% of the semester who have successfully completed 2 more courses within a CTE pathway. (Aeries)	0% of high school students enrolled at the court school for 90% of the semester have successfully completed 2 or more courses within a CTE pathway. This baseline was established using data from the 2023-24 school year.	0% of high school students enrolled at the court school for 90% of the semester have successfully completed 2 or more courses within a CTE pathway.	N/A	This metric outcome is in progress. During the first semester, 0 high school students enrolled at the Court School for 90% of the semester successfully completed two or more courses within a CTE pathway.	15% of high school students enrolled at the court school for 90% of the semester will successfully complete 2 or more courses within a CTE pathway.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.c	The percentage of the Court School graduates that remain at the Juvenile Justice Center after graduation and who are enrolled in Allan Hancock College. (local survey)	75% of students (four) that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College. The baseline was established using data from the 2023-24 school year.	70% (7/10) of students that have graduated from the Court School and remain at the Juvenile Hall are enrolled in Allan Hancock College.	N/A	This metric outcome is in progress. At this time, 50% (4/8) of students that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in an Allan Hancock College course. Additionally, at the Court School there have been two (2) students that have graduated from high school and who have earned their AA and are now enrolled in a 4-year university.	100% of students that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College.
1.d	The percentage of English Learner students who are Redesignated as English Fluent Proficient (RFEP). (Aeries)	4.0% (2/49) English Learners (EL) were Redesignated English Fluent Proficient (RFEP). Both English Learners that were redesignated were Long Term English Learners (LTELs). This baseline was established using data from the 2023-24 school year.	2.5% (1/40) of ELs were redesignated English Fluent Proficient (RFEP).	N/A	This metric outcome is in progress. At this time, 6.1% (2/33) of English Learner students have been reclassified.	8% of EL students will be Redesignated English Fluent Proficient.
1.d	The percentage of English Learner students who make progress towards language proficiency by improving one level (ELPI).	10% (5/10) of students improved a level on the ELPAC.	40.6% (13/32) of EL students have made progress towards language proficiency	N/A	This metric outcome is known.	45% of EL students will make progress towards language proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(ELPAC)	This baseline data was established using data from the 2022-23 school year.	by improving one level.		Based on the ELPAC assessment results of 2024-25, 35% (7/20) of EL students improved a level.	
1.d	The average number of English Learner students who improve their scores on both the receptive skills and the expressive skills as measured by the Observation Protocol for Teachers of English Learners (OPTEL). (OPTEL rubric)	0% of EL students who have improved their score on the OPTEL in both the receptive skills and the expressive skills. This is a new metric, therefore baseline will be established from the 2024-25 data.	0% of EL students who have improved their score on the OPTEL in both the receptive skills and the expressive skills.	N/A	This metric outcome is unknown and cannot be established at this time.	80% of EL students will improve their score on the OPTEL in both the receptive skills and the expressive skills.
1.e	The percentage of students who have made progress on their Individual Education Plan (IEP) goals. (Siras)	63% of students have partially met their IEP goals, 0% of students have met their IEP goals. The baseline was established using data from the 2023-24 school year.	100% of students will have partially met their IEP goals.	N/A	This metric is in progress. At this time, 100% of students with disabilities have partially met their IEP goals.	100% of students will have partially met their IEP goals.
1.e	The percentage of eligible students who have completed an Individual Transition Plan (ITP) and made progress on the ITP. (Siras)	100% of students have completed an ITP and have made progress. The baseline was established using data from the 2023-24 school year.	100% of students have completed an ITP and have made progress.	N/A	This metric is in progress. At this time, 100% of students with disabilities, who are eligible, have completed an ITP and have made progress on the ITP.	100% of students have completed an ITP and have made progress.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.a.1	**Embedded Intervention Academic Support** Students in need of intervention support will receive assistance during the school day in English and math using the Let's Go Learn intervention program. Cost for Let's Go Learn intervention program.	Yes	Ongoing Implementation	This metric outcome is in progress. At this time, the overall % of students earning credits at an accelerated rate is 79.3% (69/87). In the Community School, 73.1% (19/26) of students earned credits at an accelerated rate. In the Court School, 81.3% (52/64) of students earned credits at an accelerated rate.	This action item involves ongoing implementation and is intended to span the entire school year. The program licenses expired at the end of January 2026 and will be renewed.	$10,190.00	$0.00
1.a.2	**Professional Development on Curriculum and Workgroups** Workgroups in Mathematics, ELA, and ELD will meet throughout the year to deepen staff understanding of Common Core standards, lesson planning, assessment strategies, instructional practices, and classroom routines, all aimed at improving student engagement and achievement. This work will also focus on strengthening the implementation of the new ELD curriculum (Vista), supporting the adoption of a new math	No	Ongoing Implementation	This metric outcome is in progress. At this time, 76.9% of workgroup members have attended professional learning sessions.	This action item involves ongoing implementation and is intended to span the entire school year. To date, two (2) out of six (6) ELA/ELD trainings, one (1) out of two (2) scheduled mathematics trainings, and one (1) out of three (3) Ethnic Studies trainings have been completed.	$39,500.00	$7,944.74

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	curriculum, and integrating Ethnic Studies standards into the ELA curriculum. Additionally, staff will engage in professional learning centered on schoolwide instructional strategies, such as Project-Based Learning (PBL). Costs for coaching, training, and substitutes.						
1.a.3	**Interim Assessments** The JCCS Director and Leadership Team will identify and incorporate Smarter Balanced Interim Assessment Blocks into the instructional program to inform instruction. No additional costs; part of the base program.	No	Ongoing Implementation	This metric outcome is in progress. At this time, one (1) math Interim Block Assessment was administered first semester at both the Community and Court School. At this time, one (1) ELA Interim Block Assessment was administered first semester at both the Community and Court School.	N/A	$0.00	$0.00
1.a.4	**Data Analysis** Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is	$61,307.36	$29,139.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	assessments, including but not limited to, curriculum assessments, interim and block assessments to inform instruction. Student Information Specialist provides relevant data for staff to analyze. Cost for salary and benefits Student Information Specialist.				intended to span the entire school year. The Professional Learning Community (PLC) model has been integrated into the weekly staff meeting structure at the Court School. During these meetings, staff members review shared data and discuss strategies to enhance student outcomes. At the Community School, dedicated PLCs meetings take place. To date, two PLC-focused meetings have been held in which staff analyzed and discussed student data.		
1.a.5	**Teacher-Student Ratios** JCCS will reduce student/teacher ratios at Dos Puertas to provide greater access to direct instruction course offerings. Costs for one additional teacher's salary and benefits.	Yes	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year. A full-time teacher has been under contract at the Court School since the beginning of the school year.	$242,374.12	$119,399.42
1.a.6	**Instructional Staff** Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction.	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year.	$1,696,869.09	$672,603.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Costs for base program instructional staff; includes salaries and benefits.				At this time, JCCS has hired seven (7) of the eight (8) teaching positions for the current school year. Recruitment is ongoing for one CTE teacher who would serve both schools. JCCS is fully staffed with teaching assistants.		
1.a.7	**Credit Recovery Software** JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK). Cost for online software program and staff training.	No	Ongoing Implementation	This metric outcome is in progress. At this time, the overall % of students earning credits at an accelerated rate is 79.3% (69/87). In the Community School, 73.1% (19/26) of students earned credits at an accelerated rate. In the Court School, 81.3% (52/64) of students earned credits at an accelerated rate.	This action item involves ongoing implementation and is intended to span the entire school year. Licenses for the online software will be renewed mid-July 2026.	$2,760.00	$540.00
1.b.1	**WASC Accreditation and Leadership Team**	No	Fully Implemented	N/A	In November, the WASC Visiting Team	$10,000.00	$1,790.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Self Study by the end of the school year 2024- 2025. JCCS Staff will begin the writing of the Self Study in the fall of 2024 and complete the writing in the fall of 2025. Self Study visit will be during the 2025-26 school year. Cost for WASC fees and cost of substitutes for Focus Group Chairs				spent two days visiting both schools and interviewing staff, community partners, and parents/guardians. JCCS will learn the accreditation results in February 2026.		
1.b.2	**Course of Study Assignment** JCCS staff will assign students to courses according to the approved course of study that includes enrollment in A-G and CTE courses. No additional costs; part of the base program.	No	Ongoing Implementation	This metric outcome is in progress. At this time, 5.1% (5/98) high school students are enrolled in a CTE course.	This action item involves ongoing implementation and is intended to span the entire school year.	$0.00	$0.00
1.b.3	**A-G Courses** JCCS Director and Coordinator will continue to update and upload courses into the UC Course Management Portal. When needed, teachers will be given release time to write-up course descriptions. Cost for substitutes for release time.	No	Planned	N/A	This action has not yet begun this school year and is designed as a three-year initiative. The UC Course Management Portal will open in February 2026, allowing for the submission of new courses for UC A–G approval. This year, JCCS plans to submit additional courses in subject areas that	$3,520.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					currently lack UC A–G approved offerings. In the prior year, two courses were submitted and received UC A–G approval in July 2025.		
1.c.2	**CTE Course Development and Implementation** JCCS Director and CTE Director will collaborate to develop CTE courses in the Culinary Arts pathway, which includes industry certifications, internships, work-based learning, and dual enrollment opportunities. Staff will work together on implementing the Manufacturing pathway at Dos Puertas. Cost for substitutes for work groups and salary of CTE teacher	No	Ongoing Implementation	N/A	This action involves ongoing implementation and is designed as a three-year initiative. JCCS Administration continues to collaborate with Probation to assess the feasibility of a Culinary Arts pathway. Additionally, recruitment is underway for a Manufacturing pathway teacher.	$157,768.00	$0.00
1.c.3	**Community Outreach and Career Counselors** The Community Outreach and Career Counselors are responsible for coordinating enrollment services, monitoring progress for at-promise youth, and providing academic and CTE-specific counseling, and post-secondary college and career planning. The Counselors will ensure coordination of transition services among Local Education Agencies and provide continuous support aiming to increase educational and career outcomes for at-promise youth. In addition, one of the counselors will support the implementation of California Community Schools Framework at FitzGerald.	Yes	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year. At this time, two (2) full-time Community Outreach and Career Counselors are under contract.	$265,006.96	$92,242.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Costs for two PPS credentialed Counselors; includes salary and benefits						
1.d.1	**ELPAC Training** JCCS staff will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. Costs for ELPAC Coordinator stipends, mileage, and substitutes.	No	Ongoing Implementation	This metric outcome is known. Based on the ELPAC assessment results of 2024-25, 35% (7/20) of EL students improved a level.	This action item involves ongoing implementation and is intended to span the entire school year. The first ELPAC training/workshop took place on January 16, 2026.	$5,648.56	$2,820.28
1.d.2	**ELD Curriculum and Instruction** JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students. Cost of Newsela subscription and Vista curriculum materials/professional learning.	No	Ongoing Implementation	100% of English Learners have access to the curriculum and receive instruction aligned to the ELD standards. Based on the ELPAC assessment results of 2024-25, 35% (7/20) of EL students improved a level.	N/A	$11,245.00	$3,745.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.d.3	**Reclassification of EL students** JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP) students who are reclassified will be monitored for four years to ensure language and academic growth. No additional costs; part of the 1.d.1.	No	Ongoing Implementation	This metric outcome is in progress. At this time, 6.1% (2/33) of English Learner students have been reclassified.	N/A	$0.00	$0.00
1.d.4	**Observation Protocol for Teachers of English Learners (OPTEL) Training** JCCS staff will participate in OPTEL training. The training will support staff in administering the tool as a formative assessment as well as designing lessons aligned with the skills measured by the OPTEL. The formative assessment tool will measure English Learners' growth in receptive and expressive skills. Cost for a full day of OPTEL training, materials, mileage, and substitutes.	No	Not Implementing	This metric outcome is unknown and cannot be established at this time.	This action item has not yet been implemented. JCCS Administration continues to explore available local professional development opportunities related to the use of OPTEL.	$3,380.00	$0.00
1.e.1	**Individual Transition Plans** JCCS Individualized Education Program (IEP) teams will align Individual Transition Plans (ITP) with college and career indicators using career interest assessment tools that are current and reflective of individual learning styles; expanding options for work experience	No	Ongoing Implementation	This metric is in progress. At this time, 100% of students with disabilities, who	This action item involves ongoing implementation and is intended to span the entire school year.	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and job coaching in school and community settings; providing updated training on the writing and implementing of ITPs; and collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management. No additional costs; part of the base program.			are eligible, have completed an ITP and have made progress on the ITP.			
1.e.2	**Supports for Students with Disabilities** The Special Education Director and JCCS Director will assist general education teachers to include support and strategies for students with disabilities in order to improve academic and behavioral outcomes. No additional costs; part of the base program.	No	Ongoing Implementation	This metric is in progress. At this time, 100% of students with disabilities have partially met their IEP goals.	This action item involves ongoing implementation and is intended to span the entire school year.	$0.00	$0.00
1.e.3	**Services for Students with Disabilities** Students with disabilities will receive support through a push-in model allowing the student to stay in the general education classroom while receiving the identified support in their IEP from special education staff. No additional costs; part of the base program.	No	Ongoing Implementation	This metric is in progress. At this time, 100% of students with disabilities have partially met their IEP goals.	This action item involves ongoing implementation and is intended to span the entire school year.	$0.00	$0.00

