Santa Barbara County Education Office

BOARD BOOK and AGENDA

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

June 2026

SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
June 11, 2026 – 2:00 p.m.

AGENDA

The Santa Barbara County Board of Education is holding this meeting on Thursday, June 11, 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/87247974774?pwd=jTTvflu0bNIiyLi6eC2tugk3FqtzGr.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.

PRESENTATIONS

8. Presentation on Olive Grove Charter School – Santa Barbara

[Time Certain: 2:15 p.m.]

Introduction of Meg Rydman, superintendent of Olive Grove Charter Schools, and an overview presentation of the school's program.

9. Presentation on the Santa Barbara County Education Office 2026-27 Local Control and Accountability Plan (LCAP)

Associate Superintendent of Student and Community Services Bridget Baublits, Director of Student and Community Services Elise Simmons, Director of Juvenile Court and Community Schools Rene Wheeler, and Director of Transitional Youth Services Amy Willis will provide a presentation to the board on the Santa Barbara County Education Office 2026-27 Local Control and Accountability Plan (LCAP).

PUBLIC HEARING

10. Public Hearing on the Santa Barbara County Education Office 2026-27 Local Control and Accountability Plan (LCAP)
[Time Approximate: 3:20 p.m.]

The Education Code requires that a public hearing be held prior to the adoption of the 2026-27 Local Control and Accountability Plan (LCAP).

PRESENTATION

11. Presentation on 2026-27 County School Service Fund Budget

Associate Superintendent of Administrative Services Steve Torres will provide a presentation to the board on the 2026-27 County School Service Fund Budget.

PUBLIC HEARING

12. Public Hearing on the 2026-27 County School Service Fund Budget
[Time Approximate: 3:40 p.m.]

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

SUPERINTENDENT'S REPORT

13. Superintendent's Report
(Attachment)

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

CONSENT AGENDA

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

14. Minutes of Meeting Held May 14, 2026
(Attachment)

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

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from April 7, 2026 to May 6, 2026, and the issuance of temporary county certificates for that same time period.

16. Acceptance of Donations
(Attachment)

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

- Superintendent's Office

17. Declaration of Surplus
(Attachment)

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

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

Motion to approve all consent items:

MOVED: SECONDED: VOTE:

ACTION ITEMS

18. Recommended Approval of 2025-26 School Plan for Student Achievement – Juvenile Court and Community Schools
(Attachment)

The superintendent recommends approval of the 2025-26 School Plan for Student Achievement (SPSA) for each Juvenile Court and Community School. These annual plans are developed and reviewed by the JCCS School Site Council (SSC) and are designed to align and consolidate all school-level planning efforts for programs funded through the Consolidated Application (ConApp).

MOVED: SECONDED: VOTE:

19. Recommended Approval of 2026-27 Consolidated Application for Funding
(Attachment)

The superintendent recommends approval of the submission to the California Department of Education (CDE) for 2026-27 funding under the Consolidated Categorical Programs, as outlined in the attachment. This application is submitted to the CDE once a year.

MOVED: SECONDED: VOTE:

20. Recommended Approval of Olive Grove Charter School – Santa Barbara Memorandum of Understanding
(Attachment)

The superintendent recommends approval of the memorandum of understanding (MOU) between the County Board of Education and Olive Grove Charter Schools, Inc., regarding the County Board's role as authorizer of Olive Grove Charter School – Santa Barbara, effective July 1, 2026.

MOVED: SECONDED: VOTE:

21. Recommended Approval of the 2024-25 Forest Reserve Fund Apportionment
(Attachment)

The superintendent recommends approval of the 2024-25 apportionment from the United States Forest Reserve Fund for school districts and the County Education Office adjacent to or lying within the United States Forest Reserve (Los Padres National Forest). This is an annually recurring item.

MOVED: SECONDED: VOTE:

22. Recommended Approval of the 2023-24 Forest Reserve Fund Apportionment (Sequestration)
(Attachment)

The superintendent recommends approval of the 2023-24 sequestration apportionment from the United States Forest Reserve Fund for school districts

and the County Education Office adjacent to or lying within the United States Forest Reserve (Los Padres National Forest).

MOVED: SECONDED: VOTE:

23. Recommended Approval of the Use of 2026-27 Proposition 30 Education Protection Account (EPA) Revenues
(Attachment)

The superintendent recommends approval of the 2026-27 Proposition 30 Education Protection Account (EPA) Revenues to be used for existing Dos Puertas Juvenile Court School certificated salaries and benefits. This is an annually recurring item.

MOVED: SECONDED: VOTE:

24. Recommended Approval of the 2025-26 Proposition 28 Arts and Music in Schools Funding Annual Report
(Attachment)

The superintendent recommends approval of the 2025-26 Proposition 28 Arts and Music in Schools Funding Annual Report. This annual report is required to be reviewed and approved by the governing board, pursuant to Education Code section 8820(g)(4).

MOVED: SECONDED: VOTE:

25. Recommended Approval of Request for Allowance of Attendance Due of Emergency Conditions – Juvenile Court and Community Schools
(Attachment)

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

SBCEO Juvenile Court and Community Schools:
- Dos Puertas School May 5–7, 2026

MOVED: SECONDED: VOTE:

26. Recommended Approval to Renew Leases
(Attachment)

The superintendent recommends approval to renew the leases for the facilities located on Farnel Road and Main Street in Santa Maria. The Farnel Road

building will continue to house both SBCEO administrative offices and the Peter B. FitzGerald Community School for another year. The lease will be paid proportionately by the departments based on the space they occupy. The lease will be revisited next year to determine the space needed at that location after the Airpark property is occupied. The Main Street building will continue to serve as a regional office for the Early Care and Education (ECE) department. The lease will be renewed for another three-year term and will be paid by the ECE program. Upon approval of the full board, SBCEO will proceed with negotiation and preparation of the lease agreements.

MOVED: SECONDED: VOTE:

27. Recommended Adoption of Order of Election and Notice to Consolidate for November 2026 Trustee Elections
(Attachment)

The superintendent recommends adoption of Resolution No. 2610 ordering the governing board member election on November 3, 2026.

[Roll Call Vote:]
MOVED: SECONDED: VOTE:

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

The superintendent recommends adoption of Resolution No. 2611 covering the conditions set forth for candidates' statements.

[Roll Call Vote:]
MOVED: SECONDED: VOTE:

INFORMATION ITEMS

29. Personnel Report
(Attachment)

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

30. Correspondence
(Attachment)

May 8, 2026 correspondence from the California Department of Education confirming acceptance of the Santa Barbara County Education Office 2025-26 Second Interim Report.

FUTURE AGENDA ITEMS

31. Future agenda items

- Presentation by the Lompoc Teen Center program manager regarding their teen leadership advocacy council and their advocacy trips
- Presentation by FUTURE For Lompoc Youth
- Information on Olive Crest Hope Refuge
- Discussion on AB 1390 regarding board member compensation

ADJOURNMENT

32. Adjournment to the next regular meeting to be held June 18, 2026 as a dual-location meeting, in Santa Barbara and Santa Maria, at 10:00 a.m.

MOVED: SECONDED: VOTE:

Superintendent's Report

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

Santa Barbara County Board of Education
Superintendent's Report
June 11, 2026

Student Enrollment in SBCEO Schools and Programs

	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '25	May '26
JCCS – FitzGerald Community School	22	22	18	21	27	29	37	32
JCCS – Dos Puertas School	40	36	34	40	38	39	38	26
Early Care & Education (preschools and infant/toddler centers)	267	279	278	294	293	291	341	307
Special Ed – JCCS	17	14	14	14	16	20	20	13
Special Ed – Early start (infants)	90	93	85	80	90	94	88	95
Special Ed – Direct service districts	80	78	78	77	79	78	89	76
Special Ed – Regional: TK-12 extensive support needs program	42	42	42	42	42	42	50	42
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	79	77	77	82	77	79	83	79
Special Ed – Preschool	345	359	385	402	423	458	759	474

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

SBCEO DIVISIONS

Administrative Services Division

SBCEO Financial Reports: Fiscal Services completed the 2025-26 Estimated Actuals and 2026-27 Proposed Adopted Budget reports that are being presented for approval at this meeting.

SBCEO Annual Reports: Fiscal Services compiled and completed the Proposition 28 and Proposition 30 required annual reports that are being submitted for approval at this meeting.

SBCEO Interim Financial Audit: Fiscal Services is preparing for our interim external audit from Eide Bailly which is scheduled for June 22–26. This review is conducted in preparation for the final financial audit visit in the fall.

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

District Audit Reports: SBAS district financial advisors have completed their review of the districts' 24-25 Audit Corrective Actions. All districts' corrective actions were certified and have been submitted.

District Trainings: The SBAS finance team is supporting district personnel through the year-end process which includes conducting targeted trainings for individual districts.

Curriculum and Instruction Division

South County Math Super Bowl: More than 330 fourth- through sixth-grade students from 30 public and private schools across southern Santa Barbara County competed in the 41st annual Math Super Bowl on May 27 at the Page Youth Center. The competition includes individual and group events (3 total) to determine both individual and team awards at each grade level and for the overall school competition. Students receive medals for first through sixth place in the individual competition and plaques and trophies for the grade level team and school results. Parents and coaches joined the event to watch the team engineering challenge: building the longest free-standing cantilever using 50 toothpicks and a small ball of clay. This year, the organizers from the north county Bowl joined the south to deepen the collaboration and share strategies for logistics and scoring. The south county Super Bowl is a partnership between SBCEO, Montecito Union, Peabody Charter School, and Cold Spring School. Orcutt Union is the lead district for the north county competition in March.

Reading and Literacy Added Authorization (RLAA) and Mathematics Instructional Added Authorization (MIAA) Grants: On May 22, we honored 13 graduates of the RLAA program in a ceremony in Santa Ynez Valley. This was our second cohort of teachers from across the county to complete a year-long credential program through our partnership with UC San Diego to become certified as reading and literacy specialists. Earlier this school year, we applied for and received an additional grant which will extend our current RLAA grant to recruit and support additional cohorts of teachers over the next three years. Additionally, we are the first LEA to receive the grant for mathematics, beginning next year. We are finalizing the recruitment for a third cohort for reading and our first cohort of mathematics specialists to complete the programs in

2026-2027. We project that we will reach capacity for both programs in the next few weeks.

Differentiated Assistance – Six-County Regional Collaborative: On May 27, SBCEO directors of school and district support hosted the Valley to Coast Collaborative (VALCO) six-county regional Differentiated Assistance Community of Practice. Throughout the year, leaders from Santa Barbara, Ventura, San Luis Obispo, Kern, Fresno, and Los Angeles county offices of education meet in Communities of Practice to collaborate, calibrate, build capacity, and develop resources to provide Differentiated Assistance (DA) as part of the Statewide System of Support. SBCEO has taken a leadership and planning role in both the development of the DA Community of Practice (COP) and the Inclusive Practices COP.

Implementation Science: On May 28 & 29, SBCEO hosted Implementation Science training for district and county teams from our six-county region. The two-day introduction included the core principles and frameworks of Implementation Science, including the stages of the implementation process, the role of the implementation drivers (competency, organization and leadership), and the tools and resources for assessing, monitoring, and evaluating implementation. As districts respond to numerous initiatives, new curriculum, and requirements, the attention to the process of implementation in their organization is crucial. Fourteen C&I managers also took part in the training. We will host another institute in December.

LCAP support: Our LCAP program and fiscal advisors have been very busy in the last month, with deep, responsive, and customized support for district LCAP development and finalization. The inclusion of an unexpected additional allocation of LREBG (Learning Recovery Emergency Block Grant) funds, which have specific and significant accountability and reporting requirements in the plan but are not part of the Local Control Funding Formula, have added another level of complexity to the process. Most district teams have taken advantage of the thorough collective and individual support structures C&I and SBAS have built throughout the year, and still, the nexus of the fiscal cycle and LCAP requirements force an intense period of writing and finalizing between the release of the May Revise and statutory deadlines for plan completion and adoption. In our previews, we are seeing districts focusing efforts to define effectiveness and measures of impact for their planned actions and services as they enter the final year of this three-year plan.

Bilingual Authorization Program: We are finalizing the recruitment and acceptance for the third cohort of our Bilingual Authorization Program this summer. Participants will complete an intensive 120-hour (3 weeks of full-day learning) institute in July and then apply and demonstrate the skills in their fieldwork over the course of the 2026-27 school year to earn the credential authorization to teach in a dual-language immersion program. Candidates already have teaching credentials (Single Subject, Multiple Subject, or Education Specialist) and have passed the language competency assessment before applying to our program. SBCEO is the first county office of education to be accredited to provide these credential authorizations.

Special Education Division

This spring, students in our regional programs received music, movement, and art instruction from Artists in Residence at Children's Creative Project (CCP). This instruction was made possible by the Arts and Music in Schools Grant funded through Proposition 28. Vance Fahie taught music and movement instruction in our three preschool classrooms at Casmalia, our preschool classroom at Oakley Elementary in Santa Maria-Bonita School District, and our Deaf Education Preschool Program at Ralph Dunlap Elementary School in Orcutt Union School District. Our Elementary Deaf Education at Ralph Dunlap Elementary School created an underwater adventure of ocean art, as seen in the photos below, taught by Lacye Winkelpleck.



Student and Community Services Division

Career Technical Education (CTE)

Apprentices Attend the California Association for the Education of Young Children (CAAEYC) Conference: Four apprentices and one mentor from the SBCEO Early Childhood Education (ECE) Apprenticeship Program joined SBCEO Career Technical Education Coordinator Jeanette Hatfield at the California Association for the Education of Young Children (CAAEYC) Conference. The conference provided valuable professional learning opportunities and meaningful insights for participants. Key takeaways included the importance of brain-science-based teaching materials that help nurture equity and address bias in early childhood settings; the value of representing men as teachers and caregivers in classroom materials to encourage greater family

engagement and support a more diverse workforce; and the importance of recognizing and respecting families' feelings to build trust and positive relationships. The conference also coincided with National Apprenticeship Week, observed this year from April 26–May 2. Conference attendees are pictured below.



For any questions or to learn more about the SBCEO ECE Apprenticeship Program, please contact CTE Director Sarah Cameron at scameron@sbceo.org.

Juvenile Court and Community Schools (JCCS)

JCCS Welcomes New Career Technical Education (CTE) Teacher: On May 19, Juvenile Court and Community Schools (JCCS) welcomed Luke Conley to a new instructional position focused on developing a comprehensive manufacturing program for students at Dos Puertas School and Peter B. FitzGerald Community School. This initiative reflects a collaborative effort between the JCCS and Career Technical Education (CTE) departments to strengthen connections between classroom learning and industry-based skills.

Mr. Conley joins the JCCS team from the private sector, bringing more than 15 years of hands-on experience in manufacturing, construction, engineering and architecture, automotive technology, and business and finance. His industry expertise will support students in gaining practical, career-focused learning opportunities aligned with workforce needs.

Partners in Education (PIE)

Job Readiness Program Matches Students with Summer Internship Opportunities: A total of 138 students from 13 high schools completed the Job Readiness Training program this fiscal year. Internship placements are currently being coordinated for the summer, with 14 students already matched with employers and 22 students having participated in competitive interviews for internship opportunities.

Readers are Leaders Concludes First Year of Volunteer Literacy Program: The Readers are Leaders program is concluding its first year of providing literacy support to students at three Santa Barbara Unified School District (SBUSD) elementary schools. Approximately 40 trained volunteers delivered hundreds of hours of support to classrooms throughout the year. A Volunteer Appreciation Mixer took place on May 26 from 5:30–7 p.m. in the SBCEO Auditorium.

Computers for Families Nears Completion of Guadalupe Digital Literacy Cohort: The Computers for Families Computer Basics program is nearing completion of a six-week course offered in partnership with the Guadalupe Union School District, where participants have developed essential digital skills for everyday needs. A completion celebration was held on May 29 from 6–7:30 p.m. at Mary Buren Elementary School.

Computers for Families Expands Digital Literacy Program to Carpinteria and Cuyama: Two additional six-week Computer Basics cohorts will launch in June in Carpinteria and Cuyama, continuing the program's expansion across Santa Barbara County.

School Safety

United Way Partnership Supports Child Care Emergency Planning: Dennis Thomas, school safety liaison, is leading Santa Barbara County Education Office support for a site-specific emergency planning workshop for child care providers in partnership with United Way. The workshop provides practical tools and planning resources to strengthen reunification, evacuation, hazard assessment, emergency forms, and Standard Response Protocol (SRP) implementation.

This effort helps child care providers improve emergency readiness and supports stronger alignment between early care settings and kindergarten through grade 12 school safety practices.

Transitional Youth Services (TYS)

Foster and Homeless Education Liaison End-of-Year Celebration: On May 13, thirty-one foster and homeless education liaisons and several community partners gathered for a Foster & Homeless Education Liaison End-of-Year Celebration, a morning dedicated to connection, reflection, and recognition of the work supporting students experiencing homelessness and foster care. The event featured opening remarks from Ryyn Schumacher, chief of strategy and communications for the Santa

Barbara County Health Department and Ventura city councilmember, who shared a powerful story of resilience rooted in his lived experience with homelessness and the supportive adults who helped shape his path. Photos of the celebration are below.



Strengthening Educator Preparedness to Support Foster and Homeless Students: On May 19, thirty students in the UCSB Teacher Education Preparation program participated in an interactive presentation hosted by Transitional Youth Services alongside valued community partners focused on strengthening understanding of the systems of support available to students experiencing homelessness and foster youth. The presentation highlighted the important role educators play in identifying and supporting vulnerable students and families. Contributors included Kathleen Baushke, executive director of Transition House Family Shelter, who shared insight into shelter life for children and families; Dr. Jill Sharkey of UCSB, who discussed the intersection between the students TYS serves and risks related to commercial sexual exploitation of children; staff from Fighting Back Santa Maria Valley, who emphasized the value of trauma-responsive practices; a trusted liaison from Carpinteria Unified School District, who shared firsthand experiences supporting students and families in schools; and TYS staff, who presented on the laws, protections, and mission that guide the program's

work supporting foster and homeless youth. Photos of the interactive presentation are below.



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

5/12	Visited Los Olivos School District with Board Member Walker
5/13	Partners in Education Executive Committee meeting; Fighting Back Leadership Coalition
5/14	Family Service Agency's Dreams in Blooms Gala in Carpinteria
5/15	Partners in Education Board Retreat
5/20	Reading and Literacy Added Authorization (RLAA) recognition ceremony in Solvang
5/21	SBCEO Education Celebration in Solvang
5/27	First 5 Commission meeting
5/28	Introduction to Implementation Science workshop
5/29	KSMA radio live interview in Santa Maria
5/30	SBCC Foundation Spring Forward! Gala
6/1	SELPA JPA Board meeting
6/2	May Revision Budget Perspectives workshop
6/3	Met with Charles Hopper, president and CEO of Santa Barbara Zoo
6/4	Santa Barbara County School Boards Association (SBCSBA) Executive Committee meeting

Consent Agenda

SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
May 14, 2026 – 2:00 p.m.

MINUTES

UNAPPROVED

GENERAL FUNCTIONS

1. Call to Order

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

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
Marybeth Carty
Nadra Ehrman
Judith Frost
Guy Walker (departed at 3:30 p.m.)

Board Members Absent

Katya Armistead
Sarah Anne Read

Staff Members Present

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

Camie Barnwell	Marc Cunningham	Luis Medina	Marith Utterback
Noelle Barthel	Kirsten Escobedo	Mari Minjarez	Brandon Weber
Bridget Baublits	Anne Flores	Delaney Patrick	
Gina Branum	Isabel Guerrero	Amy Ramos	
Tracie Cordero	Steve Keithley	Steve Torres	

Others Present

Teresa “Teddy” Barahona, Classified School Employee of the Year
Rudy Bondietti, Classified School Employee of the Year
Mary Cortez, Classified School Employee of the Year
Alejandra Navarro, 2027 Santa Barbara County Teacher of the Year
Mike Ostini, Personnel Commissioner
Cheri Palin, Classified School Employee of the Year
Francisco Romero, AV consultant
Hugo Santos-Gomez, interpreter (via Zoom)
Regina Santos-Moreno, interpreter (via Zoom)
Natalie Wilkes, 2026 Santa Barbara County Teacher of the Year
Family members, friends, and colleagues of the honorees
Members of the media

5. Changes to the Agenda

None.

6. President and Board Comments

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

- Congratulating, again, Board Member Marybeth Carty for receiving the Person of the Year Award by the Santa Barbara Foundation.
- Congratulating Board Member Guy Walker for receiving the Champions Award by the Family Service Agency, along with his wife, Molly Carrillo-Walker.
- Board Member Carty shared that she attended the Santa Barbara County School Boards Association’s Annual Dinner in April, at which the 2026 Santa Barbara County Teacher of the Year, Natalie Wilkes, spoke.
- Board Member Walker shared that he visited Los Olivos School with Dr. Salcido.

7. Public Comments

None.

RECOGNITIONS

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

The superintendent and Director of Human Resources Amy Ramos provided background on the Classified School Employee of the Year program. Dr. Salcido and members of the board announced the 2026 Santa Barbara County Classified School Employees of the Year and presented them with certificates of recognition:

- Teresa “Teddy” Barahona, Santa Maria Joint Union High School District, security services category
- Rudy Bondietti, Santa Ynez Valley Union High School District, custodial and maintenance services category
- Mary Cortez, Orcutt Union School District, health and student services category
- Cheri Palin, Orcutt Union School District, clerical and administrative services category

9. Teacher of the Year Announcement

The superintendent and Director of Teacher Programs and Support Steve Keithely provided background on the Teacher of the Year selection process. Dr. Salcido announced the 2027 Santa Barbara County Teacher of the Year, Alejandra Navarro, a first grade Dual Language Immersion teacher at El Camino School. The superintendent and Board President Ehrman presented Ms. Navarro with a plaque on behalf of the board.

Board adjourned for a brief recess at 2:52 p.m. Board reconvened at 3:06 p.m.

SUPERINTENDENT’S REPORT

10. Superintendent’s Report

The superintendent’s report was presented as an information item. In the written report, Dr. Salcido highlighted the 2026-27 governor’s May Revise budget, which came out that morning, and all the work the Curriculum and Instruction division had been doing recently, including hosting the Batalla de los Libros (Battle of the Books) student event that morning.

CONSENT AGENDA

The board approved all consent agenda items:

11. Minutes of Meeting Held April 9, 2026

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

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from March 7, 2026 to April 6, 2026, and the issuance of temporary county certificates for that same time period.

13. Acceptance of Donations

Acceptance of donations for the following departments:

- Superintendent's Office
- Teacher Programs and Support

14. Declaration of Surplus

Declaration of surplus for the following departments:

- Career Technical Education
- Early Care and Education
- Information Technology Services
- Internal Operations (Maintenance and Operations)
- North County Liaison
- School Business Advisory Services

Motion to approve all consent items:

MOVED: **Mrs. Carty** SECONDED: **Mrs. Alvarez Flores** VOTE: **Passed 5-0**

ACTION ITEMS

15. Recommended Authorization to Utilize a Cooperative Purchasing Agreement with Equalis Group and Global Industries, Inc.

Equalis Group and Global Industries, Inc. furniture purchase contracts are established using products, services, and prices from existing, competitively assessed and cost-compared multiple award contracts. Public Contract Code Section 10298 allows county offices of education and TK-12 local educational agencies to utilize such contracts without going to bid. Equalis Group Contract

No. R10-1176H, Region 10 Education Service Center (ESC) with Global Industries, Inc., in accordance with Texas state procurement laws as outlined in TEC 44.031, provides the purchase, warranty, and installation of furniture and related services, as needed. The board approved the use of Global Contract No. R10-1176H through June 30, 2028.

MOVED: **Mrs. Frost** SECONDED: **Mr. Walker** VOTE: **Passed 5-0**

16. Board Policies, Deletion

The board approved the deletion of the following board policy since Board Policy 1445 – Response to Immigration Enforcement, adopted by the board on April 9, 2026, replaced it:

- BP 5145.13 – Response to Immigration Enforcement

MOVED: **Mrs. Carty** SECONDED: **Mrs. Alvarez Flores** VOTE: **Passed 5-0**

17. Reimburse Expenses for Board Members to Attend the SBCEO Education Celebration

The board approved the reimbursement of actual and necessary expenses for board members to attend the SBCEO Education Celebration, May 21, 2026, cost: $75/person, in accordance with Board Policy 9250.

MOVED: **Mrs. Frost** SECONDED: **Mrs. Alvarez Flores** VOTE: **Passed 5-0**

INFORMATION ITEMS

18. Olive Grove Charter School – Santa Barbara Renewal Petition and Draft MOU

The Olive Grove Charter School – Santa Barbara renewal petition, dated July 30, 2025, and the California Department of Education's staff report (of the renewal petition), along with a few additional documents, were provided to the board as an information item. A draft memorandum of understanding (MOU) between the County Board of Education and Olive Grove Charter Schools, Inc., related to the County Board being the authorizer of the Olive Grove Charter School – Santa Barbara beginning July 1, 2026, was also provided for review and information. The final MOU will be provided to the board for approval in June. Associate Superintendent of Student and Community Services Bridget Baublits provided information about these items.

19. Personnel Report

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

20. Update on the Board Retreat

The superintendent and Board Organization and Governance Chair Veda Alvarez Flores provided a brief update on the planning for the board retreat.

FUTURE AGENDA ITEMS

21. Future agenda items

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

- Presentation by the Lompoc Teen Center program manager regarding their teen leadership advocacy council and their advocacy trips
- Presentation by FUTURE For Lompoc Youth
- Information on Olive Crest Hope Refuge
- Discussion on AB 1390 regarding board member compensation

CLOSED SESSION

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

The board held a closed session conference with real property negotiator. The closed session began at 3:50 p.m. and present were board members; Dr. Susan Salcido, county superintendent of schools; Steve Torres, associate superintendent; Marc Cunningham, director of facilities; Felicita Torres, legal counsel; Austin Payne, legal counsel; and Anna Freedland, executive assistant.

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

There was no action taken.

At 4:23 p.m. the board adjourned closed session and reconvened to open session.

ADJOURNMENT

23. Adjournment

The meeting was adjourned at 4:23 p.m. to the next regular meeting to be held June 11, 2026 in Santa Maria.

MOVED: **Mrs. Carty** SECONDED: **Mrs. Alvarez Flores** VOTE: **Passed 4-0**

_____	_____
Nadra Ehrman, President County Board of Education	Dr. Susan Salcido, Secretary County Board of Education

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

Santa Barbara County Board of Education

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

Registration of Credentials or Other Certification Documents

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

The content in this section of the report is informational.

Issuance of Temporary County Certificates

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

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

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

Registration of Credentials or Other Certification Documents
Issuance of Temporary County Certificates
April 7, 2026 - May 6, 2026

Name		Type of Credential/Permit
Expiration Date: 2026		
Felix	Angel	Single Subject Teaching Credential
Isabella	Ferraro	30-Day Substitute Teaching Permit
Khai	Perez	Substitute Teaching Permit for Prospective Teachers
Jennifer	Rueb	30-Day Substitute Teaching Permit
Jose	Tamayo	Short-Term Staff Permit
Expiration Date: 2027		
Stephanie	Aichinger	30-Day Substitute Teaching Permit
Joan Abigail	Apostol Mabansag	30-Day Substitute Teaching Permit
Alison	Arent	30-Day Substitute Teaching Permit
Sylvia	Baeza	Special Education Limited Assignment Teaching Permit
Cora	Bailey	30-Day Substitute Teaching Permit
Elise	Belanger	30-Day Substitute Teaching Permit
Debora	Belardino	30-Day Substitute Teaching Permit
Alexis	Blanco	30-Day Substitute Teaching Permit
Saul	Botello	Crosscultural, Language and Academic Development Permit
Emily	Brock	30-Day Substitute Teaching Permit
Daniel	Buratto	30-Day Substitute Teaching Permit
Rebecca	Burditt	30-Day Substitute Teaching Permit
Victoria	Burke	30-Day Substitute Teaching Permit
Claudia	Campoamor	30-Day Substitute Teaching Permit
Caitlyn	Carrow	30-Day Substitute Teaching Permit
Karina	Castro	30-Day Substitute Teaching Permit
Eleonora	Cervantes	30-Day Substitute Teaching Permit
Bridget	Clancy	30-Day Substitute Teaching Permit
Kristin	Costello	30-Day Substitute Teaching Permit
Sarah	Delp	30-Day Substitute Teaching Permit
Alan	Diaz-Ramirez	30-Day Substitute Teaching Permit
Mary	Dingman	30-Day Substitute Teaching Permit
Erin	Dobbe	30-Day Substitute Teaching Permit
Erica	Dominguez	30-Day Substitute Teaching Permit
Paul	Drapkin	30-Day Substitute Teaching Permit
Christopher	Eachus	30-Day Substitute Teaching Permit
Cherice	Eckels	30-Day Substitute Teaching Permit
Oscar	Figueredo	30-Day Substitute Teaching Permit
Ana	Gazga Gomez	30-Day Substitute Teaching Permit
Cristina	Gonzalez Calderon	30-Day Substitute Teaching Permit
James	Green	30-Day Substitute Teaching Permit
Teresa	Guerrero-Zarate	30-Day Substitute Teaching Permit
Cecily	Hansson	30-Day Substitute Teaching Permit