Goal 2

Goal Description
In collaboration with staff and the community, students and families will be provided with services to address individual needs and support students in overcoming barriers impacting their education.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.a	The percentage of School Site Council (SSC) members who attend SSC meetings. (sign-in sheets)	71% of SSC members attended the meetings. The baseline was established using data from the 2023-24 school year.	75% of SSC members attended the meetings.	N/A	This metric outcome is in progress. At this time, 75% of SSC members have attended the meetings.	100% of SSC members will attend the meetings.
2.a	The percentage of parents who participate in parent/teacher conferences. (Tracking Spreadsheet)	87% of parents participated in parent/teacher conferences. The baseline was established using data from the 2023-24 school year.	89.38% of parents participated in parent/teacher conferences.	N/A	This metric outcome is in progress. At this time, 61.8% of parents participated in parent/teacher conferences in fall of 2025.	95% of parents will participate in parent/teacher conferences.
2.a	The percentage of parents who are contactable through ParentSquare (parent communication portal). (ParentSquare)	96% of parents are contactable. The baseline was established using data from the 2023-24 school year.	96% of parents are contactable.	N/A	This metric outcome is in progress. At this time, 94.5% of parents are contactable through ParentSquare.	100% of parents will be contactable in ParentSquare.
2.a	The percentage of parents attending Parent Information Nights, including Back to School Night and Open House. (sign-in sheets)	34% of parents attended Parent Information Nights, including Back to School Night and Open House. The baseline was established using data	34% of parents attended Parent Information Nights, including Back to School Night and Open House.	N/A	This metric outcome is in progress. At this time, 31.2% of parents have attended Parent Information Nights, including Back to School Night.	50% of parents will attend Parent Information Nights, including Back to School Night and Open House.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		from the 2023-24 school year.				
2.a	The percentage of Court School parents/guardians that participate in their child's IEP meetings. (Siras)	100% of parents/guardians participate in their child's IEP meetings. The baseline was established using data from the 2023-24 school year.	88% (7/8) of parents/guardians participate in their child's IEP meetings.	N/A	This metric outcome is in progress. At this time, 100% of the Court School parents/guardians have participated in their child's IEP meetings.	100% of parents/guardians will continue to participate in their child's IEP meetings.
2.a	The percentage of Court School parents/guardians that provide input during IEP assessment of their child. (Siras)	100% of parents/guardians provided input during the IEP assessment of their child. The baseline was established using data from the 2023-24 school year.	100% of parents/guardians provided input during the IEP assessment of their child.	N/A	This metric outcome is in progress. At this time, 100% of the Court School parents/guardians have provided input during the IEP assessment of their child.	100% of parents/guardians will continue to provide input during the IEP assessment of their child.
2.a	The percentage of parents/guardians that complete the annual parent/guardian survey. (local survey)	79.7% (47/59) of parents/guardians participated in the annual parent/guardian survey. The baseline was established using data from the 2023-24 school year.	50% (30/60) of parents/guardians participated in the annual parent/guardian survey.	N/A	This metric is unknown at this time. We administer the survey in the early spring.	85% of parents/guardians will participate in the annual parent/guardian survey.
2.b	The percentage of the students who are attending school on a daily basis. (school attendance rate) (Aeries)	89% of students attend school on a daily basis. 82.4% of Community School students	86.1% of students attend school on a daily basis.	N/A	This metric outcome is in progress. At this time, 93.2% of JCCS students attend	95% of students will attend school on a daily basis.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		attended school on a daily basis. 94.3% of Court School students attended school on a daily basis. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	75% of Community School students attended school on a daily basis. 95.8% of Court School students attended school on a daily basis.		school on a daily basis. At the Community School, 80% of students attend school on a daily basis. At the Court School, 97.9% of students attend school on a daily basis.	90% of Community School students will attend school on a daily basis. 97% of Court School students will attend school on a daily basis.
2.b	The percentage of junior high students who are absent 10% or more of the school days. (chronic absenteeism rate) (Aeries)	58.3% of junior high students in JCCS are chronically absent. In the Community School, 63.6% (14/22) are chronically absent. In the Court School, 0% (0/2) are chronically absent. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	69.6% (16/23) of junior high students in JCCS are chronically absent. In the Community School, 72.7% (16/22) have been chronically absent. In the Court School, 50.0% (1/2) have been chronically absent.	N/A	This metric outcome is in progress. At this time, 50% (3/6) of junior high students in JCCS are chronically absent. At the Community School, 50% (3/6) of junior high students are chronically absent. At the Court School, 0% (0/0) of junior high students are chronically absent.	Less than 10% of junior high school students will be chronically absent.
2.b	The percentage of high school students who are absent 10% or more of the school days. (chronic absenteeism rate) (Aeries)	22.9 % (30/131) of high school students have been absent 10% or more of the school days. In the Community School, 55.9% (19/34) have been chronically absent.	26.3% (15/57) of high school students who are absent 10% or more of the school days. In the Community School, 68.8% (11/16) have been chronically absent.	N/A	This metric outcome is in progress. At this time, 18.2% (12/66) of high school students in JCCS are chronically absent. At the Community School, 73.3% (11/15)	Less than 10% of high school students will be chronically absent.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		In the Court School, 14.9% (15/101) have been chronically absent. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	In the Court School, 11.9% (5/42) have been chronically absent.		of high school students are chronically absent. At the Court School, 1.9% (1/53) of high school students are chronically absent.	
2.b	The percentage of middle school students who drop out. (Aeries)	0% of middle school students dropped out. The baseline was established using data from the 2023-24 school year.	0% of middle school students dropped out.	N/A	This metric outcome is unknown and cannot be established at this time.	0% of middle school students dropped out.
2.b	The percentage of high school students who drop out. (Aeries)	0% (0 students) of Community School high school students dropped out. 17.2% (5 students) of Court School high school students dropped out. The baseline was established using data from the 2023-24 school year.	9.1% (1/11 students) of Community School high school students dropped out. 33.3% (10/30 students) of Court School high school students dropped out.	N/A	This metric outcome is unknown and cannot be established at this time.	Less than 5% of high school students dropped out.
2.b	The percentage of students who graduated high school as measured by the one-year graduation rate. (Aeries)	85% (6/7) graduated high school as measured by the one-year graduation rate. The baseline was established using data from the 2023-24 school year.	85.7% (6/7) students graduated high school as measured by the one-year graduation rate.	N/A	This metric outcome is unknown and cannot be established at this time.	90% of students graduate from high school as measured by the one-year graduation rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.b	The percentage of students suspended one or more days. (Aeries)	20.1% (31/154) students were suspended one or more days. In the Community School, 39.3% (22/56) were suspended. In the Court Schools, 8.7% (9/103) were suspended. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	14.1% (20/142) students were suspended one or more days. In the Community School, 38.6% (17/44) were suspended. In the Court Schools, 2.9% (3/102) were suspended.	N/A	This metric outcome is in progress. At this time, 13.6% (15/110) of JCCS students were suspended for one or more days. In the Community School, 25.9% (7/27) of students were suspended one or more days. In the Court School, 9.1% (8/88) of students were suspended one or more days.	Less than 5% of students will be suspended one or more days.
2.b	The percentage of students expelled from a JCCS school. (Aeries)	0% of students expelled from a JCCS school. The baseline was established using data from the 2023-24 school year.	0% of students expelled from a JCCS school.	N/A	This metric outcome is in progress. At this time, 0% of JCCS students have been expelled from a JCCS school.	0% of students expelled from a JCCS school.
2.b	The percentage of students that report that they feel very safe or safe in school. (California Healthy Kids Survey)	59% of students reported that they feel very safe or in school. The baseline was established using data from the 2023-24 school year.	57% of students report that they feel very safe or safe in school.	N/A	This metric outcome is unknown and cannot be established at this time.	70% of students report that they feel safe in school.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.a.1	**School Site Council** JCCS staff will collaborate with the School Site Council (SSC) to create, administer, and evaluate a parent survey, and develop and review the School Plan for Student Achievement, (SPSA) the Local Control Accountability Plan (LCAP), and the Comprehensive School Safety Plan (CSSP) along with other required documents. Costs for meeting refreshments.	No	Ongoing Implementation	This metric outcome is in progress. At this time, 75% of SSC members have attended the meetings.	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. To date, there have been two (2) of four (4) SSC meetings held.	$350.00	$64.96
2.a.2	**Parent-Teacher Conference** JCCS staff will engage parents through phone calls and conferences to discuss student progress and student and family needs. No additional cost; part of the base program.	No	Ongoing Implementation	This metric outcome is in progress. At this time, 61.8% of parents participated in parent/teacher conferences in fall of 2025.	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. There will be another round of parent teacher conferences in the spring.	$0.00	$0.00
2.a.3	**Parent Engagement Events** On a regular basis, parent/guardian engagement events will be held. These events will include educational opportunities and input sessions. The Promotores will conduct outreach and provide language access. Additionally, dinner will be provided for evening events.	Yes	Ongoing Implementation	This metric outcome is in progress. At this time, 31.2% of parents have attended Parent	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June	$61,500.00	$550.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Costs for the contracted services provided by the Promotores and food for events.			Information Nights.	2026, at which point it is expected to be fully completed. Four (4) parent engagement events have been held to date, including Back to School Night at the Community School. The other events covered the following topics: Parents' Rights and Responsibilities in the School System, Strengthening Parenting, Parents' and students/Special Education Rights, Disaster Preparedness, and Opioid Prevention. Future events will focus on: Strengthening Parenting, a Student Portfolio Presentation for Parents, and Engaging Parents as Education Partners in a feedback session.		
2.a.4	**ParentSquare Licenses** JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between school and home in the native language of the families. Cost for ParentSquare.	No	Fully Implemented	This metric outcome is in progress. At this time, 94.5% of parents are contactable through ParentSquare.	N/A	$1,100.00	$1,214.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.a.5	**Translation Services** JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual differentials to support translation services for EL students and families. Cost for bilingual differentials.	Yes	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. Spanish interpreters are offered to be present at all parent-teacher conferences and IEP meetings.	$25,004.00	$10,747.36
2.a.6	**IEP Parent Attendance** Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent. No additional cost; part of the base program.	No	Ongoing Implementation	This metric outcome is in progress. At this time, 100% of the Court School parents/guardians have participated in their child's IEP meetings.	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed.	$0.00	$0.00
2.a.7	**Parents Included in IEP Assessments** Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires. No additional cost; part of the base program.	No	Ongoing Implementation	This metric outcome is in progress. At this time, 100% of the Court School parents/guardians have provided input	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				during the IEP assessment of their child.	is expected to be fully completed.		
2.b.1	**Community School Gym** To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2025-26 school year for FitzGerald students. Additionally, physical education equipment will be purchased. Cost for gym lease and PE Equipment.	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. Gym lease is charged at the end of the school year.	$74,684.00	$0.00
2.b.2	**Academic and Behavioral Support** JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day. Costs reflected in 1.a.6.	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. At JCCS, seven (7) of the eight (8) teaching positions have been filled since the beginning of the school year. Recruitment is ongoing for one CTE teacher who would serve both schools. At this time, JCCS is fully	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					staffed with teaching assistants.		
2.b.3	**Behavioral Health Counselors** Identified students will participate in individual and group counseling sessions with the Substance Use Disorder Counselor and Mental Health and Social Worker to support behavioral health and wellness. Cost for contracted services.	Yes	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. JCCS has had a full-time contracted social worker in place since the beginning of the school year. Additionally, JCCS partnered with an external agency to provide a school-based therapist and a substance abuse counselor. However, the agency has been unable to fill the school-based therapist position. The substance abuse counselor began at the start of the school year but resigned within the first few weeks, and the position remains unfilled. At this time, 68.2% (15/22) Community School students have been supported by a behavioral health counselor.	$350,637.40	$24,032.24