Zoe	Herold	30-Day Substitute Teaching Permit
Robert	Hertenstein	30-Day Substitute Teaching Permit
Daniel	Hodina	30-Day Substitute Teaching Permit
Stephen	Keller	30-Day Substitute Teaching Permit
Sherlyn	Khouvilay	30-Day Substitute Teaching Permit
Patricia	Lester	30-Day Substitute Teaching Permit
Justin	Lopez	30-Day Substitute Teaching Permit
Sean	Mageean	30-Day Substitute Teaching Permit
Zachary	Masters	Teaching Permit for Statutory Leave
Lauren	McClung	30-Day Substitute Teaching Permit
Laura	McGowan	30-Day Substitute Teaching Permit
Carmen	Medina	30-Day Substitute Teaching Permit
Teresa	Medina	30-Day Substitute Teaching Permit
Erin	Mooney	30-Day Substitute Teaching Permit
Megan	Morawitz	30-Day Substitute Teaching Permit
Angelica	Munoz	30-Day Substitute Teaching Permit
Christopher	Murphy	30-Day Substitute Teaching Permit
Gabriel	Navarrete	Crosscultural, Language and Academic Development Permit
Alaysia	Navarro	30-Day Substitute Teaching Permit
Yasmin	Novoa Alvarez	30-Day Substitute Teaching Permit
Sealtiel	Ocampo	30-Day Substitute Teaching Permit
Nicholas	Paramoure	30-Day Substitute Teaching Permit
Melany	Ponce	30-Day Substitute Teaching Permit
Stacie	Powell	30-Day Substitute Teaching Permit
Victoria	Prado	30-Day Substitute Teaching Permit
Karen	Ramirez-Espinoza	30-Day Substitute Teaching Permit
Chrisitina	Rizzo	Crosscultural, Language and Academic Development Permit
Krista	Robertson-Estrada	30-Day Substitute Teaching Permit
Leonard	Rodriguez	30-Day Substitute Teaching Permit
Caren	Russom	Administrative Services Credential
Justin	Sagisi	30-Day Substitute Teaching Permit
Ethan	Schaffer	30-Day Substitute Teaching Permit
Charles	Scott	30-Day Substitute Designated Subjects Career Technical Education Permit
Matthew	Shippen	30-Day Substitute Teaching Permit
Stuart	Silverman	30-Day Substitute Teaching Permit
Nancy	Soans	30-Day Substitute Teaching Permit
Lauren	Sparks	30-Day Substitute Teaching Permit
Nora	Stone	30-Day Substitute Teaching Permit
Kyle	Tripp	Career Substitute Teaching Permit
Talia	White	30-Day Substitute Teaching Permit

Expiration Date: 2028

Caitlyn	Carrow	30-Day Substitute Teaching Permit
Stephen	Davis	Pupil Personnel Services Credential
Elias	Garcia	Single Subject Teaching Credential
John	Gonzales	Career Technical Education Teaching Credential
Sandra	Ramos-Manzo	Multiple Subject Teaching Credential

Expiration Date: 2029

Luke	Conley	Career Technical Education Teaching Credential

Expiration Date: 2030

Alexander	Zambrano	Single Subject Teaching Credential
Nicole	Zambrano	Single Subject Teaching Credential

Expiration Date: 2031

Cynthia	Aghayan	Multiple Subject Teaching Credential
Eric	Albright	Single Subject Teaching Credential
Carolina	Allen	Pupil Personnel Services Credential
Susan	Allen	Standard Elementary Teaching Credential
Melinda	Amaral	Multiple Subject Teaching Credential
Oscar	Andrade	Single Subject Teaching Credential
Mitzi	Arellano	Speech-Language Pathology Services Credential
Shannon	Babcock	Multiple Subject Teaching Credential
Carla	Benchoff	Administrative Services Credential
Carla	Benchoff	Specialist Instruction Credential (Reading)
Elizabeth	Blair	Multiple Subject Teaching Credential
Julie	Bolton	Administrative Services Credential
Julie	Bolton	Multiple Subject Teaching Credential
Theresa	Brady	Multiple Subject Teaching Credential
Marcy	Bremer	Multiple Subject Teaching Credential
Stephen Chase	Buchanan	Career Technical Education Teaching Credential
Courtney	Cameron	Single Subject Teaching Credential
Heather	Campbell	Child Development Site Supervisor Permit
Arely	Casillas Varela	Child Development Associate Teacher Permit
Tessa	Cavenaugh	Child Development Associate Teacher Permit
Jennifer	Cole	Multiple Subject Teaching Credential
Heidi	Craine	Multiple Subject Teaching Credential
Sonya	Cross	Multiple Subject Teaching Credential
Louise	Dahlquist	Child Development Program Director Permit
Jennifer	Danowitz	Multiple Subject Teaching Credential
Morgan	Davis	Pupil Personnel Services Credential
Carrie	De Ruyter	Multiple Subject Teaching Credential
Shantal	De Silva	Clinical or Rehabilitative Services Credential
Cynthia	Duncan	Administrative Services Credential
Cynthia	Duncan	Multiple Subject Teaching Credential
Nancy	Eisner	Child Development Site Supervisor Permit
Sara	Ellis	Multiple Subject Teaching Credential
Christopher	Felix	Single Subject Teaching Credential
Carla	Flowers	Administrative Services Credential
Carla	Flowers	Specialist Instruction Credential (Reading)
Marna	Ford	Multiple Subject Teaching Credential
Dawn	Fredrickson	Multiple Subject Teaching Credential

Dawn	Fredrickson	Specialist Instruction Credential in Special Education
Maribel	Garcia	Multiple Subject Teaching Credential
Christian	Garfield	Multiple Subject Teaching Credential
Omar	Garza	Single Subject Teaching Credential
Scott	Gelotti	Single Subject Teaching Credential
Angelina	Gonzalez	Multiple Subject Teaching Credential
Stacey	Gray	Single Subject Teaching Credential
Anita	Guizar-Diaz	Multiple Subject Teaching Credential
Jacqualine	Hammer	Multiple Subject Teaching Credential
Nadia	Hart	Multiple Subject Teaching Credential
Laura	Herrera	Multiple Subject Teaching Credential
Sandy	Hille	Child Development Program Director Permit
Jennifer	Holden	Multiple Subject Teaching Credential
Angela	Howell	Multiple Subject Teaching Credential
Ruqian	Huang	Education Specialist Instruction Credential
Tina	Hughes	Multiple Subject Teaching Credential
Erica	Johnson	Administrative Services Credential
Erica	Johnson	Multiple Subject Teaching Credential
Kristin	Katz	Pupil Personnel Services Credential
Margaret	Kauffman	Multiple Subject Teaching Credential
Brian	Keating	Single Subject Teaching Credential
Kristal	Keinert	Single Subject Teaching Credential
Amanda	King	Multiple Subject Teaching Credential
Melanie	Kopf	Multiple Subject Teaching Credential
Melanie	Kopf	Education Specialist Instruction Credential
Linda	Kucera	Multiple Subject Teaching Credential
Danielle	Lageman	Pupil Personnel Services Credential
Margaret	Lehr	Multiple Subject Teaching Credential
Linda	Limon-Stafford	Multiple Subject Teaching Credential
Lee	Lopez	Multiple Subject Teaching Credential
Mary Ann	Lopez	Multiple Subject Teaching Credential
Michelle	Machado	Pupil Personnel Services Credential
Julie	Markley	Multiple Subject Teaching Credential
Matthew	Markstone	Single Subject Teaching Credential
Paul	Martel	Multiple Subject Teaching Credential
Cindy	Martin	Education Specialist Instruction Credential
Jamie	Mathews	Single Subject Teaching Credential
Jamie	Mathews	Multiple Subject Teaching Credential
Joshua	McCann	Single Subject Teaching Credential
Timothy	McLain	Clinical or Rehabilitative Services Credential
Christine	McReynolds	Pupil Personnel Services Credential
Kerry	Millhorn	Multiple Subject Teaching Credential
Kathleen	Mitchell	Multiple Subject Teaching Credential
Corina	Morales	Child Development Associate Teacher Permit
Monica	Morgan	Multiple Subject Teaching Credential
Melissa	Muscio	Multiple Subject Teaching Credential
Douglas	Noce	Single Subject Teaching Credential
Deborah	Ostini	Multiple Subject Teaching Credential
Laura	Prober	Single Subject Teaching Credential
Laura	Prober	Multiple Subject Teaching Credential
Laura	Prober	Specialist Instruction Credential (Reading)

Jazmin	Quezada Tello	Speech-Language Pathology Services Credential
Briana	Ramirez	Pupil Personnel Services Credential
Deborah	Rankin	Multiple Subject Teaching Credential
Rebecca	Ranney	Multiple Subject Teaching Credential
Sabrina	Rea	Multiple Subject Teaching Credential
Natalie	Ricci	Multiple Subject Teaching Credential
Yvana	Robles	Multiple Subject Teaching Credential
Colin	Rodriguez	Single Subject Teaching Credential
Cynthia	Rollins	Education Specialist Instruction Credential
Jennifer	Ryan	Education Specialist Instruction Credential
Susan	Salcido	Administrative Services Credential
Susan	Salcido	Single Subject Teaching Credential
Sasha	Santos	Multiple Subject Teaching Credential
Julie	Santoyo	Child Development Site Supervisor Permit
Edward	Schoenwetter	Multiple Subject Teaching Credential
Robyn	Segal	Multiple Subject Teaching Credential
Amanda	Spaht	Single Subject Teaching Credential
Tara	Svensson	Multiple Subject Teaching Credential
Jacqueline	Tretyak	Single Subject Teaching Credential
Victor	Velazquez	Administrative Services Credential
Victor	Velazquez	Multiple Subject Teaching Credential
Kristy	Villegas	Pupil Personnel Services Credential
Kirsten	Wampler	Education Specialist Instruction Credential
Annelise	Wechsler	Multiple Subject Teaching Credential
Traci	Welch	Clinical or Rehabilitative Services Credential
Sheri	White	Multiple Subject Teaching Credential
Astacia	Zarling	Single Subject Teaching Credential
Veronica	Zavala	Multiple Subject Teaching Credential
Heather	Zuleger	Multiple Subject Teaching Credential

Expiration Date: 2032

Susan	Haggerty	Multiple Subject Teaching Credential
Kara	Nicol-Rocque	Multiple Subject Teaching Credential

Name		Type of Credential/Permit
Temporary County Certificates		
Ali	Azziz	Provisional Internship Permit
Rosa	Becerra	Short-Term Staff Permit
Emily	Boom	Short-Term Staff Permit
Lizbeth	Chavez Oseguera	Short-Term Staff Permit
Hannah	Evangelista	Multiple Subject Teaching Credential
Maureen	Granger	Single Subject Teaching Credential
Brittany	Lambert	Single Subject Teaching Credential
Jhoanna	Nunez	Child Development Teacher Permit
Krista	Trigueiro	Short-Term Staff Permit
Jenny	Yang	Child Development Associate Teacher Permit

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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Acceptance of Donations
June 11, 2026

Superintendent's Office

Joe Howell Legacy Scholarship

- $220 from anonymous

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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
June 11, 2026

Curriculum and Instruction

- SB 22505 Apple MacBook Pro14-inch Laptop

Early Care and Education

- SB 20480 Lakeshore LC842 Rug 9 x12

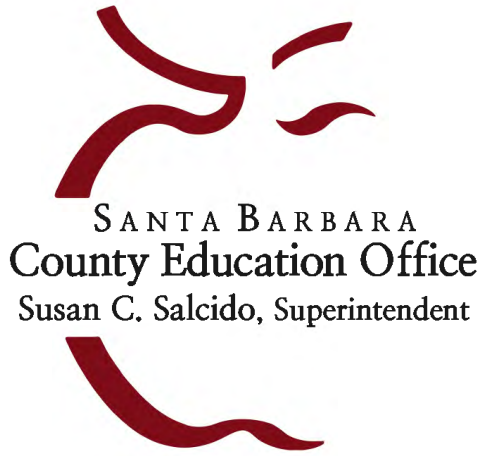
Information Technology Services

- SB 20833 OptiPlex 7070 SFF Desktop Computer

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

Action Items

School Year: 2025-26



School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Juvenile Court School	42-10421-4230157	May 21, 2026	

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

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

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

Plan Description

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

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

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

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

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

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Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update:

Throughout the 2024-25 and 2025-26 school years, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process since they are critical to the development of the School Plan for Student Achievement (SPSA). Educational partners contributed by providing input and feedback in a variety of ways, including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions of the plan. The SPSA review process aligns with the school's LCAP in order to unify the efforts of this plan, including the LCAP Addendum and Western Association of Schools and Colleges (WASC), for a system-wide program to address the strengths and needs of the school and LEA.

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

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

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

In addition, state data (generated through the Dashboard, CAASPP, ELPAC, DataQuest, CalPADS, and CBEDS), local data (generated through AERIES, Let's Go Learn, and formative assessments), surveys, CTE rubrics, and other assessment tools were used systematically to help evaluate progress.
Delineated below are summaries of the feedback received from specific educational partner groups:

SPECIAL EDUCATION/ SELPA:
Our Court School program continues to have a high number of students with IEPs. For 2025-26, 36.0 % (50 students with IEPs out of 139 total enrolled) of students were identified with disabilities. Therefore, meeting regularly as a team is a priority to ensure our students receive the services they need. This has proven to be a valuable strategy as there is a need to constantly recalibrate as our student population changes, with some enrollments lasting only a day or two, while some students are with us for a year or more. The SBCEO Special Education Team meets regularly with the Santa Barbara SELPA, thereby completing the feedback loop. The JCCS administrators meet with the Special Education/ SELPA team regularly on goals and actions specifically related to serving the needs of the students with disabilities enrolled in the JCCS schools.

Meeting dates in 2024-25: 8/20/24, 11/19/24, 12/20/24, 2/11/25, 3/14/25, and 3/17/25
Meeting dates in 2025-26: 7/9/25, 8/5/25, 8/22/25, 10/13/25, 10/27/25, 11/12/25, 12/2/25, 2/25/26, 3/10/26, 4/14/26, and 4/28/26

SCHOOL SITE COMMITTEE (SSC):
The SSC met four times throughout the 2024-25 and 2025-26 school years, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was also directly involved in the development and review of the parent survey.

Meeting dates in 2024-25: 9/26/24, 12/5/24, 2/27/25, and 5/15/25
Meeting dates in 2025-26: 10/27/25, 12/4/25, 2/26/26, and 5/21/26

PARENTS AND GUARDIANS:
We contracted with the Promotores (outreach workers who support families) to individually contact each family to obtain their responses for the CHKS survey. Parent responses are shown below. Both surveys from the previous school years have been added for comparison.

2024-25 Parent/Guardian responses:
• 86.7% of parents believe our schools do a good job keeping students safe and secure;
• 93.3% of parents believe our schools do a good job of evaluating their children's academic needs;
• 43.3% of parents believe our schools do a good job of preparing students for a career in the trades;
• 70% of parents believe our schools do a good job of preparing students for a career through college and/or community college;
• 90% of parents believe that school does a good job providing their child with positive support and good guidance.

2025-26 Parent/Guardian responses:
• 96.7% of parents believe our schools do a good job keeping students safe and secure;
• 96.7% of parents believe our schools do a good job of evaluating their children's academic needs;
• 43.3% of parents believe our schools do a good job of preparing students for a career in the trades;
• 60% of parents believe our schools do a good job of preparing students for a career through college and/or community college;
• 96.7% of parents believe that school does a good job providing their child with positive support and good guidance.

LEADERSHIP TEAM:
The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) collaborated on the Local Indicators and provided essential support in the development of the 2025-26 SPSA. The Leadership Team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement.

Meeting dates in 2024-25: 12/5/24, 1/30/25, 3/10/25, 3/27/25, 4/8/25, and 5/2/25
Meeting dates in 2025-26:, 11/7/25, 12/15/25, 4/2/26, and 5/8/26

STUDENTS:
Student voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) is administered annually.

2024-25Student responses:
• 43% of students report that they have caring relationships with adults in school;
• 55% of students believe their teachers have high expectations for their success;
• 57% of students report that they are academically motivated and try hard at their schoolwork;
• 67% of students feel our teaching staff treats students fairly;
• 50% of students feel very safe or safe in school.

2025-26 Student responses:
• 52% of students report that they have caring relationships with adults in school;
• 57% of students believe their teachers have high expectations for their success;
• 68% of students report that they are academically motivated and try hard at their schoolwork;
• 55% of students feel our teaching staff treats students fairly;
• 73% of students feel very safe or safe in school.

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

Meeting Dates in 2024-25: 8/22/24, 9/9/24, 12/20/24, 1/14/25, 3/13/25, and 4/18/25
Meeting Dates in 2025-26: 7/23/25, 8/4/05, 8/14/25, 8/26/25, 10/2/25, 11/18/25, 12/8/25, 2/27/26, 3/9/26, 3/17/26, 3/23/26 and 4/27/26

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

Meeting Dates in 2024-25: 7/2/24, and 9/13/24
Meeting Dates in 2025-26: 1/5/26, 2/23/26, 3/30/26, and 5/22/26

Comprehensive Needs Assessment

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

There are two California Dashboards that we use to inform our development of goals with our SPSA; SBCEO Dashboard and the Court School Dashboard. Due to the small size of the Court School, student data on our Dashboards often show “no performance color,” making it challenging to identify student groups with the lowest performance levels on state indicators. However, we are able to identify some student groups on the SBCEO Dashboard. As a result, determining performance levels and gaps in performance between student groups can be difficult. We frequently rely on local data to compare how our students within each group are faring compared to their peers. It's worth noting that all of our students are classified as socio-economically disadvantaged.

Additionally, based on the analysis of educational partner input, local and state data, it was determined that students would benefit from additional opportunities that target English Language Development, individual learning gaps in English and Mathematics, social-emotional learning, and transitional support when they return to their home school. These five areas are the goals developed for this year’s SPSA.

Goals, Strategies/Activities, and Expenditures

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

Goal #1

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

Identified Need

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

The Court School has a higher than average student population who are identified as English Language Learners, which is a recognized subgroup in California as having specific needs that require additional support. For 2023-24, the court school (Dos Puertas) had 23.3% (30/129) of its student population designated as an EL Learner. For 2024-25, our EL percentage is 20.3% (31/153), and in 2025-26, our EL percentage is 31.6% 18/57. This year on the Dashboard, Long-Term English Learners were in the red for English Learner progress.

Additionally, dashboard data identified Long-Term English Learners as an area of low performance, this student group was in the red for English Learner Progress. This performance gap indicates the need for more targeted support to help Long-Term English Learners make progress toward English language proficiency and access grade-level academic content.

Progress is being monitored on our LCAP through the addition of an action in Goal 5 and a metric focused on supporting Long-Term English Learners in making progress toward English language proficiency. Through continued consultation with educational partners, JCCS staff will work with the SBCEO Literacy and Language Support department to develop a plan that includes staff training and coaching.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reports (ELPI)	Based on the 2023-24 ELPAC, 50% (4/8) of Court School students improved one level. For the 2024-2025 ELPAC, 40% (4/10) EL students gained one level. For the 2025-26 ELPAC 28.6% (2/7) EL students gained one level.	We will increase by 10% the number of EL students who make progress of one level gain (ELPI) toward English proficiency as measured by the ELPAC.
Reclassification Rate	In 2023-24, 13% (1 of 8) of English Learner students with JCCS were Redesignated English Fluent Proficient. In 2024-25, 0% (0 of 10) of English Learner students were Redesignated English Fluent Proficient. In 2025-26, 3% (1/33) of English Learner students were Redesignated English Fluent Proficient.	Overall, 5% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	In 2023-24, 95% of JCCS workgroup members (teachers represent both sites) attended professional learning in ELD. 100% attended for the 2024-25 school year. 76.92% attended workgroup in 2025-26.	100% of workgroup members will attend professional learning for ELD.

Strategies/Activities Table

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

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

Goal #2

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	In 2023-24, 0.91 was the average grade level increase between the DORA pre/post scores (10 students) 0.83 increase in 2024-25. In 2025-26 there was 0.41 average grade level increase in reading (students are enrolled for 48 days of instruction or ½ a semester)	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
JCCS Writing Assessments	In 2023-24, 63.4% (26 out of 41) of students scored proficient on the local writing assessment. For 2024-25, 44% (11 out of 25) of students have scored at the proficient level. For 2025-26, 61.8% (34/55)	75% of students will score at the proficient level.
CAASPP ELA results	For 2023-24, 29% (2 out of 7) of our students scored at the Nearly Met level. For 2024-25, 33.3% (2 out of 6) scored at the Nearly Met level of the standards. For 2025-26, 18.2% (2/11) scored nearly met or met standard	10% of students will score at nearly met or met standard in ELA on the CAASPP.

Strategies/Activities Table

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	JCCS will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)	All Students	$217,119.63 (Teaching Assistants Salary/Benefits)	Title 1, Part D
Strategy/ Activity #2	Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teachers and teaching assistants will continue to administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results regularly to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #4	The JCCS Director and teachers will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. Teachers and teaching assistants will inform individual Probation Case Managers of students who are struggling and in need of extra help. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

Goal #3

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math results	For 2023-24, 7.8% (3 out of 38) of our students scored Nearly Met standards 0% of students (0 out of 6) in 2024-25 0% (0/12) scored nearly met or met standard in 2025-26	10% of students will score at nearly met or met standard in mathematics on the CAASPP.
Adaptive Diagnostic Assessment of Mathematics (ADAM)	In 2023-24, 0.19% was the average grade increase between the ADAM pre/post scores and 0.34 average grade increase in 2024-25 0.41 average grade level increase in 2025-26 (students are enrolled for 48 days of instruction or ½ a semester)	The average growth of students between the ADAM pre/post scores will indicate 1 (one) year of growth.
Training Sign-In Sheets	In 2023-24, 95% of workgroup members (teachers representing both sites) attended professional learning for mathematics 100% attended in 2024-25 83% attended in 2025-26	100% of workgroup members will attend professional learning for Math.

Strategies/Activities Table

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

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

Goal #4

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

Identified Need

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

The 2024–25 California Dashboard indicates that students with disabilities are performing at the lowest level for suspension rate. High suspension rates reduce students' access to instructional time and school-based supports. While this is a focus goal for the identified student groups, all students will participate in and benefit from the actions, as historical data shows an ongoing need to reduce suspensions in our court school. Educational partner feedback from staff and parents/guardians also identified the need for strategies that reduce suspensions and keep students engaged in instruction and connected to school resources. In addition, results from the 2025–26 California Healthy Kids Survey show progress in students' sense of school connectedness and caring adult relationships; however, only 36% of students strongly agree or agree that they participate meaningfully in school. This indicates a continued need to strengthen student voice, belonging, and meaningful participation.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	In 2023-24, 14.9% (15 of 101) of students were chronically absent In 2024-25, 15.4% (8/52) were chronically absent. In 2025-26, 1.9% (1/53) were chronically absent	Less than 10% of court school students will be considered chronically absent.
Attendance rate	In 2023-24, the Attendance Rate for Court School students was 94.3% (includes both junior high and high school). In 2024-25, the Attendance Rate for the Court School was 96.3%. In 2025-26, the Attendance Rate for the Court School was 97.9%.	90% of court school students will attend school on a daily basis.
Suspension rate	In 2023-24, 8.7% of students (9 out of 103) were suspended for one or more days. In 2024-25, 5.9% (9/153) of students were suspended for one or more days. In 2024-25, 9.1% (8/88) of students were suspended for one or more days.	Maintain a suspension rate of 5% or less.

Strategies/Activities Table

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

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

Goal #5

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

Identified Need

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transition Log (parent; district contact)	For the school year 2023-24, 100% of the students enrolled at the court school returned to their district of residence and/or district of attendance. For 2024-24, 100% of the students returned to their districts. For 2025-26, 100% of the students returned to their districts.	100% will return to their district of residence and/or district of attendance upon their release.

Strategies/Activities Table

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Upon entry, the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services. Records are requested from previous schools, and the transcript is updated to include all earned credits to date.	All Students	$42,526.07	Title 1, Part D
Strategy/ Activity #2	While the student is enrolled, JCCS staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their students, and discuss school placement options. Parents are consulted to review their child's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents regarding the date, time, and contact information.	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	Upon release, Office Assistants update the transcripts with credits earned in court schools and forward them to the receiving school districts.	All Students	No additional cost; part of staff duties	N/A

Annual Review

SPSA Year Reviewed: 2025-26

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

Goal Analysis

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

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

SUCCESSES:

Chronically Absent Students
We continue to make great strides in reducing our chronic absenteeism rate and have exceeded our goal of having less than 10% of our students chronically absent. In 2025-26, only 1.9% of students were chronically absent, which is a 13% reduction of our baseline rate of 14.9% in 2023-24.

Attendance Rate
Another area of success is our attendance rate; we continue to make improvements, and for the second year in a row, we have exceeded our goal of 75%. In 2025-26, the Attendance Rate for the Court School was 97.9%.

Student Connectedness
Students this year reported on the California Healthy Kids Survey that they are overwhelmingly connected to our school. We saw a dramatic 37% increase of students who report they feel safe or very safe at school. In 2025-26, 73% reported feeling safe. Another area of growth was 52% of students who agree or strongly agree that they have a caring adult at school.

CHALLENGES:

Reclassification Rate
An identified area of growth is in our reclassification rate of English Learners. In 2025-26, 3% (1/33) of English Learner students were Redesignated English Fluent Proficient (RFEP) of students were reclassified. Which is 5% lower than our expected outcome of 8%. Our high percentage of Long Term English Learners continues to be a contributing factor for the non-reclassification of EL students.

JCCS Writing Assessments
Although we have made some improvements in our local writing assessment, with an increase of 17.8% from last year. In 2025-26, 61.8% 2025-26, 61.8% (34/55) scored proficient. This is still considered an area of growth since we are below our current goal of 75% of students who score proficient in the writing assessment.

Math Proficiency
Students continue to struggle in content mastery in mathematics. 0% of students scored Met or Nearly Met standards in the 2024-25 CAASPP Math. In the prior year, 7.8% students scored Met or Nearly Met standards. Our goal is to have 10% of the students score Met or Nearly Met standards in Math.

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

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

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

No Changes

Budget Summary

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

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	$230,407
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$259,645.70

In Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	$225,330
Title II, Part A Supporting Effective Instruction ESSA	$5,077

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

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

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

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

Total of federal, state, and/or local funds for this school: $230,407

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

Plan Description

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

Educational Partner Involvement

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

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

Comprehensive Needs Assessment

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

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

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

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

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

Identified Need

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

Annual Measurable Outcomes

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Goal Analysis

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

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

- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

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

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. Use methods and instructional strategies that:

i. Strengthen the academic program in the school,

ii. Increase the amount and quality of learning time, and

iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students

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

i. Strategies to improve students' skills outside the academic subject areas;

ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

    1. Ensure that those students' difficulties are identified on a timely basis; and

    2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

School Year: 2025-26

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Community School	42-10421-4230207	May 21, 2026	

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action,

reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Plan Description

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

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

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

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

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Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update:

Throughout 2024-25 and 2025-56 school years, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process since they are critical to the development of the School Plan for Student Achievement (SPSA). Educational partners contributed by providing input and feedback in a variety of ways, including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions of the plan. The SPSA review process aligns with the school's LCAP in order to unify the efforts of this plan, including the LCAP Addendum and WASC, for a system-wide program to address the strengths and needs of the school and LEA.

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

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

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

In addition, state data (generated through the Dashboard, CAASPP, ELPAC, DataQuest, CalPADS, and CBEDS), local data (generated

through AERIES, Let's Go Learn, and formative assessments), surveys, CTE rubrics, and other assessment tools were used systematically to help evaluate progress.

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

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

Meeting dates in 2024-25: 8/20/24, 11/19/24, 12/20/24, 2/11/25, 3/14/25, and 3/17/25
Meeting dates in 2025-26: 7/9/25, 8/5/25, 8/22/25, 10/13/25, 10/27/25, 11/12/25, 12/2/25, 2/25/26, 3/10/26, 4/14/26, and 4/28/26

SCHOOL SITE COMMITTEE (SSC):
The SSC met four times throughout the 2024-25 and 2025-26 school years, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was also directly involved in the development and review of the parent survey.

Meeting dates in 2024-25: 9/26/24, 12/5/24, 2/27/25, and 5/15/25
Meeting dates in 2025-26: 10/27/25, 12/4/25, 2/26/26, and 5/21/26

PARENTS AND GUARDIANS:
We contracted with the Promotores Network (outreach workers who support families) to contact each family to obtain their responses for the CHKS survey. Parent responses are shown below. Both surveys from the previous two school years have been added for comparison.

2024-25 Parent/Guardian responses:
• 86.7% of parents believe our schools do a good job keeping students safe and secure;
• 93.3% of parents believe our schools do a good job of evaluating their children's academic needs;
• 43.3% of parents believe our schools do a good job of preparing students for a career in the Trades;
• 70% of parents believe our schools do a good job of preparing students for a career through college and/or community college;
• 90% of parents believe that school does a good job providing their child with positive support and good guidance.

2025-26 Parent/Guardian responses:
• 96.7% of parents believe our schools do a good job keeping students safe and secure;
• 96.7% of parents believe our schools do a good job of evaluating their children's academic needs;
• 43.3% of parents believe our schools do a good job of preparing students for a career in the Trades;
• 60% of parents believe our schools do a good job of preparing students for a career through college and/or community college;
• 96.7% of parents believe that school does a good job providing their child with positive support and good guidance.

LEADERSHIP TEAM:
The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) collaborated on the Local Indicators and provided essential support in the development of the 2025-26 SPSA. The Leadership Team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement.

Meeting dates in 2024-25: 12/5/24, 1/30/25, 3/10/25, 3/27/25, 4/8/25, and 5/2/25
Meeting dates in 2025-26: 9/25 & 26/25, 11/7/25, 12/15/25, 4/2/26, and 5/8/26

STUDENTS:
Student voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) is administered annually.

2024-25 Student responses:
• 43% of students report that they have caring relationships with adults in school;
• 55% of students believe their teachers have high expectations for their success;
• 57% of students report that they are academically motivated and try hard at their schoolwork;
• 67% of students feel our teaching staff treats students fairly;
• 50% of students feel very safe or safe in school.

2025-26 Student responses:
• 62% of students report that they have caring relationships with adults in school;
• 68% of students believe their teachers have high expectations for their success;
• 65% of students report that they are academically motivated and try hard at their schoolwork;
• 54% of students feel our teaching staff treats students fairly;
• 81% of students feel very safe or safe in school.