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.b.4	**Transition Support for Students** JCCS staff will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation) through timely communication and record sharing with districts. Costs for .5 FTE office support staff.	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed.	$64,413.17	$37,096.66
2.b.5	**School Attendance Review Board (SARB)** JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance. Cost for administration fees.	No	Ongoing Implementation	This metric outcome is in progress. At this time, 50% (3/6) of junior high students in JCCS are chronically absent. At this time, 18.2% (12/66) of high school students in JCCS are chronically absent. At this time, 93.2% of JCCS students attend school on a daily basis.	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. At this time, no students have been referred to SARB.	$400.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.b.6	**WiFi Hotspots** WiFi hotspots will be provided to students for online access to participate in state and local assessments, in addition to support to staff when the WiFi network goes down. Cost for data contract.	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed.	$4,560.00	$2,292.62
2.b.7	**Planning for the Implementation of California Community School Partnership Program (CCSPP)** FitzGerald staff will continue to plan for the implementation of CCSPP. The implementation plan includes action items related to the four pillars - Collaborative Leadership Practices, Extended and Enriched Learning Opportunities, Integrated Student Supports, and Family and Community Engagement. Cost for staffing, transportation, and parent education.	No	Ongoing Implementation	N/A	This action item involves ongoing implementation. Implementation will continue for the next five years, at which point it is expected to be fully completed. JCCS received the five-year Implementation Grant applied for in February 2025. Staff continue to participate in CCSPP-related training and have attended three trainings to date. In addition, staff are registered for five upcoming trainings through Regional Technical Assistance and Coaching (RTAC).	$152,978.52	$31,386.01
2.b.8	**Behavioral Support - Security Staff** To maintain a safe and secure school campus a security guard will be utilized at the Community School. The security guard is employed for seven (7) hours a day and provides additional support to students and	Yes	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span the entire school year.	$56,070.00	$27,467.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	staff. In particular, the security guard supervises students before, during, and after school. They may also intervene and help de-escalate student interactions. Cost for contract services.				Implementation will continue until June 2026, at which point it is expected to be fully completed. Since the beginning of the year, this position has been consistently staffed at the Community School by the same individual, providing stability and fostering rapport with students.		

Goal 3

Goal Description
All foster youth will be provided a system of support that includes targeted services that address barriers impacting their education. Strengthening the system of support for foster youth will result in reduced suspension rates, improved attendance, and increased graduation rate.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.a	Suspension rate of Santa Barbara County foster youth. (Dataquest)	The suspension rate was 15.4% (111/402) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The suspension rate was 18.1% (68/376) for Santa Barbara County foster youth.	N/A	This metric is known. In 2024-25, the suspension rate was 14.7% (67/455) for Santa Barbara County foster youth.	Decrease the suspension rate for Santa Barbara County foster youth to 8% or lower.
3.a	Percentage of Santa Barbara County foster youth with multiple suspensions. (Dataquest)	41.9% (26/62) of Santa Barbara County foster youth have multiple suspensions. The baseline was established from 2022-23 data.	39.7% (27/68) of Santa Barbara County foster youth have multiple suspensions.	N/A	This metric is known. In 2024-25, the multiple suspension percentage was 50.7% (33/67) for Santa Barbara County foster youth.	Decrease the percentage of Santa Barbara County foster youth who have multiple suspensions to 30%.
3.a	Adjusted four-year cohort graduation rate of Santa Barbara County foster youth. (Dataquest)	The adjusted four-year cohort graduation rate was 73.6% (39/53) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The adjusted four-year cohort graduation rate was 61.7% (37/60) for Santa Barbara County foster youth.	N/A	This metric is known. In 2024-25, the four-year cohort graduation rate was 68% (34/50) for Santa Barbara County foster youth.	Increase adjusted four-year cohort graduation rate of Santa Barbara County foster youth to 86% or higher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.a	Five-year cohort graduation rate of Santa Barbara County foster youth. (Dataquest)	The adjusted five-year cohort graduation rate was 70.2% (33/47) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The adjusted five-year cohort graduation rate was 75.5% (40/53) for Santa Barbara County foster youth.	N/A	This metric is known. In 2024-25, the adjusted five-year cohort graduation rate was 65% (39/60) for Santa Barbara County foster youth.	Increase the five-year graduation rate of Santa Barbara County foster youth to 86% or higher.
3.a	Chronic absenteeism rate of Santa Barbara County foster youth. (Dataquest)	The chronic absenteeism rate was 41.1% (158/384) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The chronic absenteeism rate was 32.8% (117/357) for Santa Barbara County foster youth.	N/A	This metric is known. In 2024-25, the chronic absenteeism rate was 28.8% (124/431) for Santa Barbara County foster youth.	Reduce chronic absenteeism rate of Santa Barbara County foster youth to 25%.
3.a	Unexcused Absenteeism rate of Santa Barbara County foster youth. (Dataquest)	The unexcused absenteeism rate of Santa Barbara County foster youth was 54.4% (201/357). The baseline was established from 2022-23 data.	The unexcused absenteeism rate of Santa Barbara County foster youth was 33.1% (118/357).	N/A	This metric is known. In 2024-25, the unexcused absenteeism rate is 52.9% (65/124) for Santa Barbara County foster youth.	Reduce the unexcused absenteeism rate of Santa Barbara County foster youth to 39%.
3.a	School stability rate of Santa Barbara County foster youth. (Dataquest)	The school stability rate was 62.9% for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The school stability rate was 62.5% for Santa Barbara County foster youth.	N/A	This metric is known. In 2024-25, the school stability rate for Santa Barbara County foster youth was 74.4% (337/454).	Increase the school stability rate of Santa Barbara County foster youth to 68%.
3.a	The percentage of Santa Barbara County foster youth who are	0% of Santa Barbara County foster youth	56% of Santa Barbara County foster youth	N/A	This metric outcome is unknown and cannot	100% of Santa Barbara County foster