DISTRICT PARTNERS:

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

Meeting Dates in 2024-25: 7/17/24, 7/30/24, 11/19/24, 5/27/25, and 6/9/25
Meeting Dates in 2025-26: 8/27/25, 11/14/25, 1/26/26, 2/2/26, 3/4/26, and 5/28/26

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

Meeting Dates in 2024-25: 5/12/25
Meeting Dates in 2025-26: 5/11/26

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

Meeting Dates in 2024-25: 8/5/24, 8/20/24, 8/24, 9/9/24, 1/14/25, 1/28/25, 2/6/25, and 3/17/25
Meeting Dates in 2025-26: 8/8/25, 10/16/25, 11/4/25, 11/6/25, 1/14/26, and 5/4/26

Comprehensive Needs Assessment

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

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

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

Goals, Strategies/Activities, and Expenditures

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

Goal #1

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

Identified Need

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

A review of Dashboard and local data indicates a significant need to improve outcomes for English Learners, particularly Long-Term English Learners. The Community School serves a higher-than-average population of students identified as English Learners, a student group with specific academic and language development needs that require targeted support. In 2023–24, 46.5% of FitzGerald Community School students were English Learners. In 2024–25, 34.5% of students were English Learners, and in 2025–26, 31.6% of students were identified as English Learners.

Dashboard data further identified Long-Term English Learners as an area of low performance, with this student group performing in the red for English Learner Progress. This reflects a significant performance gap and indicates the need for more focused support to help Long-Term English Learners make progress toward English language proficiency and access grade-level academic content.

To address this area of need, progress is being monitored through the LCAP with the addition of an action and metric in Goal 5 focused specifically on supporting Long-Term English Learners. Through continued consultation with educational partners, JCCS staff will work with the SBCEO Literacy and Language Support department to develop and implement a support plan. This plan will include staff training, coaching, and instructional strategies designed to strengthen English language development, improve progress toward proficiency, and reduce performance gaps for Long-Term English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reports (ELPI)	Based on the 2023-24 ELPAC, 37.5% (9 out of 24) of Community School students improved one level. For 2024-25, 1 of the 5 EL students gained one level, 20.0% (1/5). For the 2025-26 ELPAC, 5 of the 13 EL students gained one level, 38.5% (5/13).	We will increase by 10% the number of EL students who make progress of one level gain (ELPI) toward English proficiency as measured by the ELPAC.
Reclassification Rate	In 2023-24, 4% (1 out of 25) of English Learner students were Redesignated English Fluent Proficient. In 2024-25, 0.03% (1 out of 29) of English Learner students were Redesignated English Fluent Proficient. In 2025-26, 1/16 - 6.3% were Redesignated English Fluent Proficient.	Overall, 8% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	In 2023-24, 95% of workgroup members (from both JCCS school sites) attended professional learning in ELD. For the 2024-25 school year, the current participation rate is 100%. In 2025-26, the workgroup participation rate is also 100%.	100% of workgroup members attended professional learning for ELD.

Strategies/Activities Table

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

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

Goal #2

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

Identified Need

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	In 2023-24, 0.08% was the average grade level increase between the DORA pre/post scores. For 2024-25, there has been a 1.6 average grade level increase. In 2025-26, 0.57 grade level increase. (students are enrolled for 61 days of instruction or 68% of a semester)	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
JCCS Writing Assessments	In 2023-24, 57% of students scored proficient on the local writing assessment. For 2024-25, 37.9% (11 out of 29) of students scored at the proficient level. In 2025-26, 56.7% (17 out of 30) scored proficient.	75% of students will score at the proficient level.
CAASPP results	In 2023-24, 3% of students scored at the nearly met standard in ELA on the CAASPP. For 2024-25, 2.7% (1/37) scored at the nearly met standard For 2025-26, 0% (0/22) scored nearly met or met standard	10% of students will score at nearly met or met standard in ELA on the CAASPP.

Strategies/Activities Table

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

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

Goal #3

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

Identified Need

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results	In 2023-24, 7% of students scored at the nearly met standard in Mathematics on the CAASPP. For 2024-25, 7.8% (3/38) scored at the nearly met standard. For 2025-26, 0% (0/22) scored at the nearly met standard.	10% of students will score at the Nearly Met or Met standard in mathematics on the CAASPP.
Adaptive Diagnostic Assessment of Mathematics (ADAM)	In 2023-24, 5% was the average grade increase between the ADAM pre/post scores. For 2024-25, there was a 0.24% increase. For 2025-26, there has been a 0.11% average increase. (students are enrolled for 61 days of instruction or 68% of a semester)	The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.

Training Sign-In Sheets	In 2023-24, 95% of workgroup members (teachers represent both sites) attended professional learning for mathematics. For the 2024-25 school year, the current participation rate is 85.71%. For the 2025-26 school year, the current participation rate is 76.92%.	100% of workgroup members attended professional learning for Math.

Strategies/Activities Table

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

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

Goal #4

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

Identified Need

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	In 2023-24, 63.6% (14 of 22) of Junior High students and 55.9% (19 of 34) of High School students were Chronically Absent. In 2024-25, 84.6% (22/26) of Junior High students and 75.5% (37/49) of High School students were Chronically Absent. In 2025-26, 58.3% (7/12) of Junior High students and 70.6% (12/17) of High School students were Chronically Absent.	Less than 10% of community school students will be considered chronically absent.
Attendance rate	In 2023-24, the Attendance Rate for the Community School was 82.4%. In 2024-25, the Attendance Rate for the Community School was 73.8%. In 2025-26, the Attendance Rate for the Community School was 92.2%.	75% of community school students will attend school on a daily basis.
Suspension rate	In 2023-24, 39.3% of students (22 out of 56) were suspended for one or more days. In 2024-25, 42.3% of students (25 out of 54) were suspended for one or more days. In 2025-26, 24.3% of students (3 out of 37) were suspended for one or more days.	Reduce the suspension rate by 10% or more.

Strategies/Activities Table

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

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

Annual Review

SPSA Year Reviewed: 2024-2025 and 2025-26

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

Plan Analysis

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

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

SUCCESSES:

Attendance Rate:
We continue to make great strides in increasing our attendance rate. In 2023-24, the daily attendance rate was 82.4%, and for 2024-25, the daily attendance rate went down to 73.8%. For 2025-26, the attendance rate surpassed our baseline from 2023-24 by 9.8% and increased to 92.2%.

JCCS Writing Assessments
Another area of improvement is in our local writing assessment. In 2023-24, 57% of students scored proficient in the writing assessments. In 2024-25, 37.9% of students scored proficient. For 2025-26, 56.7% (17/30) of students scored proficient. An increase of 18.8% from last year.

Suspension
Our goal was to reduce our suspension rate by 10% or more. In 2023-24, 39.3% of students were suspended. We had an increase in 2024-25 to 42.3% for the following year. In 2025-26, the suspension rate went down to 24.3%, a reduction of 15% from last year.

CHALLENGES:

Diagnostic Online Reading Assessment (DORA)
We've experienced inconsistent results on our local reading assessment, DORA. The average grade level increase in 2023-24 was 0.08% between the pre- and post-test scores. In 2024-25, we were pleased that the average grade level increased to 1.6. Then in

2025-26, the average grade level increase went down to 0.57. Even though this is an overall increase of 0.49 grade level growth from our baseline in 2023-24, we still recognize that improvement is needed to reach our expected outcome of one year of growth.

Reclassification
Our overall goal is to have 8% of EL students redesignated (RFEP). In 2023-24, 4% of EL students were redesignated. However, for 2024-25, only 0.03% of students were redesignated. Our high percentage of Long-Term English Learners continues to be a contributing factor for the non-redesignation of EL students, since the ELPAC becomes increasingly more difficult as students advance grade levels.

CAASPP ELA (CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS)
The percentage of students who scored Nearly Met standards continues to be a challenge. In 2023-24, 3% of students Met or Nearly Met standard. The following year, in 2024-25, this percentage went down to 0%. For 2025-26, the percentage was also 0%.

CAASPP Math (CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS)
The percentage of students who scored Nearly Met standards in 2023-24 was 5%. The following year, this percentage went down to 0%. For 2025-26, the percentage was also 0%.

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

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

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

No Changes

Budget Summary

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

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	$230,407
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	3,907.00

In Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	$225,330
Title II, Part A Supporting Effective Instruction ESSA	$5,077

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

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

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

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

Total of federal, state, and/or local funds for this school: $230,407

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

Plan Description

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

Educational Partner Involvement

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

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

Comprehensive Needs Assessment

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

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

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

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

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

Identified Need

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

Annual Measurable Outcomes

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

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

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

Annual Review

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

Goal Analysis

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

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

- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary Table

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

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

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

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

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. Use methods and instructional strategies that:

i. Strengthen the academic program in the school,

ii. Increase the amount and quality of learning time, and

iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. Strategies to improve students' skills outside the academic subject areas;

ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

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

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

Department initiating grant:	Student and Community Services
Director or individual responsible:	Bridget Baublits, Associate Superintendent
Grant period (from-to):	July 1, 2026 – June 30, 2027
Granting agency:	California Department of Education Consolidated Programs Management Unit
Amount of funding requested:	Various

Brief description of project:

The purpose of the 2026-27 Application for Funding for Consolidated Categorical Programs is to declare the intent of the Santa Barbara County Education Office to apply for 2026-27 funding.

The following information is included in the application:

1) Participate in 2026-27 Consolidated Program
   a) Title I-D
   b) Title II-A
2) Certification of Assurances
3) Report of Title I facilities, students served, outcomes, and academic performance
4) Expenditure reports of 2024-25 and 2025-26 for select Federal programs
5) Homeless Education policy, requirements, and implementation

MEMORANDUM OF UNDERSTANDING
BETWEEN
SANTA BARBARA COUNTY BOARD OF EDUCATION
AND
OLIVE GROVE CHARTER SCHOOLS, INC.
FOR THE OPERATION OF OLIVE GROVE – SANTA BARBARA

This Memorandum of Understanding ("Agreement") is entered into between the Santa Barbara County Board of Education ("County Board") and Olive Grove Charter Schools, Inc. ("OGCS, Inc."), a California nonprofit public benefit corporation operating Olive Grove Charter – Santa Barbara ("OG-SB" or "Charter School"). The County Board and OGCS, Inc. may be referred to collectively as the ("Parties").

For purposes of this Agreement, the "Charter School" refers to Olive Grove Charter – Santa Barbara operated by OGCS, Inc., and all obligations of the Charter School shall be deemed obligations of OGCS, Inc., unless expressly stated otherwise.

The Santa Barbara County Superintendent of Schools ("County Superintendent"), acting through the Santa Barbara County Education Office ("SBCEO"), provides staff support to the County Board in carrying out its oversight responsibilities. Neither SBCEO nor the County Superintendent is a party to this Agreement.

I. RECITALS

A. WHEREAS, the Charter School Act of 1992 (Education Code section 47600 et seq.) authorizes the County Board to approve and oversee charter schools under specified circumstances and, the County Board serves as the charter authorizer for such schools;

B. WHEREAS, the County Board fulfills its statutory oversight responsibilities with the support of the County Superintendent and designated staff of the SBCEO, and nothing in this Agreement shall be construed to delegate or limit the County Board's non-delegable statutory authority as charter authorizer;

C. WHEREAS, on March 12, 2026, the State Board of Education granted the renewal appeal for the Charter School for a period of 5 years, commencing on July 1, 2026, through June 30, 2031, and designated the County Board as the authorizer;

D. WHEREAS, SBCEO is a County Office of Education duly organized under the laws of the State of California and provides staff support to the County

Board in carrying out its oversight responsibilities, and references in this Agreement to SBCEO acting in an oversight capacity shall be construed as actions undertaken on behalf of, and in support of, the County Board's authorizing functions;

E. WHEREAS, the Charter School is a public charter school operated by OGCS, Inc., a California nonprofit public benefit corporation, and is authorized to operate pursuant to the laws of the State of California;

F. WHEREAS, this Agreement is intended to set forth the Parties' respective rights, duties, and obligations relating to the oversight, operation, fiscal accountability, governance, and compliance of the Charter School, and to allocate operational risk to OGCS, Inc. to the fullest extent permitted by law;

G. WHEREAS, the terms of this Agreement are intended to become part of the conditions, standards, and procedures applicable to the Charter School and to operate in conjunction with the Charter;

H. WHEREAS, to the maximum extent permitted by law, in the event of a conflict between this Agreement and the Charter, the following shall apply:

    1. this Agreement shall control with respect to oversight, reporting, fiscal accountability, compliance monitoring, risk allocation, insurance, indemnification, and enforcement procedures;

    2. the Charter shall control only where explicitly required by applicable law, including statutory requirements governing charter petitions; and

    3. any ambiguity shall be interpreted in a manner that preserves the County Board's ability to fulfill its statutory oversight obligations under Education Code sections 47604.32 and 47607;

I. WHEREAS, if the Charter is silent on a matter addressed in this Agreement, this Agreement shall govern to the extent permitted by law, and the Parties agree to confer in good faith to revise this Agreement as necessary to maintain consistency with the Charter and applicable law;

J. NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the Parties agree as follows:

II. TERM AND GOVERNANCE

A. Term of Agreement

1. After approval by the governing boards of each Party, and execution by duly authorized representatives, this Agreement shall remain in full force and effect for the term of the Charter, commencing on July 1, 2026, and expiring on June 30, 2031, unless earlier amended, terminated, or revoked in accordance with applicable law.

2. Except as required by law, any modification of this Agreement shall be in writing, executed by duly authorized representatives of both Parties, and approved by the respective governing boards. No course of dealing, practice, or oral statement shall amend or waive any provision of this Agreement.

3. This Agreement shall remain in effect through any closure process and shall terminate only upon completion of all closure procedures, including final audit, records transfer, asset disposition, and satisfaction of liabilities, as determined by the County Board. Upon such completion, this Agreement shall automatically expire.

4. Upon closure, nonrenewal, or revocation, OGCS, Inc. shall comply with all applicable closure procedures under Education Code section 47605(c)(5)(O), including but not limited to:

    a. orderly disposition of assets;

    b. completion of a final independent audit;

    c. transfer of student records; and

    d. satisfaction of all outstanding liabilities.

5. The County Board, with support from SBCEO, shall have the right to oversee and direct the closure process to ensure compliance with applicable law.

6. OGCS, Inc. shall bear all costs associated with closure and shall indemnify the County Board, the County Superintendent, and SBCEO for any costs incurred in connection with the closure process.

7. The provisions of this Agreement relating to indemnification, insurance, fiscal obligations, and records shall survive termination to the extent necessary to enforce such obligations.

8. This Agreement is subject to termination during the Charter term or during any subsequent renewal term as provided by law or as otherwise set forth in this Agreement.

9. The Charter School may seek renewal of its Charter by submitting a renewal request to the County Board prior to the expiration of the Charter term.

10. The Charter School shall submit its renewal petition to SBCEO no later than October 1 of the final school year of the Charter term, or such earlier date as may be required by SBCEO to ensure timely review and action in accordance with applicable law. The Charter School may submit its renewal petition earlier than October 1 of the final school year of the Charter term.

11. The County Board shall evaluate and act upon the renewal petition in accordance with Education Code sections 47607, 47607.2, and 47605, and applicable regulations.

B. Governance and Authority

1. The Charter School acknowledges and agrees it shall comply with the California Public Records Act (Gov. Code 7920.00 et seq.), the Political Reform Act (Gov. Code, 87100), Ralph M. Brown Act (Gov. Code, 54950 et seq.), Government Code section 1090 et seq. as set forth in Education Code section 47604.1, and all applicable laws and regulations as they may be amended or added during the term of the charter, including all conflict of interest laws, federal and state nondiscrimination laws, and prohibitions against unauthorized student fees. The Charter School shall maintain and furnish to SBCEO, upon request, policies and compliance records demonstrating such compliance.

2. The Charter School, the County Board, and SBCEO are separate legal entities. SBCEO is not the chartering authority and shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School. The County Board, as the chartering authority, shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School in accordance with Education Code section 47604(d). OGCS, Inc. acknowledges that these protections are conditioned on the authorizer's

satisfaction of applicable oversight duties, and OGCS, Inc. shall timely provide all information and cooperation necessary to support such oversight.

3. The County Board is the sole chartering authority for the Charter School. The County Superintendent serves as the employer of SBCEO staff, and SBCEO staff act in support of the County Board's statutory oversight responsibilities. All actions taken by SBCEO are undertaken by staff of the County Superintendent on behalf of, and in support of the County Board's statutory oversight responsibilities as the charter authorizer and shall not create any independent duty, obligation, or liability on the part of SBCEO or the County Superintendent, nor expand the liability of the County Board beyond that imposed by law as the charter authorizer.

4. No provision of this Agreement shall be construed to create a joint venture, partnership, agency, or employment relationship between SBCEO and the Charter School or between the County Board and the Charter School. The Charter School is and shall remain a separate legal entity, and neither the County Board, the County Superintendent, nor SBCEO shall be deemed to have assumed any operational control, management responsibility, or decision-making authority over the Charter School beyond the oversight required by law.

5. For Charter School governing board meetings, including special and emergency board meetings, the Charter School shall provide SBCEO with complete copies of all meeting materials provided to the governing board by its administration, contractors, or the public, including agendas, prior meeting minutes, and all materials except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963. Meeting packets shall be transmitted no later than the time they are distributed to the Charter School governing board. This requirement shall be fulfilled upon the Charter School sending an email to the County Superintendent or designee with either copies of the meeting materials or links to where the meeting materials are posted on the Charter School's website.

6. SBCEO representatives may attend all meetings of the Charter School governing board and its committees, including closed session meetings to the extent permitted by applicable law and consistent with the Brown Act.

7. The Charter School shall update SBCEO of any changes to the Charter School governing board calendar, governance, leadership, or organizational structure, including any change in key management personnel, back-office provider, charter management relationship, or nonprofit corporate control, within ten (10) business days or sooner if such changes materially impact governance, fiscal condition, or compliance.

8. The Parties acknowledge that primary communication will generally occur between the Charter School's Superintendent (or equivalent) and the County Superintendent or designee, unless otherwise designated in writing.

9. The Charter School shall provide advance written notice to SBCEO of any significant organizational or operational changes, including but not limited to: appointment or departure of directors, officers, and administrators ; entry into or termination of management or back-office service agreements; material revisions to the budget exceeding ten percent (10%) of total expenditures.

10. OGCS, Inc. shall provide advance written notice of any change in nonprofit corporate control.

11. OGCS, Inc. shall provide immediate notification (within 3 business days) of any material governance concerns, including board resignations, investigations, or conflicts of interest. Such notification shall include a description of the issue, known facts, interim corrective steps, and anticipated next actions.

12. The County Board, through SBCEO, shall have the right to designate a representative to attend all meetings of the Charter School governing board and its committees as a non-voting observer for purposes of oversight and compliance monitoring. Such representative shall have the right to receive all meeting notices, agendas, and materials provided to governing board members, and to participate in discussions to the extent permitted by law.

13. Governing board meetings shall be conducted in keeping with the requirements of the Ralph M. Brown Act (Government Code § 54950 et. seq.)

14. OGCS, Inc. shall ensure that members of the Charter School governing board and administrative staff receive training on the Brown Act, conflict of interest laws, and applicable ethics requirements within a reasonable time after assuming their roles, and on a periodic basis thereafter, consistent with applicable law. OGCS, Inc. shall certify completion of such training and

upon request, provide documentation including attendance records and training materials.

15. The Charter School governing board shall retain full authority over the Charter School's operations, subject to applicable law and the oversight authority of the County Board. Nothing in this Agreement shall be construed to grant SBCEO or the County Board authority to direct or control the day-to-day operations of the Charter School.

16. No act or omission of SBCEO staff in carrying out oversight functions shall be construed to create an agency relationship or to impose liability on SBCEO, the County Superintendent, or the County Board for the acts or omissions of the Charter School or OGCS, Inc.

III. EDUCATIONAL AND PROGRAMMATIC OPERATIONS

A. Educational Program

1. Subject to SBCEO oversight and compliance with its Charter and applicable state and federal law, the Charter School is autonomous; provided, however, that such autonomy shall not limit SBCEO's and the County Board's access to records, staff, facilities, and data reasonably necessary to fulfill oversight obligations, including oversight, monitoring, and compliance verification, and consistent with the requirement that the educational program shall comply with the approved Charter.

2. The Charter School's calendar shall be submitted annually to the SBCEO for review and verification of compliance with instructional day and minutes requirements. SBCEO's review shall not relieve the Charter School of sole responsibility for legal compliance. Any calendar changes will be provided to the SBCEO by April 1, prior to the beginning of a new school year.

3. OGCS, Inc. shall be solely responsible for compliance with all applicable laws and requirements governing the Charter School's educational program.

B. Independent Study

1. The Charter School acknowledges that it operates a nonclassroom-based instructional program and shall comply with all applicable independent study laws and regulations, including but not limited to Education Code sections 51745–51747 and any subsequent amendments.

2. The Charter School shall:

a. Maintain written master agreements for all pupils enrolled in independent study;

b. Maintain contemporaneous records of attendance and work product;

c. Maintain written board policies, teacher assignment records, and independent study documentation sufficient to support all funding claims.

d. Ensure compliance with instructional time, synchronous/asynchronous instruction requirements, and teacher assignment requirements;

e. Ensure compliance with all apportionment requirements.

3. OGCS, Inc. shall be solely responsible for any audit findings, fiscal penalties, or apportionment losses arising from noncompliance with independent study laws or documentation requirements.

4. SBCEO reserves the right, on behalf of the County Board, to audit independent study documentation and practices at any time. OGCS, Inc. shall promptly provide such records to SBCEO upon request.

5. Nothing in this section shall be construed to limit the Charter School's sole responsibility for compliance with independent study laws or to transfer such responsibility to the County Board, the County Superintendent, or SBCEO.

C. Academic Accountability

1. The Charter School shall meet or make measurable progress toward state and local performance standards, including those reflected in the California School Dashboard and applicable accountability systems.

2. SBCEO shall evaluate the Charter School's academic performance in accordance with Education Code sections 47607 and 47607.2, including consideration of pupil subgroups.

3. Failure to meet performance standards may result in corrective action or impact renewal determinations. Repeated failure, failure to implement required corrective actions, or material misreporting of academic performance may constitute a material breach of this Agreement, as determined by SBCEO, on behalf of the County Board, in its reasonable discretion.

D. Special Education

1. The Charter School is its own Local Educational Agency (LEA) and a member of a Special Education Local Plan Area ("SELPA"). As an LEA, the Charter School shall be solely responsible for ensuring the provision of a free appropriate public education ("FAPE") and for all aspects of compliance with State and Federal special education laws, including but not limited to the Individuals with Disabilities Education Act (IDEA), child find, assessment, Individualized Education Program (IEP) development and implementation, due process response, compensatory education, placement, service delivery, related services, recordkeeping, all associated costs, and Education Code Sections 56000 et seq., and their respective implementing regulations, subject to the oversight of its authorizing agency.

2. By September 1 of each year, the Charter School shall identify its current SELPA membership and provide any updated participation agreement or equivalent governing special education responsibilities upon request, and shall designate an OGCS, Inc. employee responsible for compliance with the IDEA and related Education Code provision and notify the SBCEO in writing of the responsible individual.

3. OGCS, Inc. shall be solely responsible for any costs, liabilities, or claims arising from noncompliance with special education laws.

E. Section 504 of the Rehabilitation Act of 1973

1. The Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The Charter School recognizes its sole legal responsibility to ensure that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, such as learning, is eligible for accommodation by the Charter School. The Charter School shall adopt a Section 504 policy, procedure, and forms. Such policies and procedures shall be provided to SBCEO upon request.

2. By September 1 of each year, the Charter School shall designate an OGCS, Inc. employee responsible for Section 504 compliance and notify the SBCEO in writing of the responsible individual. The Charter School shall

also maintain records demonstrating implementation of Section 504 plans and procedural safeguards.

3. In the case of pending student discipline of an eligible student who receives Section 504 accommodations, the Charter School will ensure that it follows procedures to comply with the mandates of State and Federal laws for considering disciplinary action against disabled students. Prior to recommending expulsion of a Section 504 student, the Charter School will convene a review committee to determine whether the student's misconduct was a manifestation of the student's disability(s) and/or if the conduct in question was the direct result of the Charter School's failure to implement the 504 plan. The Charter School may proceed with an expulsion only if it is determined that the student's misconduct was not a manifestation of the student's disability(s) and the conduct in question was not a direct result of the Charter School's failure to implement the 504 plan. The Charter School acknowledges and understands that it shall be solely responsible for such compliance.

4. OGCS, Inc. shall be solely responsible for any claims, liabilities, or corrective actions arising from noncompliance with Section 504.

F. Nondiscrimination

1. The Parties acknowledge that the Charter School shall comply with all applicable nondiscrimination requirements of the Charter Schools Act, including that Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall admit all students who wish to attend in accordance with Education Code section 47605 and applicable law.

2. The Charter School shall comply with all applicable federal and state nondiscrimination laws, including, but not limited to, Education Code section 200 et seq., Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the California Fair Employment and Housing Act (Government Code section 12900 et seq.), as enforced by the California Civil Rights Department (CRD).

3. The Charter School shall not discriminate against any student, employee, or applicant on the basis of actual or perceived characteristics, including but not limited to, race, ethnicity, color, national origin, ancestry, citizenship, immigration status, disability, medical condition, genetic information, sex,

gender, gender identity, gender expression, sexual orientation, religion, or any other characteristic protected under applicable federal or state law.

4. The Charter School shall promptly notify SBCEO of any formal complaint or investigation by a governmental agency alleging discrimination, including but not limited to complaints filed with the U.S. Department of Education Office for Civil Rights (OCR), the California Civil Rights Department (CRD), or any Title IX complaint involving systemic or significant allegations.

5. OGCS, Inc. shall be solely responsible for all liabilities, claims, audit findings, penalties, and corrective actions arising from the Charter School's operations, including but not limited to educational program implementation, independent study, academic reporting, special education, Section 504 compliance, and nondiscrimination obligations.

IV. FISCAL AND BUSINESS OPERATIONS

A. Fiscal Operations

1. Charter School will be directly funded in accordance with Chapter 6 (commencing with Section 47630) of Division 4 of Title 2 of the Education Code. The Parties recognize the authority of the Charter School to pursue additional sources of funding.

2. The Parties agree that SBCEO is not responsible to provide funding or in lieu of property taxes to Charter School. The County Board, the County Superintendent, and SBCEO shall have no obligation to provide financial assistance, loans, advances, or deficit funding to the Charter School under any circumstances.

3. OGCS, Inc. shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management. OGCS, Inc. shall also maintain internal controls reasonably designed to prevent fraud, misappropriation, and material misstatement.

4. OGCS, Inc. shall maintain a minimum unrestricted reserve of no less than three percent (3%) of annual expenditures, unless otherwise approved in writing by SBCEO. OGCS, Inc. shall notify SBCEO within five (5) business days if actual or projected reserves fall below this threshold. SBCEO may require OGCS, Inc. to maintain a higher reserve level based on fiscal risk, enrollment volatility, audit findings, or other indicators of financial instability.

5. OGCS, Inc. shall adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each affiliated charter school.

The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchase orders, and other appropriate documentation shall be maintained by OGCS, Inc. and shall be deemed to be public records subject to disclosure to SBCEO upon request. OGCS, Inc. shall maintain allocation methodologies sufficient to demonstrate that shared costs among affiliated schools are fair, reasonable, consistently applied, and adequately documented.

6. Each year, OGCS, Inc. shall make all records relating to the expenses of all affiliated charter schools available in a format reasonably requested by SBCEO, to SBCEO and OGCS, Inc. auditor for review and audit to ensure that all expenses are appropriately allocated. In addition, OGCS, Inc. shall promptly respond as required by Education Code section 47604.3.

7. Each year, OGCS, Inc. shall provide an updated organizational chart of all affiliated charter schools and all related parties operated or otherwise controlled by the same nonprofit public benefit corporation.

8. OGCS, Inc. shall establish a fiscal plan for repayment of any loans received by and/or on behalf of Charter School. It is agreed that SBCEO shall receive prior written notice of all loans received by OGCS, Inc., and repayment of loans shall be the sole legal and financial responsibility of OGCS, Inc.

9. OGCS, Inc. will use all revenue received from the state and federal sources only for the educational services specified in the charter and this Agreement, and in compliance with all applicable restrictions on public funds for the students enrolled and attending Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions, if any, of any grant or donation.

10. OGCS, Inc. shall be solely responsible for all fiscal obligations, liabilities, audit findings, penalties, and financial commitments arising from the operation of the Charter School. Nothing in this Agreement shall be construed to impose any financial obligation or liability on the County Board, the County Superintendent, or SBCEO.

11. OGCS, Inc. shall be solely responsible for identifying, preparing, submitting, and pursuing any claims for reimbursement of mandated costs from the State of California. OGCS, Inc. shall seek such reimbursement directly from the State and shall not submit, route, or otherwise seek reimbursement of mandated costs through the County Board, the County Superintendent, or SBCEO.

12. Nothing in this Agreement shall be construed to obligate the County Board, the County Superintendent, or SBCEO to apply for, process, advance, or reimburse any mandated costs on behalf of OGCS, Inc. or the Charter School.

B. Fiscal Agent

1. The Parties agree that neither the County Board nor SBCEO shall act as fiscal agent for OGCS, Inc. It is agreed that OGCS, Inc. shall be solely responsible for all fiscal services, including but not limited to payroll, purchasing, attendance reporting, and completion and submission of all required financial and state reporting. OGCS, Inc. shall not contract with SBCEO for fiscal or business services unless expressly approved in writing by the County Board, and any such agreement shall clearly state that SBCEO is not acting as a fiscal agent and assumes no responsibility for OGCS, Inc's fiscal operations.

2. OGCS, Inc. is responsible for establishing the appropriate funds or accounts in the Santa Barbara County Treasury for OGCS, Inc. and for making the necessary arrangements for OGCS, Inc.'s participation in the State Teachers' Retirement System ("STRS") , the Public Employees' Retirement System ("PERS"), or Social Security. Nothing in this paragraph shall be interpreted to mean that OGCS, Inc. must maintain all funds in the County Treasury. If funds are not maintained in the County Treasury, they must be deposited with a federally insured commercial bank or credit union. OGCS, Inc. shall provide SBCEO with account information, authorized signatories, and any changes thereto upon request. Nothing in this section shall be construed to create a fiduciary relationship between SBCEO or the County Board and OGCS, Inc.