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	connected to resources within their community for the purpose of post secondary planning. (local survey)	are connected to resources within their community for the purpose of post secondary planning. This is a new metric, measured by local survey, therefore baseline will be established in 2024-25.	are connected to resources within their community for the purpose of post secondary planning.		be established at this time.	youth will be connected to resources within their community for the purpose of post secondary planning.
3.a	The percentage of Santa Barbara County foster youth seniors who complete the Free Application Federal Student Aid (FAFSA) (Foster Focus and Web Grants)	64.7% (11/17) of Santa Barbara County foster youth seniors have completed the FAFSA. The baseline was established from 2023-2024 data.	20% (6/30) of Santa Barbara County foster youth seniors have completed the FAFSA. Point in time data as of 4/18/2025. (FAFSA deadline has been extended)	N/A	This metric outcome is unknown and cannot be established at this time.	95% of Santa Barbara County foster youth seniors will complete the FAFSA
3.a	The percentage of Santa Barbara County foster youth seniors who complete the Chafee grant (Foster Focus)	64.7% (11/17) of Santa Barbara County foster youth have completed the Chafee grant. The baseline was established from 2023-2024 data.	Unable to collect the Chafee data this year due to not having access to the WebGrants system for Chafee data. For future years, staff will collect the data through a local survey.	N/A	This metric outcome is unknown and cannot be established at this time.	95% of Santa Barbara County foster youth seniors will complete the Chafee grant
3.a	The number of supportive services provided to JCCS students in foster care. (Foster Focus)	Thirty-six (36) supportive services were provided to eight (8) JCCS students in foster care.	Five (5) supportive services were provided to four (4) JCCS foster youth.	N/A	This metric outcome is in progress. At this time, three (3) supportive service has been provided to three (3) JCCS foster youth.	Continue to provide at least four (4) supportive services to every JCCS student in foster care.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		The baseline was established from 2023-2024 data.				
3.a	The percentage of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court. (data from CWS/CMS Report)	100% of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court. The baseline was established from 2022-2023 data.	91.9% (295/321) of Educational Records for foster youth in Santa Barbara County have been provided to Child Welfare Services (CWS) and Juvenile Court.	N/A	This metric outcome is in progress. 90% of Educational Records for foster youth in Santa Barbara County have been provided to Child Welfare Services (CWS) and Juvenile Court.	100% of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.a.1	**The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)** The FYSCP EAC will meet three times a year to identify countywide needs, develop and prioritize goals, and monitor progress. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span a one-year period. Implementation is ongoing and is expected to be fully completed by June 2026. To date, two (2) EAC meetings have been held, in October 2025 and January 2026, with the third and final meeting scheduled for May 2026. During this year, Foster Education Liaisons	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					have been formally invited to participate in EAC meetings. In addition, EAC members from partner organizations, including Child Welfare Services (CWS), CASA, and local nonprofit agencies, have been invited to attend and present at monthly liaison meetings. These efforts have strengthened cross-agency collaboration and enhanced the system of support for foster youth.		
3.a.2	**Improve Inter-agency collaboration and efficacy** FYSCP will create a system of cross-collaboration, with Child Welfare Services, school districts, charter schools, juvenile court and community schools, juvenile probation, parents, students, post-secondary education, Court Appointed Special Advocate (CASA), Special Education Local Plan Area (SELPA), Behavioral Wellness (BWell), the juvenile justice system, regional center, CommUnify, and Short Term Residential Therapeutic Placements (STRTP), Family Care Network, Independent Living Program, Our County. Our Kids, and YouthWell so students and families can be easily connected to appropriate housing, personal care, education, and career resources. The collaboration will be attained through: • Supporting and Educating resource parents.	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span a one-year period. Implementation will continue until June 2026, at which point it is expected to be fully completed. Collaboration has continued to strengthen across all focus areas. Key examples include FYSCP EAC meetings, weekly Interagency Placement Committee (IPC) meetings, and ongoing collaboration through monthly	$685,117.18	$309,513.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• Educating educational partners on: • Creating positive experiences • Education rights • School of Origin and Best Interest Determination Procedure • Immediate enrollment • Least restrictive environment • FAFSA & Chafee grant • AB waivers • Available resources • Mental health • Childcare • Post-secondary programs and transition support Costs for Transitional Youth Services staff salaries and benefits.				Interagency Leadership Team (ILT) meetings. Consistent and regular coordination with local STRTP staff ensures residents' educational needs are addressed, including enrollment, school supplies, and access to appropriate educational services. During the current school year, TYS has coordinated seven (7) Best Interest Determination (BID) meetings to support student-centered decision-making. TYS also facilitates monthly education-related training as part of the Resource Family Approval process in partnership with Child Welfare Services (CWS). Additionally, when requested, TYS continues to provide educational training for newly hired social workers in collaboration with the CWS Training Supervisor. TYS is further providing targeted support to county high schools serving graduating seniors. This includes collaboration with local colleges and the		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Family Care Network Independent Living Program, as well as training and resources for high school liaisons and counselors to support completion of FAFSA and CHAFEE grant applications.		
3.a.3	**Strengthening Collaboration with Districts** TYS and district liaisons are committed to maintaining the protections afforded to foster youth under AB490. This involves ensuring that students in foster care remain at their School of Origin unless a transfer is in their best interest, immediate enrollment of students, safeguarding student credits, connecting students with necessary resources and support, and assisting with their graduation and transition from high school. To support these goals, TYS prioritizes the development of efficient procedures, the creation of helpful templates, the distribution of resource guides, and the delivery of relevant training sessions for liaisons. To stay accessible, approachable, and communicative, TYS staff conduct in-person visits with liaisons three times a year. During these visits, data is shared, goals are set, and emerging trends are discussed. These meetings are supported by current data, which is analyzed and presented by the Student Information Specialist. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span a one-year period. Implementation will continue until June 2026, at which point it is expected to be fully completed. TYS continues to maintain and regularly update its webpage with current resources, timely announcements, and relevant links. This year, liaisons have received monthly newsletters featuring new resources, training opportunities, and role-specific information. High school liaisons also participated in data analysis and goal-setting for the 2025–2026 school year during in-person check-in meetings, with follow-up sessions scheduled for winter and spring 2026.	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					At the beginning of the school year, TYS collaborated with YouthWell and hosted a Beginning of the Year Liaison Retreat designed to strengthen capacity, connection, and shared purpose among Foster Youth Education Liaisons. The retreat centered on the theme "Focusing on What Is Within Our Control" and featured interactive, reflective, and skills-based learning opportunities. Topics included developing a growth mindset; understanding what is within and outside of one's control; applying the "How Might We" formula to problem-solving; and thinking creatively to connect youth and families with needed resources. Additional sessions emphasized resourcing the providers by equipping liaisons with practical tools and relational networks, prioritizing self-care, and meeting youth and families where they are by centering their needs amid the pressures of policies and protocols. The		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					retreat also highlighted the HOPE Framework, active listening practices, and the importance of building a “village” of support through collaborative attitudes and community partnerships. YouthWell resources were shared to support community collaboration and strengthen local networks of care. To further support liaisons and foster professional connection, TYS facilitates monthly Program Associate Meetings. In response to end-of-year feedback, these meetings now incorporate perspectives from key stakeholder groups to enhance learning and collaboration. Guest presenters include Santa Barbara County SELPA, Child Welfare Services, Noah’s Anchorage Youth Shelter, CommUnify, CASA, Family Care Network, and other SBCEO departments such as Career Technical Education and the County TUPE Coordinator. Meetings		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					also allow dedicated time to address high-interest topics identified by liaisons. Topics covered this year have included Foster Youth Education Liaison 101 (for new liaisons and as a refresher), Best Interest Determination Meetings: What You Need to Know, AB 167/216 Graduation Waivers for Foster Youth, Uniform Complaint Procedures and Dispute Resolution. In addition, TYS Program Associates proactively schedule recurring one-on-one meetings with liaisons to provide individualized check-ins and more timely, personalized support. These ongoing meetings create dedicated opportunities to address site-specific challenges, review student needs, and offer targeted guidance and resources, strengthening relationships and ensuring responsive support throughout the school year.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.a.4	**Improve Collaboration within the Department** The TYS department will regularly collaborate to streamline policies and procedures, enhance internal teamwork, and define and implement core values. This effort aims to deliver outstanding service and leadership to districts while aligning priorities with the TYS mission and vision. Additionally, the TYS department will represent SBCEO consistently by aligning with the SBCEO's mission, vision, and values. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).	No	Ongoing Implementation	N/A	This action item involves ongoing implementation and is intended to span a one-year period. Implementation will continue until June 2026, at which point it is expected to be fully completed. The TYS Mission, Vision, and Working Agreements have been finalized and formally adopted. The Mission and Vision are prominently displayed on the department's webpage, while the Working Agreements are reviewed at every department meeting and embedded into the employee evaluation process to reinforce shared expectations and accountability. The TYS Department holds bimonthly meetings, alternating between virtual and in-person formats, to support collaboration, communication, and continuous improvement. In addition, staff meet weekly to align efforts with the responsibilities outlined in the Title IV-E agreement with Child Welfare Services. These meetings focus	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					on ensuring that educational data for foster youth in Santa Barbara County is current and accurate and all required educational records and documents are uploaded and maintained in a timely manner.		

Goal 4

Goal Description
Continue to successfully implement programs that support basic conditions for learning and expelled youth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.a	The percentage of teachers in the LEA that are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. (Dataquest)	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, based on California Education Code (EC) 44865. The baseline was established from 2023-24 data.	87.5% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on EC 44865.	N/A	This metric is known. As reported on the CA Dashboard, 32.8% of the Community School teachers are appropriately assigned and fully credentialed in the subject area they are teaching. At the Court School, 18.6% of the teachers are appropriately assigned and fully credentialed in the subject area they are teaching. However, based on California Education Code 44865, 100% (7/7) of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. See Action 4.a.1 below for more information.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, based on EC 44865.
4.a	The percentage of students that have sufficient access to the standards-aligned instructional materials.	100% of students will continue to have sufficient access to the	100% of students will continue to have sufficient access to the	N/A	This metric outcome is known.	100% of students will continue to have sufficient access to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(Williams Review)	standards-aligned instructional materials. The baseline was established from 2023-24 data.	standards-aligned instructional materials.		100% of students at JCCS continue to have sufficient access to the standards-aligned instructional materials.	standards-aligned instructional materials.
4.a	The percentage of school facilities that are maintained in good repair. (FIT report)	100% of the school facilities will continue to be maintained in good repair. The baseline was established from 2023-24 data.	100% of the school facilities will continue to be maintained in good repair.	N/A	This metric outcome is known. 100% of the school facilities are in good repair.	100% of the school facilities will continue to be maintained in good repair.
4.b	The percentage of districts within the county that have approved a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. (local data chart)	100% of districts within the county will continue to approve a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. The baseline was established from 2023-24 data.	100% of districts within the county will continue to adopt a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.	N/A	This metric outcome is known. The County Plan for Expelled Youth was approved June 2024 by 100% of districts within the county. Santa Barbara County districts, in conjunction with SBCEO, will continue to provide services to expelled students.	100% of districts within the county will continue to approve a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.
4.b	The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions. (local survey)	100% of district-referred JCCS expelled youth have met the terms and conditions of their expulsions. The baseline was established from 2023-24 data.	Of the nine district-referred JCCS students who were expelled, 88.8% (8 students) successfully met the terms and conditions of their expulsions. The one student who did not meet the terms moved out of the county and	N/A	This metric outcome is in progress. At this time, 100% (8/8) of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.	100% of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			transferred to another school.			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.a.1	**Teacher Credentials** SBCEO will require that JCCS teachers are appropriately credentialed and/or authorized for the subjects they teach per EC 44865. No additional costs; part of the base program.	No	Fully Implemented	This metric is known. As reported on the CA Dashboard, 32.8% of the Community School teachers are appropriately assigned and fully credentialed in the subject area they are teaching. At the Court School, 18.6% of the teachers are appropriately assigned and fully credentialed in the subject area they are teaching. However, based on California Education Code 44865, 100% (7/7) of the teachers in the LEA are appropriately assigned and	In 2019, the State Board of Education updated “ineffective” and “out-of-field” teacher definitions for California’s ESSA State Plan (see the Updated Teacher Equity Definitions webpage for more information). The “out-of-field” definition includes “Local Assignment Options” (LAOs), such as those identified in EC Section 44865. Because these LAOs land in the “out-of-field” category in California’s ESSA State Plan, they are also reflected as such in the Teaching Assignment Monitoring Outcome (TAMO) data and on the Dashboard. The Dashboard and TAMO data align with California’s ESSA State Plan, not EC Section 44865. This is why County Office of Education data often reflects a low	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				fully credentialed in the subject area and for the pupils they are teaching. See Action 4.a.1 below for more information.	percentage of fully credentialed teachers, despite the leeway provided in EC. EC Section 44865 provides a provision for teachers in juvenile court and community schools to be assigned under local assignment options. The Santa Barbara County Education Office uses the provision afforded under EC Section 44865 when assigning teachers to our juvenile court and community schools, therefore our data reflects a higher percentage of "out-of-field" teachers.		
4.a.2	**Standards Aligned Curriculum** JCCS administration will ensure that students are provided standards-aligned curriculum and instructional materials per the Williams Act. No additional costs; part of the base program.	No	Fully Implemented	This metric outcome is known. 100% of students at JCCS continue to have sufficient access to the standards-aligned instructional materials.	N/A	$0.00	$0.00
4.a.3	**School Facilities** SBCEO will ensure that all facilities are maintained in good repair as determined by the Facilities Inspection Tool (FIT). Custodial and maintenance services will be provided at the two school sites.	No	Fully Implemented	This metric outcome is known. 100% of the school facilities	N/A	$25,107.78	$14,054.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Costs for custodial/maintenance staff.			are in good repair.			
4.b.1	**County Plan for Expelled Youth** The Child Welfare and Attendance Director will collaborate with Santa Barbara County districts to coordinate services within Santa Barbara County Plan for Expelled Youth. These services include actions associated with the identified gaps such as leading a collaborative / learning group. Cost for salary and benefits.	No	Fully Implemented	This metric outcome is known. The County Plan for Expelled Youth was approved June 2024 by 100% of districts within the county. Santa Barbara County districts, in conjunction with SBCEO, will continue to provide services to expelled students.	N/A	$70,608.12	$37,252.94
4.b.2	**Expelled Youth Rehabilitation Plans for JCCS Students** Under the direction of the JCCS Director, JCCS staff, particularly the College and Career Counselor, will provide appropriate supports and resources to ensure expelled youth in JCCS schools complete the terms and conditions of their rehabilitation plans by doing the following: • Review rehabilitation plans with students upon entry • Monitor progress to foster success, including but not limited to,	No	Ongoing Implementation	This metric outcome is in progress. At this time, 100% (8/8) of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.	This action item involves ongoing implementation and is intended to span a one-year period. Implementation will continue until June 2026, at which point it is expected to be fully completed.	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	counseling, academics, and attendance • Provide transitional support for students who are ready to return to their districts Associated costs listed in 1.c.3						

Goal 5

Goal Description
Within three years, JCCS will reduce rates of suspension for the following student groups: Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged students, students with disabilities, and students experiencing homelessness by implementing actions that promote relationships, student connectedness, and student voice.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.a	The percentage of Hispanic/Latino students suspended one or more days. (suspension rate) (Dashboard)	Overall JCCS has 19.4% (35/180) of Hispanic/Latino students who were suspended one or more days. At the Community School, 33.8% (25/74) of Hispanic/Latino students were suspended one or more days. At the Court School, 9.4% (10/106) of Hispanic/Latino students are suspended one or more days	Overall JCCS has 15% (20/133) of Hispanic/Latino students who were suspended one or more days. At the Community School, 40.4% (17/42) of Hispanic/Latino students were suspended one or more days. At the Court School, 3.2% (3/94) of Hispanic/Latino students are suspended one or more days.	N/A	This metric outcome is in progress. Overall, JCCS has 15% (15/100) of Hispanic/Latino students from who were suspended one or more days. At the Community School, 25.9% (7/27) of Hispanic/Latino students were suspended one or more days. At the Court School, 10.3% (8/78) of Hispanic/Latino students were suspended one or more days.	Less than 5% of Hispanic/Latino students will be suspended one or more days at JCCS, the Community School, and the Court School.
5.a	The percentage of English Learners suspended for one or more days. (suspension rate) (Aeries)	Overall JCCS has 13.5% (5/37) of English Learners students who were suspended one or more days. At the Community School, 31.3% (5/16) of English Learners	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	N/A	This metric outcome is in progress. Overall, JCCS has 18.2% (6/33) of English Learners students who were suspended one or more days.	Less than 5% of English Learners will be suspended one or more days at JCCS, the Community School, and the Court School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		students were suspended one or more days. At the Court School, 0.0% (0/21) of English Learners students are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.			At the Community School, 27.3% (3/11) of English Learners students were suspended one or more days. At the Court School, 13% (3/23) of English Learners students were suspended one or more days.	
5.a	The percentage of Long-term English Learners suspended for one or more days. (suspension rate) (Aeries)	Overall JCCS has 15.6% (5/32) of Long-term English Learners students who were suspended one or more days. At the Community School, 35.7% (5/14) of Long-term English Learners students were suspended one or more days. At the Court School, 0.0% (0/18) of Long-term English Learners students are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	N/A	This metric outcome is in progress. Overall, JCCS has 18.5% (5/27) of Long-term English Learners students who were suspended one or more days. At the Community School, 22.2% (2/9) of Long-term English Learners students were suspended one or more days. At the Court School, 15.8% (3/19) of Long-term English Learners students were suspended one or more days.	Less than 5% of Long-term English Learners will be suspended one or more days at JCCS, the Community School, and the Court School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.a	The percentage of socio-economically disadvantaged students suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 14.3% (20/140) of socio-economically disadvantaged students who are suspended one or more days. At the Community School, 39.5% (17/43) of socio-economically disadvantaged students are suspended one or more days. At the Court School, 2.9% (3/102) of socio-economically disadvantaged students are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	N/A	This metric outcome is in progress. Overall JCCS has 13.6% (15/110) of socio-economically disadvantaged students who are suspended one or more days. At the Community School, 25.9% (7/27) of socio-economically disadvantaged students are suspended one or more days. At the Court School, 9.1% (8/88) of socio-economically disadvantaged students are suspended one or more days.	Less than 5% of socio-economically disadvantaged students will be suspended one or more days at JCCS, the Community School, and the Court School.
5.a	The percentage of students with disabilities suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 10.6% (5/47) of students with disabilities who are suspended one or more days. At the Community School, 33.3% (3/9) of students with disabilities are suspended one or more days.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	N/A	This metric outcome is in progress. Overall JCCS has 19.4% (5/31) of students with disabilities who are suspended one or more days. At the Community School, 50% (2/4) of students with disabilities are	Less than 5% of students with disabilities will be suspended one or more days at JCCS, the Community School, and the Court School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		At the Court School, 5.0% (2/40) of students with disabilities are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.			suspended one or more days. At the Court School, 17.9% (5/28) of students with disabilities are suspended one or more days.	
5.a	The percentage of students experiencing homelessness suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 19.0% (8/42) of students experiencing homelessness who are suspended one or more days. At the Community School, 30.8% (8/26) of students experiencing homelessness are suspended one or more days. At the Court School, 0% (0/17) of students experiencing homelessness are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	N/A	This metric outcome is in progress. Overall JCCS has 17.2% (5/29) of students experiencing homelessness who are suspended one or more days. At the Community School, 23.5% (4/17) of students experiencing homelessness are suspended one or more days. At the Court School, 6.3% (1/16) of students experiencing homelessness are suspended one or more days.	Less than 5% of students experiencing homelessness will be suspended one or more days at JCCS, the Community School, and the Court School.
5.a	The percentage of students that strongly agree or agree that they feel connected to school.	35% of students strongly agree or agree that they feel connected to school.	41% of students strongly agree or agree that they feel connected to school.	N/A	This metric outcome is unknown and cannot be established at this time.	70% of students strongly agree or agree that they feel connected to school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(CHKS) Baseline data is established with 2023-24 data.					
5.a	The percentage of students that strongly agree or agree that they participate meaningfully in school. (CHKS)	38% of students strongly agree or agree that they participate meaningfully in school. Baseline data is established with 2023-24 data.	25% of students strongly agree or agree that they participate meaningfully in school.	N/A	This metric outcome is unknown and cannot be established at this time.	70% of students strongly agree or agree that they participate meaningfully in school. Baseline is established with 2023-24 data.
5.a	The percentage of students that strongly agree or agree that they have a caring adult at school. (CHKS)	48% of students strongly agree or agree that they have a caring adult at school. Baseline data is established with 2023-24 data.	45% of students strongly agree or agree that they have a caring adult at school.	N/A	This metric outcome is unknown and cannot be established at this time.	70% of students strongly agree or agree that they have a caring adult at school
5.a	The percentage of staff participating in professional learning related to Restorative Approaches and Building Relationships. (sign-in sheets)	0% of staff have participated in professional learning related to Restorative Approaches and Building Relationships. This is a new metric and we will establish the baseline in the 2024-25 school year.	100% of staff have participated in professional learning related to Restorative Approaches and Building Relationships.	N/A	This metric outcome is in progress. At this time, 100% of staff have participated in at least one professional learning event related to Restorative Approaches and Building Relationships.	95% of staff have participated in professional learning related to Restorative Approaches and Building Relationships.
5.a	The number of conflict resolution, restorative circles, or conferences held with students on an annual basis. (Aeries)	0 conflict resolution, restorative circles, or conferences have been held with students annually. This is a new metric and we will establish	Twenty-three (23) conflict resolution, restorative circles, or conferences were held with students.	N/A	This metric outcome is in progress. At this time, eight (8) conflict resolution, restorative circles, or conference have been held with students.	Fifty (50) conflict resolution, restorative circles, or conferences were held with students annually.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		the baseline in the 2024-25 school year.				

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.a.1	**Calming Space for Students** JCCS will establish a calming space at the Community School for student use. In this space, students can regroup and reflect on their behaviors by completing sheets on topics such as decision-making and academics. They will also engage in conflict resolution, and restorative practices, or participate in conferences. Cost for materials and equipment.	No	Ongoing Implementation	This metric outcome is in progress. The following is the most recent data on the number of students suspended one or more days at the Community School: 25.9% (7/27) of Hispanic/Latino students 27.3% (3/11) of English Learners students 22.2% (2/9) of Long-term English Learners students 25.9% (7/27) of socio-economically disadvantaged students	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. The calming space was created last year and we continue to maintain it through the purchase of supplies. Additionally, each teacher is creating a calming space/corner in their classrooms.	$1,000.00	$240.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				50% (2/4) of students with disabilities 23.5% (4/17) of students experiencing homelessness			
5.a.2	**Staff Professional Development** All staff will participate in Professional Learning that will include de-escalation strategies, restorative approaches, rapport building with students, Positive Behavior Interventions and Supports (PBIS), motivational interviewing, training in behavioral health, substance abuse, trauma-informed practices, Crisis Prevention & Intervention (CPI), and community school implementation strategies. This also includes the cost of bringing in outside providers such as guest speakers, authors, artists, and specialized staff as well as for staff to attend conferences. Cost is for release time for staff, contracted services, and materials.	No	Ongoing Implementation	This metric outcome is in progress. At this time, 100% of staff have participated in at least one professional learning event related to Restorative Approaches and Building Relationships.	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed.	$26,052.72	$16,000.00
5.a.3	**JCCS Coordinator** The JCCS Coordinator will oversee staff professional development, focusing on coordinating services, delivering targeted trainings, and identifying resources aimed at reducing student suspensions. Additionally, the coordinator will enhance communication and	No	Ongoing Implementation	This metric outcome is in progress. The following is the most recent data on the number of students	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June	$136,467.60	$51,966.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	collaboration among teachers, support staff, and external providers. Cost of salary and benefits for 60% of Coordinator.			suspended one or more days at the Community School: 25.9% (7/27) of Hispanic/Latino students 27.3% (3/11) of English Learners students 22.2% (2/9) of Long-term English Learners students 25.9% (7/27) of socio-economically disadvantaged students 50% (2/4) of students with disabilities 23.5% (4/17) of students experiencing homelessness	2026, at which point it is expected to be fully completed. There has been a full-time coordinator on contract since the start of the school year.		
5.a.4	**Student OnBoarding Process** JCCS students will be introduced to the program through a structured Onboarding Process. This will involve a one-on-one meeting with a staff member to establish rapport, connect with teachers and administrators, discuss the student's previous schooling experiences, set initial academic and personal goals, review the school's	No	Ongoing Implementation	N/A	This action item involves ongoing implementation as part of a three-year initiative. The PPS-credentialed counselor continues to provide a welcoming onboarding process.	$1,500.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	expectations, and the student will receive a student-designed t-shirt. Cost of t-shirts.				During enrollment, new students and parents participate in a one-on-one orientation that includes an overview of school expectations and a campus tour. The counselor also shares key information with families, including contact details, a calendar of parent engagement events, and available community resources. JCCS is currently in the process of printing student-designed T-shirts.		
5.a.5	**Student Led Campus Beautification Projects and Clubs** Students will engage in activities such as school-based projects to enhance the aesthetics of both schools focusing on areas like a school garden, patio, cafeteria, and gym. Activities will include projects such as murals and the development, planning, and implementation of clubs tailored to student interests. Costs include food, contractors, art supplies, and other necessary equipment.	No	Ongoing Implementation	This metric outcome is in progress. The following is the most recent data on the number of students suspended one or more days at the Community School: 25.9% (7/27) of Hispanic/Latino students 27.3% (3/11) of English Learners students 22.2% (2/9) of Long-term	This action item involves ongoing implementation, as it is intended to be a three-year initiative. Student-led beautification projects at the Community School continues. At the Community School, there are two active clubs: the Gardening/Landscaping Club and the Mixteco Language Club. The Mixteco Language Club led the Día de los Muertos activities which included an ofrenda.	$2,000.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				English Learners students 25.9% (7/27) of socio-economically disadvantaged students 50% (2/4) of students with disabilities 23.5% (4/17) of students experiencing homelessness			
5.a.6	**Behavioral Support with Joven Noble** Students at the FitzGerald Community School will be provided with a case manager, mentorship, and workshops in the Joven Noble curriculum. The program aims to support students by providing wraparound services, eliminating barriers to access, and coordinating available resources for improvement in: • Socio-emotional well-being, cultural pride, and sense of belonging • Graduation rates, attendance, grades • Goal-setting and high school/college readiness • Accessing therapy, tutoring, and other basic needs services Cost of contracted services (.5 FTE).	No	Ongoing Implementation	This metric outcome is in progress. The following is the most recent data on the number of students suspended one or more days at the Community School: 25.9% (7/27) of Hispanic/Latino students 27.3% (3/11) of English Learners students 22.2% (2/9) of Long-term English	This action item involves ongoing implementation and is intended to span the entire school year. Implementation will continue until June 2026, at which point it is expected to be fully completed. Each week, the case manager delivered curriculum presentations in two classrooms, 14 Community School students receive 1:1 support, and, at students' request, the case manager assisted with conflict resolutions.	$33,900.00	$22,676.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Learners students 25.9% (7/27) of socio-economically disadvantaged students 50% (2/4) of students with disabilities 23.5% (4/17) of students experiencing homelessness			