3. SBCEO will only withdraw funds from the Santa Barbara County Treasury to a charter school owned bank account. Bank account name must match the charter school name or a Doing Business As (DBA) reference. No fund transfers will be made to a third party.

4. SBCEO's role in processing withdrawals is ministerial only and shall not be construed to create any fiduciary duty, financial responsibility, or control over OGCS, Inc.'s funds.

5. Santa Barbara County Treasury withdrawals will take place two (2) times per month. The first withdrawal will take place on the 10th day of each month, and the second withdrawal will take place at the end of each month.

6. OGCS, Inc.'s Santa Barbara County Treasury account will maintain a minimum balance that is sufficient to cover one month of CalSTRS and CalPERS retirement contributions. Failure to maintain the required minimum balance may constitute a fiscal concern subject to corrective action.

C. Contracts

1. OGCS, Inc. shall not have the authority to enter into a contract that would bind the County Board, County Superintendent, and/or SBCEO, nor to extend the credit of the County Board, County Superintendent, and/or SBCEO to any third person or party. OGCS, Inc. shall clearly indicate in writing to vendors and other entities with which or with whom OGCS, Inc. enters into an agreement or contract that the obligations of OGCS, Inc. under such agreement or contract are solely the responsibility of OGCS, Inc. and are not the responsibility of the County Board, County Superintendent and/or SBCEO. Each such contract shall expressly disclaim any third-party beneficiary rights against the County Board, County Superintendent, and SBCEO. OGCS, Inc. shall be solely responsible for all liabilities, claims, and obligations arising from such contracts.

2. OGCS, Inc. shall ensure that all contracts for goods and services comply with the criteria noted in Title 5, California Code of Regulations, section 11967.5.1(c)(3)(A)(2) and shall maintain executed copies and supporting procurement records for inspection by SBCEO. OGCS, Inc. shall comply with bidding requirements tied to receipt of any state, federal, or grant funds that require compliance with bidding or purchasing requirements that are more stringent. Additionally, records and information regarding implementation of the contract will be provided to SBCEO in accordance with Education Code section 47604.3. OGCS, Inc. shall be solely responsible for the resolution of any audit findings and for any resulting financial or programmatic corrective actions.

3. OGCS, Inc. will make every effort to ensure that vendors comply with inquiries reasonably necessary for SBCEO to fulfill its statutory oversight obligations for records and information related to this contract.

D. Charter/Education Management Organization (C/EMO) Contracts:

1. Entering into or substantively revising a contract with an Educational Charter Management Organization (E/CMO) shall be presented to the County Board for approval as a material revision to the charter.

2. Charter School shall ensure the following for any C/EMO contract:

    a. Require that any C/EMO contract (or revision to an agreement) that is entered into be in compliance with state and federal law and the charter and include language that:

        i. None of the principals of either the C/EMO or the Charter School has conflicts of interest.

        ii. C/EMO shall comply with Education Code section 47604.3 and the California Public Records Act, Government Code section 6250 et seq.

        iii. Any provision of the agreement that is in violation of state or federal law or the charter is void.

    b. Upon approval by the OGCS, Inc. governing board, the Charter School shall provide SBCEO a copy of the following:

        i. C/EMO agreement (or revision to an agreement).

        ii. Evidence that the C/EMO is a nonprofit public benefit corporation.

        iii. A description of the C/EMO's roles and responsibilities for the management of the Charter School and the internal controls that will be put in place to guide the relationship.

        iv. A list of other schools managed by the C/EMO.

        v. A list of and background on the C/EMO's leaders and board of directors.

E. Oversight Fees

1. OGCS, Inc. will be charged an annual oversight fee not to exceed one percent (1%) of the revenue received by OGCS, Inc. in accordance with Education Code section 47613. The oversight fee will be calculated on the Local Control Funding Formula ("LCFF") base grant, supplemental grant, and concentration grant funding provided at the First Principal Apportionment (P-1). The amount will be calculated in April of each year based upon first principal apportionment (P-1) data for ninety-five percent (95%) of the estimated total. The calculation will also include an adjustment

for the preceding year based upon final revenue for that year. SBCEO shall provide supporting calculations upon request.

2. Payment Schedule***:*** OGCS, Inc. shall pay to the County Superintendent its actual oversight costs not to exceed one percent (1%) of the LCFF base grant, supplemental grant, and concentration grant revenue received by OGCS, Inc. ("Oversight Fee") in two equal payments during each Fiscal Year:

    a. First Payment -- fifty percent (50%) of the Oversight Fee will be paid on or about January 15; and

    b. Second Payment -- the remaining fifty percent (50%) plus any adjustment necessary to the First Payment, will be paid on or about June 15.

3. The County Superintendent will bill OGCS, Inc. for the Oversight Fee that is due, and OGCS, Inc. shall make payment within thirty (30) days from the date of receipt of the bill, or thirty-two (32) days from the date of the bill.

4. If County Superintendent does not receive the payment within the above-specified timeframe, OGCS, Inc. hereby authorizes County Superintendent to transfer the payment from OGCS, Inc.'s account to County Superintendent's account upon expiration of the thirty (30) days from the receipt of the bill or thirty-two (32) days from the date of the bill provided that SBCEO has first provided written invoice support and written notice of delinquency. Any such transfer shall be limited to amounts lawfully owed and shall not create any obligation for the County Superintendent or SBCEO to monitor account balances or ensure sufficient funds.

V. FACILITIES

A. Facilities Agreement

1. The Charter School will provide a written signed agreement, lease or other similar document indicating Charter School's right to use the principal school site identified in the charter, and any ancillary facilities identified by Charter School, for that school year unless Charter School has previously provided a long term lease that includes the school year at issue, and evidence that the facility will be adequate for Charter School's needs. Such evidence shall include any permits, licenses, or approvals reasonably required by SBCEO. SBCEO's review of such documentation shall be for oversight purposes only and shall not be construed as approval of the facility or compliance with applicable laws. The Charter School shall be

solely responsible for securing and maintaining facilities that are safe, suitable, and compliant with all applicable laws and regulations.

2. The Charter School must request a material revision to the charter petition in order to change facilities. Following an approved revision to the charter, SBCEO will conduct, without unreasonable delay, a pre-opening site visit of a new or changed Charter School facility, and the Charter School shall not occupy the new facility for instruction until all required approvals and safety documentation have been obtained and provided to SBCEO prior to students attending the new facility. Under extraordinary circumstances (e.g., a change of facilities necessitated by fire, natural disaster, or inhabitability), the Parties may waive the pre-opening site visit.

3. The Charter School shall immediately notify SBCEO of any loss of facility, lease dispute, or condition that may impact student safety. Notification shall include any closure notice, code enforcement notice, or threatened eviction.

B. Zoning and Occupancy

1. The Charter School shall provide SBCEO with a Certificate of Occupancy issued by the applicable permitting agency, allowing Charter School to use and occupy the site, prior to opening, unless Charter School is located at a public school site provided pursuant to Proposition 39 or other facilities use agreement with a school district. In lieu of a zoning certification, Charter School can provide SBCEO with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or then applicable state law. The facility must meet all applicable health and fire code requirements, zoning laws, and Americans with Disabilities Act (ADA) requirements for a TK-12 public school. SBCEO's review, if any, shall not be deemed approval of legal compliance or transfer responsibility away from OGCS, Inc.

2. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to SBCEO for each facility before the school is scheduled to open or operate in the facility or facilities. If Charter School ever seeks facilities from a school district in which it intends to locate (or is located) under Education Code section 47614 (Proposition 39), it will follow applicable statute and regulations regarding submission of such a request to the school district.

3. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in the charter and this Agreement.

4. The Parties agree that should a dispute arise under this section, they will meet to attempt to resolve any concerns within ten (10) calendar days of the dispute; however, nothing in this provision shall be construed to limit the County Board's oversight authority or enforcement rights.

5. OGCS, Inc. shall be solely responsible for all costs, liabilities, claims, and obligations arising from the acquisition, leasing, maintenance, condition, and use of all Charter School facilities, as well as compliance with all applicable health, safety, and emergency preparedness requirements, including the development and implementation of a Comprehensive School Safety Plan pursuant to applicable law. Nothing in this Agreement shall be construed to impose any such responsibility on the County Board, the County Superintendent, or SBCEO.

VI. DATA, HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

A. Data Sharing and Privacy

1. The Charter School shall comply with all applicable federal and state student privacy laws, including the Family Educational Rights and Privacy Act ("FERPA") and applicable California student data privacy laws. OGCS, Inc. shall comply with all applicable legal requirements related to student records, data privacy, and breach notification, including Education Code section 49060 et seq., all breach notification laws, and any applicable student online personal information protections.

2. Family Educational Rights and Privacy Act (FERPA): Employees of the Charter School who have a legitimate educational interest are entitled to access students education records under 20 U.S.C.A. § 327 1232g, ("FERPA") and EC § 49076(b)(6). The Charter School, its officers and employees shall comply with FERPA at all times. In addition, it is agreed that SBCEO has an educational interest in the educational records of the Charter School such that SBCEO shall have access to those records for reasons that include, but are not limited to, records requests, complaints, and school closure. Records at a minimum, shall include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide student assessments required pursuant to EC §§ 60605 and 60851

3. The Charter School shall:

    a. Maintain reasonable administrative, technical, and physical safeguards to protect student and staff data and confidential personnel information.

    b. Notify SBCEO within seventy-two (72) hours of any actual or suspected data breach, ransomware incident, unauthorized disclosure, or cybersecurity event involving student or staff information.

    c. Ensure that any third-party vendors comply with applicable data privacy laws and execute written agreements containing data use restrictions, confidentiality obligations, breach notification duties, and return/destruction obligations.

    d. Upon request, provide SBCEO with documentation of its data security policies, incident response procedures, vendor data agreements, and user access controls.

    e. Ensure all contracts with third-party vendors include data protection and confidentiality provisions consistent with applicable law.

4. OGCS, Inc. shall be solely responsible for any vendor-caused breach, unauthorized disclosure, or resulting liability.

5. OGCS, Inc. shall be solely responsible for any liabilities, claims, penalties, or regulatory actions arising from noncompliance with applicable data privacy laws, including any data breach or unauthorized disclosure.

6. Nothing in this section shall be construed to impose any data privacy, cybersecurity, or information security obligations or liability on the County Board, the County Superintendent, or SBCEO.

B. Human Resources

1. OGCS, Inc. is the exclusive employer of all employees of the Charter School for the purposes of the Educational Employer Relations Act (EERA) (Gov. Code 3540 et seq.). OGCS, Inc. shall have sole responsibility for employment, supervision, evaluation, discipline, and dismissal of its employees. OGCS, Inc. shall retain exclusive control over all employment decisions and personnel policies affecting Charter School employees.

2. Charter School shall have employee contracts that, at a minimum, states that the Charter School is the exclusive employer of its employees and has sole responsibility for employment, management, dismissal, and discipline of its employees. Employee contracts, for each type of employment shall be available for review by SBCEO upon request.

C. STRS and PERS Reporting Requirements

1. OGCS, Inc. shall assume sole financial responsibility for any and all STRS and PERS reporting obligations, including any fines, penalties, interest, or other financial consequences arising from reporting errors, non-compliance, or the implementation of applicable laws or regulations, including any determination that employees of the Charter School are ineligible to participate in a public defined-benefit retirement system.

2. OGCS, Inc. shall comply with all applicable federal and state employment laws, including credentialing requirements. OGCS, Inc. shall promptly notify SBCEO of any credentialing deficiency affecting certificated staff assignments at the Charter School and shall take immediate steps to remedy such deficiencies.

3. Employees, contractors, subcontractors, and agents of OGCS, Inc. shall not be considered officers, employees or agents of the County Board, the County Superintendent, or SBCEO, and shall not be entitled to any benefits provided to employees of those entities.

4. OGCS, Inc. shall assume full responsibility and liability for all acts and omissions of its employees, contractors, subcontractors, and agents in connection with the operation of the Charter School and performance under the Charter and this Agreement.

5. OGCS, Inc. shall be solely responsible for all federal, state and local taxes and contributions, including, as applicable, unemployment insurance, Social Security, and income tax withholding for its employees.

6. Nothing in this section shall be construed to create an employment, joint employment, or agency relationship between OGCS, Inc. and the County Board, the County Superintendent, or SBCEO.

7. OGCS, Inc. shall comply with all applicable federal and state employment nondiscrimination laws, including but not limited to Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and the California Fair Employment and Housing Act (Government Code section 12900 et

seq.). OGCS, Inc. shall not discriminate against any employee or applicant for employment on the basis of any protected characteristic under applicable law. OGCS, Inc. shall be solely responsible for any claims, investigations, or liabilities arising from employment-related discrimination, harassment, or retaliation.

8. OGCS, Inc. shall comply with all applicable laws governing the hiring of certificated and classified employees, including but not limited to Education Code section 44939.5 and all applicable background check, disclosure, and employment verification requirements relating to prior misconduct. OGCS, Inc. shall conduct all required background checks and employment inquiries and shall be solely responsible for any failure to comply with such requirements.

9. Nothing in this section shall be construed to impose any employment-related obligations or liability on the County Board, the County Superintendent, or SBCEO.

VII. RISK MANAGEMENT

A. Insurance

1. OGCS, Inc. shall procure and maintain, at its sole cost and expense, all insurance coverage required under this Agreement and applicable law. Certificates of insurance evidencing such coverage shall be provided to SBCEO prior to the commencement of operations and annually thereafter no later than July 1.

2. The certificates shall indicate that the County Board, the County Superintendent, and SBCEO, and their respective officers, agents, and employees, are named as additional insureds under all applicable policies. Such coverage shall be primary and non-contributory, and shall not participate with any valid and collectible insurance or self-insurance maintained by the County Board, the County Superintendent, or SBCEO.

3. OGCS, Inc. shall be solely responsible for all claims arising from the Charter School's operations and shall not seek coverage under any insurance maintained by the County Board, the County Superintendent, or SBCEO. Coverage maintained by OGCS, Inc. shall include, where commercially available, charter authorizer liability or equivalent coverage sufficient to protect the County Board, the County Superintendent, and SBCEO in connection with their oversight responsibilities.

4. Appendix A (Insurance Coverage and Policies) sets forth the minimum required types and limits of coverage and is incorporated herein by reference. OGCS, Inc. shall comply with all requirements set forth in Appendix A.

5. OGCS, Inc. shall provide written notice to SBCEO within three (3) business days of any cancellation, non-renewal, material modification, or reduction in coverage. Failure to maintain required insurance shall be deemed a material breach of this Agreement and may result in suspension of operations, revocation proceedings, or other enforcement actions permitted by law.

6. The insurance coverage and limits required under this Agreement shall not in any way limit or reduce the liability of OGCS, Inc. Compliance with the insurance requirements shall not be construed to waive or limit any rights or remedies available to the County Board, the County Superintendent, or SBCEO.

7. The Charter School shall ensure that all vendors, contractors, and service providers maintain insurance coverage appropriate to the scope of their services. OGCS, Inc. shall be solely responsible for ensuring that such coverage is sufficient to protect OGCS, Inc., the County Board, the County Superintendent, and SBCEO from related risks. Upon request, OGCS, Inc. shall provide evidence of such vendor insurance.