Santa Barbara County Office of Education

Santa Barbara County Juvenile Court

2024-2025 School Accountability Report Card

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BOARD OF EDUCATION
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SARC INFORMATION

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

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

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

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

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

MESSAGE FROM THE ADMINISTRATOR

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	10.00
Male	90.00
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	93.30
Native Hawaiian or Pacific Islander	
White	3.30
Two or More Races	3.30
EL Students	16.70
Foster Youth	10.00
Homeless	13.30
Military	
Socioeconomically Disadvantaged	100.00
Migrant Education	3.30
Students with Disabilities	33.30

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
9th	13
10th	5
11th	6
12th	5
Total	30

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

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

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

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	18.80	35.50	65.62	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.10	2.76	0.10	0.20	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	19.80	6.70	12.53	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	56.14	5.60	10.39	12,112.80	4.34
Unknown	0.00	2.01	6.00	11.22	13,705.80	4.91
Total Teaching Positions	3.90	100.00	54.10	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.70
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.70

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	3.70	3.00	2.20
Total Out-of-Field Teachers	3.70	3.00	2.20

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	30.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

SCHOOL FACILITIES

About the Facilities

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

The Santa Maria Juvenile Justice Center

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

Los Prietos Boys Camp

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

Maintenance, Cleaning, and Repair

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

Cleaning Process and Schedule

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

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

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	12/02/2025
Data Collected:	December 2025
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS
All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The Santa Barbara Education Office determines that each program within has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.
All students, including English Learners, are provided their own standards-aligned textbooks in core subjects, health, and foreign language for use in the classroom and to take home. The program does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office.

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

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 7-12 / Course: English Language Arts / Santa Clara University / 2016	Yes	0
Mathematics	Grades: 7-12 / Course: Mathematics / National Geographic / Cengage Learning / 2018 Grades: 7-12 / Course: Mathematics / Ampifly Desmos / Ampifly Education / 2025	Yes Yes	0 0
History / Social Science	Grades: 7-12 / Course: History/Social Sciences / Pearson / 2020	Yes	0
Science	Grades: 7-12 / Course: Science / Discovery Education / 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7-12 / Course: Health / Addison Wesley Prentice Hall / 2008	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

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

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	18	--	0	4	0	0	46	47	48
Mathematics (Grades 3-8 and 11)	0	--	0	0	0	0	34	35	37
Science (Grades 5, 8, and 10)	--	--	--	0	0	0	30	31	33

Assessment Results by Student Group - English Language Arts					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	11	11	100.00	0.00	0.00
Male	11	11	100.00	0.00	0.00
Female	0	0	0	0	0
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	12	12	100.00	0.00	0.00
Male	12	12	100.00	0.00	0.00
Female	0	0	0	0	0
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	0	0	0	0	0
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2024-25	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2023-24	0

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2024-25 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	27
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	1
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	--

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	--	--	--	--	--

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

DROPOUT AND GRADUATION RATES

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	50	--	--	35	--	--
District	47.6	61.5	43.8	33.3	30.8	43.8
State	8.2	8.9	8	86.2	86.4	87.5

Graduation Rates by Student Group			
2024-25	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
White	0	0	0.00
Two or More Races	0	0	0.00
EL Students	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	--	--	--
Migrant Education	0.0	0.0	0.0
Students with Disabilities	--	--	--

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	153	52	8	15.4
Female	26	--	--	--
Male	127	48	5	10.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	49	6	12.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	32	16	2	12.5
Foster Youth	12	--	--	--
Homeless	21	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	153	52	8	15.4
Migrant Education	--	--	--	--
Students with Disabilities	55	19	2	10.5

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	12.28	11.63	5.88	0.00	0.00	0.00
District	10.28	19.01	13.44	0.00	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	5.88	0.00
Female	0.00	0.00
Male	7.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	3.13	0.00
Foster Youth	16.67	0.00
Homeless	9.52	0.00
Military	--	--
Socioeconomically Disadvantaged	5.88	0.00
Migrant Education	0.00	0.00
Students with Disabilities	9.09	0.00

SCHOOL SAFETY

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

California Education Code (EC) Section 32281 (a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. The plan was most recently updated and reviewed with staff in April 2025.

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

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	30

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

Counseling and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

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

Advanced Placement Classes	
2024-25	**Number of Courses**
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0.00

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	2	2	3	20	21	15	0	0	0	0	0	0
Mathematics	2	2	4	8	13	9	0	0	0	0	0	0
Science	2	4	4	7	6	7	0	0	0	0	0	0
Social Science	2	2	3	15	13	9	0	0	0	0	0	0

REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 1,024.59
School: From Supplemental/Restricted Sources	$ 278.87
School: From Basic/Unrestricted Sources	$ 745.72
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-93.31 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 80,051.50	N/A
Mid-Range Teachers	$ 89,947.00	N/A
Highest Teachers	$ 101,064.00	N/A
Elementary School Principals	--	N/A
Middle School Principals	--	N/A
High School Principals	--	N/A
Superintendent	$ 284,095.00	N/A
Teacher Salaries	--	N/A
Administrative Salaries	--	N/A

SCHOOL SITE TEACHER SALARIES

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

2023-24 Average Teacher Salary	
School	$ 119,513.25
All Similar School Districts	N/A
Percentage of Variation between School & State	N/A

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2023-24	**2024-25**	**2025-26**
Number of Professional Development Days	3	4	3

PROFESSIONAL DEVELOPMENT

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

Santa Barbara County Office of Education

Santa Barbara County Community

2024-2025 School Accountability Report Card

SCHOOL ADMINISTRATION
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SUPERINTENDENT
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BOARD OF EDUCATION
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SARC INFORMATION

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

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

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

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

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

MESSAGE FROM THE ADMINISTRATOR

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	33.30
Male	66.70
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	96.30
Native Hawaiian or Pacific Islander	
White	3.70
Two or More Races	
EL Students	48.10
Foster Youth	3.70
Homeless	55.60
Military	
Socioeconomically Disadvantaged	100.00
Migrant Education	3.70
Students with Disabilities	14.80

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
9th	6
10th	1
11th	3
12th	1
Total	27

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

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

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

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.30	32.50	35.50	65.62	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.10	0.20	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.70	12.53	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.60	67.25	5.60	10.39	12,112.80	4.34
Unknown	0.00	0.00	6.00	11.22	13,705.80	4.91
Total Teaching Positions	4.00	100.00	54.10	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.60	1.30	2.60
Total Out-of-Field Teachers	0.60	1.30	2.60

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

SCHOOL FACILITIES

About the Facilities

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

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

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

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	12/02/2025
Data Collected:	December 2025
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS
All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The Santa Barbara Education Office determines that each program within has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.
All students, including English Learners, are provided their own standards-aligned textbooks in core subjects, health, and foreign language for use in the classroom and to take home. The program does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office.

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

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 7-12 / Course: English Language Arts / Santa Clara University / 2016	Yes	0
Mathematics	Grades: 7-12 / Course: Mathematics / National Geographic / Cengage Learning / 2018 Grades: 7-12 / Course: Mathematics / Ampify Desmos / Ampify Education / 2025	Yes Yes	0 0
History / Social Science	Grades: 7-12 / Course: History/Social Sciences / Pearson / 2020	Yes	0
Science	Grades: 7-12 / Course: Science / Discovery Education / 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7-12 / Course: Health / Addison Wesley Prentice Hall / 2008	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

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

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	0	0	0	4	0	0	46	47	48
Mathematics (Grades 3-8 and 11)	0	0	0	0	0	0	34	35	37
Science (Grades 5, 8, and 10)	--	0	0	0	0	0	30	31	33

Assessment Results by Student Group - English Language Arts					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	23	22	95.65	4.35	0.00
Male	15	14	93.33	6.67	0.00
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	0.00
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	23	22	95.65	4.35	0.00
Male	15	14	93.33	6.67	0.00
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	0.00
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	19	19	100.00	0.00	0.00
Male	11	11	100.00	0.00	0.00
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	0.00
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2024-25	0
Graduates Who Completed All Courses Required for UC/CSU Admission 2023-24	0

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2024-25 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	26
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	2
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	--

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	--	--	--	--	--

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

DROPOUT AND GRADUATION RATES

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	--	--	--	--	--	--
District	47.6	61.5	43.8	33.3	30.8	43.8
State	8.2	8.9	8	86.2	86.4	87.5

Graduation Rates by Student Group			
2024-25	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
White	0	0	0.00
Two or More Races	0	0	0.00
EL Students	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	--	--	--
Migrant Education	--	--	--
Students with Disabilities	0.0	0.0	0.0

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	54	49	37	75.5
Female	17	16	14	87.5
Male	37	33	23	69.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	47	35	74.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	22	20	16	80.0
Foster Youth	--	--	--	--
Homeless	26	26	22	84.6
Military	--	--	--	--
Socioeconomically Disadvantaged	52	48	36	75.0
Migrant Education	--	--	--	--
Students with Disabilities	--	--	--	--

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	17.02	40.70	46.30	0.00	0.00	0.00
District	10.28	19.01	13.44	0.00	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	46.30	0.00
Female	58.82	0.00
Male	40.54	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	48.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	40.91	0.00
Foster Youth	0.00	0.00
Homeless	38.46	0.00
Military	--	--
Socioeconomically Disadvantaged	46.15	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

SCHOOL SAFETY

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

California Education Code (EC) Section 32281 (a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. The plan was most recently updated and reviewed with staff in April 2025.

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

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	27

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

Counseling and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.4
Other	

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

Advanced Placement Classes	
2024-25	**Number of Courses**
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0.00

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	2	2	3	8	9	17	0	0	0	0	0	0
Mathematics	2	2	4	5	6	7	0	0	0	0	0	0
Science	4	3	3	2	6	8	0	0	0	0	0	0
Social Science	1	3	4	5	5	8	0	0	0	0	0	0

REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 82,119.96
School: From Supplemental/Restricted Sources	$ 14,669.65
School: From Basic/Unrestricted Sources	$ 67,450.31
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	505.14 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 80,051.50	N/A
Mid-Range Teachers	$ 89,947.00	N/A
Highest Teachers	$ 101,064.00	N/A
Elementary School Principals	--	N/A
Middle School Principals	--	N/A
High School Principals	--	N/A
Superintendent	$ 284,095.00	N/A
Teacher Salaries	--	N/A
Administrative Salaries	--	N/A

SCHOOL SITE TEACHER SALARIES

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

2023-24 Average Teacher Salary	
School	$ 98,397.75
All Similar School Districts	N/A
Percentage of Variation between School & State	N/A

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2023-24	**2024-25**	**2025-26**
Number of Professional Development Days	3	4	3

PROFESSIONAL DEVELOPMENT

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

Santa Barbara County Office of Education

Santa Barbara County Special Education

2024-2025 School Accountability Report Card

SCHOOL ADMINISTRATION
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SCHOOL INFORMATION
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SUPERINTENDENT
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Santa Barbara, CA 93110
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BOARD OF EDUCATION
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SARC INFORMATION

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

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

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

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

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

SCHOOL VISION STATEMENT

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

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

DESCRIPTION OF SERVICES

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

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	38.80
Male	61.20
Non-Binary	
American Indian or Alaska Native	
Asian	4.10
Black or African American	
Filipino	2.00
Hispanic or Latino	85.70
Native Hawaiian or Pacific Islander	
White	4.10
Two or More Races	4.10
EL Students	36.70
Foster Youth	
Homeless	6.10
Military	
Socioeconomically Disadvantaged	87.80
Migrant Education	
Students with Disabilities	98.00

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
K	6
1st	3
2nd	5
3rd	3
4th	2
5th	1
6th	5
7th	3
8th	6
9th	4
10th	2
11th	3
12th	6
Total	49

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

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

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

Teacher Preparation and Placement						
2023-24	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.40	72.50	35.50	65.62	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.10	0.20	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	12.99	6.70	12.53	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.49	5.60	10.39	12,112.80	4.34
Unknown	6.00	12.99	6.00	11.22	13,705.80	4.91
Total Teaching Positions	46.10	100.00	54.10	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	**2022-23**	**2023-24**
Permits and Waivers	0.00	1.00	6.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00	1.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	**2022-23**	**2023-24**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.60
Total Out-of-Field Teachers	0.00	0.00	0.60

Class Assignments			
	2021-22	**2022-23**	**2023-24**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

SCHOOL FACILITIES

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

FACILITY INSPECTION RESULTS

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

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	08/01/2024
Data Collected:	August 2024
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS

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

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

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

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption ?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Core: Houghton-Mifflin, Holt Literature Supplemental: SRA Corrective Reading, Scholastic Read 180, Computer software and internet access, SANDI, Unique Learning Systems	Yes	0
Mathematics	Core: Harcourt Math, Houghton-Mifflin Supplemental: Saxon, Pacemaker, AGS, Computer software and internet access, SANDI	Yes	0
History / Social Science	Core: Harcourt, McGraw Hill, Houghton-Mifflin Supplemental: Pacemaker series, Computer software and internet access	Yes	0
Science	Core: Harcourt, Houghton-Mifflin Supplemental: Pacemaker, Computer software and internet access	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Positive Prevention Plus	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

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

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	0	0	0	4	0	0	46	47	48
Mathematics (Grades 3-8 and 11)	0	0	0	0	0	0	34	35	37
Science (Grades 5, 8, and 10)	--	--	--	0	0	0	30	31	32

Assessment Results by Student Group - English Language Arts					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	24	19	79.17	20.83	0.00
Male	11	9	81.82	18.18	--
Female	13	10	76.92	23.08	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	19	15	78.95	21.05	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	17	77.27	22.73	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	24	19	79.17	20.83	0.00

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	24	19	79.17	20.83	0.00
Male	11	9	81.82	18.18	--
Female	13	10	76.92	23.08	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	19	15	78.95	21.05	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	17	77.27	22.73	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	24	19	79.17	20.83	0.00

Assessment Results by Student Group - Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2024-25	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission 2023-24	N/A

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2024-25 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	N/A
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	N/A
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	N/A

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2024-25 Physical Fitness Test Participation					
Grade	**Component 1: Aerobic Capacity**	**Component 2: Abdominal Strength and Endurance**	**Component 3: Trunk Extensor and Strength and Flexibility**	**Component 4: Upper Body Strength and Endurance**	**Component 5: Flexibility**
5th	–	–	–	–	–
7th	–	–	–	–	–
9th	–	–	–	–	–

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	52	48	25	52.1
Female	21	19	10	52.6
Male	31	29	15	51.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	41	21	51.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	19	17	12	70.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	46	42	21	50.0
Migrant Education	--	--	--	--
Students with Disabilities	52	48	25	52.1

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	--	--	--	--	--	--
District	47.6	61.5	43.8	33.3	30.8	43.8
State	8.2	8.9	8	86.2	86.4	87.5

Graduation Rates by Student Group			
2024-25	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
White	0	0	0.00
Two or More Races	0	0	0.00
EL Students	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Military			
Socioeconomically Disadvantaged	--	--	--
Migrant Education	0.0	0.0	0.0
Students with Disabilities	--	--	--

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	0.00	0.00	0.00	0.00	0.00	0.00
District	10.28	19.01	13.44	0.00	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

SCHOOL SAFETY

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

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

The Santa Barbara County Education Office Comprehensive School Safety Plan was most recently updated and reviewed with staff in August 2025.

OTHER SARC INFORMATION

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

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	2

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	3	2	3	2	2	2	0	0	0	0	0	0
1st	2	3	2	2	2	2	0	0	0	0	0	0
2nd	3	2	2	1	2	3	0	0	0	0	0	0
3rd	1	3	1	1	1	3	0	0	0	0	0	0
4th	2	1	2	3	1	1	0	0	0	0	0	0
5th	2	2	1	3	3	1	0	0	0	0	0	0
6th	3	1	2	4	3	3	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0	0	0	0
Social Science	0	0	0	0	0	0	0	0	0	0	0	0

ADVANCED PLACEMENT

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

Advanced Placement Classes	
2024-25	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 97,747.00
School: From Supplemental/Restricted Sources	$ 97,747.00
School: From Basic/Unrestricted Sources	$ 0.00
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-100.00 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 55,333.00	N/A
Mid-Range Teachers	$ 77,910.00	N/A
Highest Teachers	$ 121,966.00	N/A
Elementary School Principals		N/A
Middle School Principals		N/A
High School Principals		N/A
Superintendent	$ 197,987	N/A
Teacher Salaries	19.45 %	N/A
Administrative Salaries	2.29 %	N/A

SCHOOL SITE TEACHER SALARIES

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

2023-24 Average Teacher Salary	
School	$ 102,663.00
All Similar School Districts	N/A
Percentage of Variation between School & State	–

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	4

PROFESSIONAL DEVELOPMENT

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

Santa Barbara County Education Office
4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org
Susan C. Salcido, Superintendent of Schools

OVERVIEW OF FEDERAL FUNDING FOR SMALL AND RURAL SCHOOL DISTRICTS

There are multiple programs and services for small and/or rural school districts that are federally funded. The eligibility for these funds, as well as the definition of a small and rural school district, varies for each of these programs. In most cases, the eligible districts receive funding directly from the US Department of Education. In the other instances, the funding passes through the California Department of Education (CDE).

In December 2025, the Secure and Rural Schools Reauthorization Act was signed into law. This act will restore federal funding that was halted in 2023. There were several publications from the California School Board Association (CSBA) regarding the passage of the act and the organization's efforts and advocacy to restore the funding.

At this time, there are no official plans to reduce or eliminate the funding for any of the programs for small and rural school districts. That being said, the current administration has discussed consolidating numerous K-12 education programs, including those for small and rural school districts, into a single block grant. The outcomes of this approach are unknown, but there is the potential for overall K-12 funding to be reduced.

Below is a description of the programs for small and rural school districts that are applicable to districts in Santa Barbara County. The funding received by the eligible districts in the last cycle of each program is also provided.

SECURE RURAL SCHOOLS (SRS) REAUTHORIZATION ACT OF 2025

The SRS Reauthorization Act extends funding for rural counties that are unable to generate sufficient property tax revenue because of federal land ownership. The Act authorizes payments for Fiscal Years (FY) 2024-2026 and extends project authority through FY2028. This includes funding for FY2024 (back payment), FY2025 (back payment), and FY2026, with payments made to states and counties with significant federal land.

SBCEO last received a Forest Reserve apportionment for FY2023. The funds were allocated to districts using a formula based on the number of pupils who live on Forest Reserve land and the percentage of the district on Forest Reserve land. Below is the FY2023 Forest Reserve allocation for SB County districts and community colleges.

District	# of Pupils on Forest Reserve Land	Subtotal Funding for Pupils	% of District on Forest Reserve Land	Subtotal Funding for Land	Total Funding
Blochman			2.17%	$470.89	$470.89
Buellton			0.25%	$54.25	$54.25

Carpinteria			0.71%	$154.07	$154.07
Cold Spring			0.03%	$6.51	$6.51
College			12.70%	$2,755.91	$2,755.91
Cuyama	3	$678.13	14.87%	$3,226.80	$3,904.93
Goleta	42	$9,493.79	1.30%	$282.10	$9,775.89
Hope			0.06%	$13.02	$13.02
Los Olivos			8.94%	$1,939.99	$1,939.99
Montecito			0.08%	$17.36	$17.36
Santa Barbara	43	$9,719.83	1.76%	$381.92	$10,101.76
SMJUHSD	1	$266.04	2.17%	$470.89	$696.94
Santa Ynez	7	$1,582.30	22.51%	$4,884.69	$6,466.99
Vista			0.60%	$130.20	$130.20
Allan Hancock			29.53%	$6,408.04	$6,408.04
SBCC			2.32%	$503.44	$503.44

RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

Small Rural School Achievement Program (SRSA)

Purpose

- The SRSA program provides funds to very small, rural local educational agencies (LEA).

Eligibility

- An LEA is eligible for SRSA if each school served by the LEA has a school locale number of 41 (Urban Fringe), 42 (Town), or 43 (Rural) designated by the National Center for Education Statistics, and the average daily attendance is fewer than 600.

Funding Source

- Grants are awarded directly by the US Department of Education to the LEA.

Rural and Low-Income School Program (RLIS)

Purpose

- The RLIS program targets rural LEAs that serve large numbers of low-income students.

Eligibility

- An LEA is eligible for RLIS if 20 percent or more of the children served by the LEA are from families with incomes below poverty, and all of the schools served by the LEA are designated with a school locale code of 32 (Town Fringe), 33 (Town Distant), 41, 42, or 43 by the National Center for Education Statistics.

Funding Source

- Funds from the US Department of Education go to State Education Agencies, which then distribute subgrants to eligible LEAs.

Eligible SB County Districts

- LEAs eligible for both the SRSA and RLIS grants may only receive one REAP grant.
- Below is the FY2025 REAP eligibility list for SB County.

DISTRICT	SRSA	RLIS
Ballard	$31,071	NA
Blochman	$46,030	NA
Cuyama	$15,054	NA
Los Olivos	$35,656	NA
Vista	$24,455	NA

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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
January 8, 2026

Appointments		Effective Date
Offer of Employment		
Powell, Arielle	Site Supervisor Lead Teacher	December 1, 2025

Separations		Effective Date
Resignations		
Lorencz, Dessura	Associate Teacher	November 14, 2025

Santa Barbara County Board of Education

Santa Barbara County Education Office

Certificated Personnel Report
February 12, 2026

Appointments		Effective Date
Offer of Employment		
Madalyn, Morales	Associate Teacher	January 5, 2026

Separations		Effective Date
Resignations		
Donelson, Brittany	Associate Teacher	January 21, 2026

Santa Barbara County Board of Education

Classified Personnel Report

January 8, 2026

Appointments

Limited Term/Substitute

Agustin, Hailey — December 3, 2025

Administrative Assistant • Curriculum and Instruction • Cathedral Oaks
• Hourly as needed

Baal, Nathan — December 4, 2025

Teaching Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald
• Hourly as needed

Bindra, Alyssa — November 20, 2025

Student Worker • Children and Family Resource Services • Hope
• Hourly as needed

Encinas, Lilia — November 19, 2025

Clerical Assistant • Various Departments • Various Sites
• Hourly as needed

Fitzsenry, Salena — December 2, 2025

Paraeducator • Special Education • Various Sites
• Hourly as needed

Frechette, Thayer — December 3, 2025

Paraeducator • Special Education • Various Sites
• Hourly as needed

Kennedy, Chayenne — November 18, 2025

Student Worker • Special Education • Cathedral Oaks
- Hourly as needed

Mendoza, Mark — November 10, 2025

Instructional Materials and Mail Clerk • Educational Technology Services • Cathedral Oaks
- Hourly as needed

Mora Porcayo, Andrea — December 15, 2025

Substitute in Training • Early Care and Education • Various Sites
- Hourly as needed

Powell, Arielle — November 17, 2025

Associate Teacher Apprentice • Early Care and Education • Hope Center
- Hourly as needed

Redic, Judy — November 14, 2025

Paraeducator • Special Education • Various Sites
- Hourly as needed

Soliz, Anita — November 18, 2025

Paraeducator • Special Education • Various Sites
- Hourly as needed

Ziegler, Sarah — November 19, 2025

Teaching Assistant • Juvenile Court and Community Schools • Peter B. FitzGerald
- Hourly as needed

Probationary

Carlson, Chrystal — November 10, 2025
Behavioral Health Practitioner • JCCS • Peter B. FitzGerald Community School
100% • 11 months

Vargas, Emily — November 18, 2025
Paraeducator • Special Education • Martha Negus 2
81.25% • 10 months

Changes

Anniversary Increase

Bravo, Christina — December 1, 2025
Paraeducator • Special Education • Chapel Head Start
43.75% • 10 months

Bravo, Christina — December 1, 2025
Paraeducator • Special Education • Los Padres Head Start
43.75% • 10 months

Evans, Matthew — December 1, 2025
Reprographics Administrative Assistant • Communications • Reprographics
100% • 12 months

Harris, Debora — December 1, 2025
Early Care and Education Lead • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months

Hopwood, Faith — December 1, 2025

Administrative Assistant, Senior • Administrative Services • Administrative Services
100% • 12 months

Hunstad, Martina — December 1, 2025

Early Care and Education Provider Specialist • ECE • Early Care and Education - Santa Maria 2
100% • 12 months

Krzyston, Jill — December 1, 2025

Payroll Technician • Internal Services • Payroll
100% • 12 months

Lopez-DelaCruz, Guadalupe — December 1, 2025

Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Luevanos, Nataly — December 1, 2025

Paraeducator • Special Education • Vision Services
75% • 10 months

Morales, Jennie — December 1, 2025

Educational Interpreter, American Sign Language, Certified • Special Education • Righetti High School DHOH
81.25% • 10 months

Porter, Myron — December 1, 2025

Payroll Systems Supervisor • SBAS • School Business Advisory Services Payroll Administration
100% • 12 months

Reyes, Delfina — December 1, 2025

Paraeducator • Special Education • Infant Services, Lompoc
81.25% • 10 months

Rhodes, Christopher — December 1, 2025

Financial Analyst • School Business Advisory Services • School Business Advisory Services
100% • 12 months

Rivera Barriga, Paola — December 1, 2025

Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages - North County
100% • 10 months

Sanchez, Daniel — December 1, 2025

Custodian/Maintenance Worker • Early Care and Education • Early Care and Education - North County
100% • 12 months

Sena, Rosalynd — December 1, 2025

Early Care and Education Lead • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months

Snow, Crystal — December 1, 2025

Educational Interpreter, American Sign Language, Certified • Special Education • Righetti High School DHOH
88.75% • 10 months

Trisler, Mary — December 1, 2025

Paraeducator • Special Education • Preschool Assessment Team, Santa Barbara/Valley
25% • 10 months

Trisler, Mary — December 1, 2025

Paraeducator • Special Education • Infant Services, South/Valley
50% • 10 months

Wolfe, Lisa — December 1, 2025

Manager, Health Linkages Program • Children and Family Resource Services • Health Linkages Administration
50% • 12 months

Differential - Add

Gonzalez, Esther — December 1, 2025

Paraeducator • Special Education • Speech/Language Services, Dunlap
75% • 10 months
ELPAC

Separation

Resignation

Cortes, Luis — December 5, 2025

Administrative Assistant • Internal Services • Operations South
100% • 12 months

Ketz, Lailani — November 21, 2025

Paraeducator • Special Education • Robert Bruce Preschool
87.5% • 10 months

Santa Barbara County Board of Education

Classified Personnel Report

February 12, 2026

Appointments

Probationary

Hyland, Samantha — January 5, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Lompoc
100% • 12 months

Ketterer, Nicole — January 5, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Odle, Nicole — January 20, 2026
Accounting Technician • Early Care and Education • Early Care and Education - Hope Center 5
100% • 12 months

Weber, Brandon — January 20, 2026
Chief Technology Officer • Information Technology Services • Cathedral Oaks
100% • 12 months

Changes

Anniversary Increase

Amezcua Cornejo, Uriel — January 1, 2026
Custodian/Delivery Driver • Internal Services • Operations South 2
100% • 12 months

Baeza, Alejandro — January 1, 2026
Finance Systems Supervisor • School Business Advisory Services • School Business Advisory Services
100% • 12 months

Bartolon, Mary — January 1, 2026
Office Assistant • Juvenile Court and Community Schools • Peter B. FitzGerald Community School
100% • 10 months

Beltran de Alvarez, Cecilia — January 1, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria
100% • 10 months

Cansino, Cristina — January 1, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Castro, Maria — January 1, 2026
Administrative Assistant • Special Education • Special Education Support Staff North
100% • 12 months

Cordero, Tracie — January 1, 2026
Classified Human Resources Specialist • Human Resources • Classified Human Resources Staff
100% • 12 months

Delgadillo, Fabian — January 1, 2026
Paraeducator • Special Education • Speech/Language Services, McClelland 1
87.5% • 10 months

Filomia, Andres — January 1, 2026
Paraeducator • Special Education • Montecito Union School
81.25% • 10 months

La Riba, Walter — January 1, 2026
Information Technology Support Specialist - Bilingual • Partners in Education • Cathedral Oaks
100% • 12 months

Mendoza, Nathali — January 1, 2026
Early Care and Education Provider Specialist • Early Care and Education • Hope Center
100% • 12 months

Norrie, Charmaine — January 1, 2026
Administrative Assistant • Transitional Youth Services • Transitional Youth - North
100% • 12 months

Sagrero, Maria — January 1, 2026
Administrative Assistant, Senior • Internal Services • North County Office
100% • 12 months

Walling, Elizabeth — January 1, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months

Differential - Add

Hernandez, Emeterio — January 5, 2026
Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School
87.5% • 12 months
Bilingual, ELPAC, JCCS locked facility

Differential - Remove

Morin, Jovonni — January 5, 2026
Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School
87.5% • 10 months
ELPAC

Increased Time (Voluntary)

Kim, Kyoungyoon — January 12, 2026
Accounting Assistant • Internal Services • Accounting - Fiscal Services
100% • 12 months
From .50 FTE

Padilla, Leticia — December 11, 2025
Paraeducator • Special Education • Speech/Language Services, Miller
87.5% • 10 months
From .75

Probation to Permanent

Avila, Argelia — January 1, 2026
Administrative Assistant • Curriculum and Instruction • Literacy and Language Support
100% • 12 months

Garcia, Jenna — January 1, 2026
Early Care and Education Provider Specialist • Early Care and Education • ECE - Santa Maria
100% • 12 months

Montes Medina, Agueda — January 1, 2026
Administrative Assistant • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Rodriguez, Karine — January 1, 2026
Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 5
100% • 12 months

Tapia, Ana — January 1, 2026
Administrative Assistant • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 10 months

Promotion

Robles, Violeta — January 5, 2026
Early Care and Education Lead • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months

Separation

Released

Carlson, Chrystal — January 12, 2026
Behavioral Health Practitioner • JCCS • Peter B. Fitzgerald Community School
100% • 11 months
Non completion of probation

Resignation

Almquist, Brigitte — December 31, 2025
Administrative Analyst • Student and Community Services • Student and Community Services
100% • 12 months

Padilla, Leticia — December 11, 2025
Clerical Assistant • Special Education • Speech/Language Services, Miller
12.5% • 10 months

Retirement

Deines, Jenia — January 13, 2026
Paraeducator • Special Education • Ontiveros Preschool
75% • 10 months

Deines, Jenia — January 13, 2026
Paraeducator • Special Education • Special Education Services - North
12.5% • 10 months

Heiduk, Thomas — December 30, 2025
Manager, Credentials Services • Human Resources • Credentials
100% • 12 months

Quarterly Report
on
Williams Uniform Complaints

[Education Code § 35186]

2025

District: Santa Barbara County Education Office

Name of person completing this form: Bridget Baublits

Title of person completing this form: Associate Superintendent, Student and Community Services

Please provide the date when this information will be reported publicly at the district governing board meeting:	Quarterly report submission date (check one):
February 12, 2026	☐ April (January — March) ☐ July (April — June) ☐ October (July — September) ☑ January (October — December)

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



Signature of district superintendent

February 03, 2026

Date