8. Upon request, OGCS, Inc. shall provide complete copies of all insurance policies, endorsements, and related documentation, not solely certificates of insurance, for review by SBCEO.

9. OGCS, Inc. shall be solely responsible for procuring and maintaining all insurance coverage required for the operation of the Charter School and for any claims, losses, or liabilities not covered by such insurance. Nothing in this Agreement shall be construed to impose any obligation on the County Board, the County Superintendent, or SBCEO to procure or maintain insurance coverage or to assume any liability for the acts or omissions of OGCS, Inc. or the Charter School.

B. Indemnification

1. To the fullest extent permitted by law, the Charter School agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to SBCEO and hold harmless, County Board, the County Superintendent, and SBCEO, and each of their members, officers,

Board appointed groups, committees, boards, and any other Board or Superintendent appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of the Charter School, and/or on the part of the Charter School's board of directors, officers, board appointed groups, committees, boards, and any other Charter School appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of the Charter School in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this MOU and/or in any way related to the operation or operations of the Charter School or of any other facility, program, or activity.

2. The duty to defend shall arise immediately upon tender of a claim and shall exist independently of, and in addition to, the duty to indemnify. Reimbursement of defense costs shall be made on a current, ongoing basis upon invoice and shall not be contingent upon final resolution of the claim.

3. This indemnification expressly includes any claims arising out of or related to the County Board's oversight, monitoring, or enforcement activities as the charter authorizer, including actions taken by SBCEO staff on behalf of and in support of the County Board's statutory oversight responsibilities; provided, however, that such indemnification shall not apply to the extent a claim is finally adjudicated to have resulted solely from the gross negligence or willful misconduct of the County Board or the County Superintendent. However, nothing in this paragraph shall be constructed to obligate the Charter School to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of the Charter School shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

4. In the event of any such liability, claim or demand, the Charter School, at its sole expense and risk, shall defend all legal proceedings brought against any Indemnified Party, and shall satisfy any resulting judgments or settlements to the extent permitted by law. Notwithstanding the foregoing:

    a. any settlement requiring an Indemnified Party to admit liability or to pay any money shall require the prior written consent of the applicable Indemnified Party; and

    b. any Indemnified Party may participate in the defense with its own counsel at its own expense. The obligations set forth in this section shall survive termination, revocation, non-renewal, or expiration of this Agreement.

5. The Charter School's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this MOU or the Charter School's Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to its Charter or cause the Charter School to cease operations.

6. OGCS, Inc. shall be wholly responsible for the Charter School's operations and shall manage its operations efficiently and economically within the constraints of OGCS, Inc.'s and the Charter School's annual budget. SBCEO shall not be liable for the debts, obligations, or liabilities of OGCS, Inc. or the Charter School, nor for any claims arising from the acts, errors, or omissions of OGCS, Inc. or the Charter School, and OGCS, Inc. agrees to indemnify SBCEO against any such claims as provided in this Section.This indemnification clause shall survive termination of this Agreement.

7. The obligations under this section are not limited by insurance coverage but shall be supported by the minimum insurance requirements set forth in this Agreement.

8. OGCS, Inc. shall reimburse SBCEO for costs, including attorneys' fees, reasonably incurred in enforcing this section.

9. Nothing in this section shall be construed to create any independent duty or liability on the part of SBCEO or the County Superintendent separate from the County Board's role as charter authorizer.

C. Comprehensive School Safety Plan; No Authorizer Liability

1. OGCS, Inc. shall be solely responsible for the preparation, adoption, annual review, update, implementation, training, maintenance, legal sufficiency, adequacy, and compliance of its Comprehensive School Safety Plan and/or school safety plan, including without limitation compliance with Education Code sections 32280 through 32289.6, 47605, 47605.6, 47606.3, and any other applicable federal, state, or local requirements.

2. Any review, request for information, comment, receipt, acceptance, monitoring, oversight activity, or approval by Authorizer concerning Charter School's Comprehensive School Safety Plan shall be solely for purposes of Authorizer's statutory oversight obligations and shall not constitute, and shall not be construed as, a representation, warranty, approval, certification, assumption of responsibility, or determination by Authorizer that the plan is adequate, legally compliant, properly implemented, or sufficient to prevent or respond to any emergency, threat, injury, loss, claim, or incident.

3. To the fullest extent permitted by law, Authorizer, its governing board, officers, employees, agents, representatives, and volunteers shall have no duty, responsibility, or liability for any claim, demand, cause of action, loss, injury, damage, cost, expense, fine, penalty, or obligation arising out of, relating to, or connected with Charter School's Comprehensive School Safety Plan, including its development, content, adequacy, legal compliance, adoption, annual review, update, implementation, training, dissemination, confidentiality, or alleged failure to comply with applicable law.

4. Charter School shall indemnify, defend, and hold harmless Authorizer, its governing board, officers, employees, agents, representatives, and volunteers from and against any and all claims, demands, causes of action, losses, liabilities, damages, judgments, fines, penalties, costs, and expenses, including attorneys' fees, arising out of or related to Charter School's Comprehensive School Safety Plan or school safety plan, except to the extent caused by the sole negligence or willful misconduct of Authorizer. This obligation shall survive expiration, revocation, nonrenewal, or termination of the Charter or this Agreement.

D. Required Disclosures

1. OGCS, Inc. shall notify SBCEO in writing within three (3) business days of any pending or actual litigation and/or formal claim, any threatened claim

known to senior management, any formal agency investigation, any subpoena materially affecting school operations, any audit investigation involving fraud or misuse of funds, from any party or notice of potential criminal infraction, criminal or civil action against OGCS, Inc. or any employee, or request for information by any governmental agency to the extent permitted by law. OGCS, Inc. acknowledges and agrees it shall comply with all applicable laws and regulations as may be amended or added during the term of the charter.

VIII. OVERSIGHT AND ACCOUNTABILITY

A. Oversight

1. Pursuant to Education Code sections 47604.32 and 47607, the County Board and SBCEO shall provide the following oversight of the Charter School, and OGCS, Inc., and the Charter School acknowledge and affirm the County Board and SBCEO's responsibilities identified herein and agree to cooperate fully to enable the County Board and SBCEO to carry out its obligations as authorizer including timely access to records, personnel, vendors, and facilities as provided herein and as required by law.

2. The County Board/SBCEO shall:

    a. Monitor the OGCS, Inc.'s fiscal condition.

    b. Ensure that OGCS, Inc. and the Charter School provide all reports required by law, including but not limited to annual independent audits, financial reports, Local Control and Accountability Plans (LCAP), Comprehensive School Safety Plan and student performance data.

    c. Visit the Charter School campus at least once per year for purposes of programmatic and fiscal oversight.

    d. Take any necessary corrective action or initiate revocation procedures pursuant to Education Code 47607 if the OGCS, Inc. or the Charter School fail to meet legal requirements.

B. Oversight Procedures

1. Site Visits. The SBCEO will conduct at least one annual site visit. The purpose of the visit will be to review the Charter School's operations,

instructional program, student achievement, and overall organizational health. Additional visits may be conducted at the County Board's discretion if concerns arise related to compliance, safety, or fiscal management. The Charter School shall ensure reasonable access during regular business hours and during any instructional programming. During site visits, the Charter School will provide access to classrooms, instructional materials, student work, governance records, fiscal reports, and other relevant documentation to demonstrate compliance and performance.

2. Annual Review**.** Each school year through the term of this Agreement, the SBCEO will conduct a formal oversight review. As part of the annual review process, SBCEO and the Charter School will meet bi-annually. This review will include

    a. Analysis of student achievement and growth.

    b. Review of fiscal stability, including annual external independent audit findings.

    c. Verification of compliance with all applicable state and federal laws.

    d. Assessment of governance and leadership effectiveness.

3. The results of the annual review may be presented to the County Board in a public meeting. SBCEO may also issue written findings and required corrective actions arising from the annual review. The Charter School shall present at least once a year to the County Board at a regularly scheduled board meeting.

4. OGCS, Inc. and the Charter School Oversight Reporting Obligations. OGCS, Inc. and the Charter School shall submit the reports identified in Appendix B to the SBCEO on or before the dates identified therein on an annual basis. OGCS, Inc. and the Charter School shall also provide any additional data reasonably necessary by the SBCEO to meet its oversight obligations.

C. Reports

1. OGCS, Inc. and the Charter School shall submit all reports required by law and this Agreement, including but not limited to:

    a. Board-approved adopted budget by July 1 of each fiscal year;

b. Local Control and Accountability Plan (LCAP) and Annual Update by July 1;

c. Mid-year Local Control and Accountability Plan Update by March 1;

d. Unaudited actuals by September 15;

e. First interim financial report by December 15;

f. Second interim financial report by March 15;

g. Annual independent audit by December 15; OGCS, Inc. shall respond to audit findings in a timely manner and implement corrective actions as required by applicable law or SBCEO;

h. ADA, CALPADS, and all required state reporting

2. OGCS, Inc. shall also provide:

a. Monthly financial statements and bank reconciliations;

b. Cash flow projections upon request;

c. Bi-annual oversight meeting materials;

d. Board agendas and approved minutes;

e. Personnel, credentialing, and compliance documentation;

f. Notice of any material audit finding, going concern qualification, or internal control deficiency within five (5) business days of receipt;

g. Notice of any material enrollment variance or cash-flow concern within five (5) business days after discovery. For purposes of this section, a **"material enrollment variance"** means actual student enrollment or Average Daily Attendance ("ADA") that differs by ten percent (10%) or more from the enrollment projections approved in the Charter School's budget and operational plan for the applicable fiscal year, or any variance that materially affects the Charter School's fiscal condition, staffing, facilities, or educational program.

3. The Charter School shall maintain student records in accordance with applicable law and shall promptly request and transfer student records as required. The Charter School shall notify SBCEO of student disenrollment, expulsions, and transfers as required to ensure accurate reporting and accountability. Upon closure, nonrenewal, revocation, or request by

SBCEO, OGCS, Inc. shall transfer student and operational records in the format and timeframe reasonably required by SBCEO and applicable law.

4. Failure to provide required reports in a timely manner shall constitute a material breach of this Agreement. Repeated failure (more than two reporting cycles) shall constitute grounds for escalated intervention, including corrective action, enhanced monitoring, or other remedies as authorized under this Agreement and applicable law.

5. For purposes of this Agreement, a material breach includes, but is not limited to:

    a. Failure to submit required reports or data in a timely manner;

    b. Material misrepresentation or misreporting of attendance, enrollment, financial, or academic data;

    c. Fiscal insolvency, a going concern qualification or finding in an independent audit, or significant audit findings, including failure to correct audit findings;

    d. Failure to maintain required fiscal reserves;

    e. Violations of applicable federal or state law;

    f. Failure to meet or make measurable progress toward academic performance standards, where such failure results in required corrective action;

    g. Failure to comply with required corrective actions or intervention measures imposed by SBCEO or the County Board;

    h. Material failure to maintain required insurance coverage;

    i. Material failure to maintain student data privacy, cybersecurity protections, or breach notification obligations;

    j. Material failure to provide legally required special education services or Section 504 accommodations;

    k. Noncompliance with independent study laws and regulations; or

    l. Any other act or omission that materially impairs the Charter School's ability to operate in compliance with law or this Agreement.

6. Upon identification of a material breach, SBCEO shall provide written notice specifying the nature of the breach and required corrective actions. OGCS, Inc. shall have a reasonable opportunity to cure such breach, not to exceed thirty (30) calendar days, unless otherwise specified by SBCEO. SBCEO may shorten or waive the cure period where immediate action is necessary to protect student safety, preserve public funds, or ensure compliance with applicable law.

7. This provision shall be interpreted consistently with the cure provisions set forth in the Intervention and Corrective Action section.

D. Complaints and Investigations

1. OGCS, Inc. shall adopt, maintain and implement Uniform Complaint Procedures in accordance with California Code of Regulations, Title 5, Section 4600 et seq., and applicable law.

2. OGCS, Inc. shall be responsible for the investigation and resolution of complaints in the first instance, subject to oversight and review by SBCEO as permitted by law.

3. SBCEO may request documentation related to complaints and may investigate complaints where there is evidence of systemic issues, violations of law, or failure to comply with the Charter or this Agreement. OGCS, Inc. and the Charter School shall preserve and provide responsive records.

4. OGCS, Inc. and the Charter School shall cooperate fully with any such investigation.

E. Intervention and Corrective Action

1. SBCEO shall implement a progressive oversight framework, which may include:

    a. Notice of Concern

    b. Required Corrective Action Plan

    c. Enhanced Monitoring

    d. Formal Intervention

    e. Recommendation for Revocation

2. Nothing in the progressive oversight framework requires SBCEO to proceed sequentially where the nature of the concern warrants immediate escalation. Nothing in this section limits SBCEO's authority to take immediate action where required by law.

3. If SBCEO determines that OGCS, Inc. or the Charter School has failed to comply with applicable law, or this Agreement, SBCEO may require corrective action, including but not limited to:

    a. the development and implementation of a Corrective Action Plan;

    b. increased reporting requirements;

    c. fiscal oversight or monitoring plans;

    d. additional site visits or reviews.

    e. retention of outside fiscal, legal, compliance, or governance support at the OGCS, Inc. expense, where reasonably necessary to address deficiencies.

4. Without limiting SBCEO's discretion, SBCEO may initiate intervention, enhanced monitoring, or corrective action if any of the following occur:

    a. the Charter School fails to meet or make measurable progress toward state academic performance standards for two consecutive years;

    b. the Charter School performs below statewide averages in English Language Arts or Mathematics for two consecutive years;

    c. the Charter School fails to receive Dashboard performance indicators where applicable due to insufficient data or participation;

    d. the Charter School demonstrates a pattern of declining academic performance across multiple indicators; or

    e. the Charter School fails to implement required corrective actions within established timelines.

5. Except where immediate action is required by law, the Charter School shall be provided a reasonable opportunity to cure identified deficiencies, not to exceed thirty (30) calendar days, as determined by SBCEO. SBCEO may require an accelerated timeline where student safety, fiscal solvency, or legal compliance is at risk.

6. Pursuant to Education Code section 47607, grounds for revocation include, but are not limited to:

    a. Committed a material violation of the any of the conditions, standards or procedures set forth in the Charter;

    b. Failed to meet or pursue any of the pupil outcomes identified in the charter;

    c. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;

    d. Violated any law.

    e. Material violations may constitute grounds for revocation.

IX. ENFORCEMENT AND LEGAL PROVISIONS

A. Renewal

1. OGCS, Inc. understands that renewal of the Charter is contingent upon compliance with applicable laws and the demonstration of strong academic and fiscal performance.

2. Under Education Code sections 47605, 47607, 47607.2 and 47607.3, renewal decisions will consider, among other things permitted by law:

    a. Student achievement and growth, measured by multiple indicators of student success;

    b. Fiscal health and stability, including clean annual independent audits;

    c. Governance performance and organizational capacity;

    d. and Compliance with all applicable laws, including but not limited to special education, English Learner services, and civil rights protections.

3. If OGCS, Inc. intends to apply for renewal of the Charter, it shall submit its renewal petition to SBCEO no later than October 1 of the final school year of the Charter term. SBCEO may require submission by an earlier date as reasonably necessary to ensure timely review and action in accordance with applicable law. The County Board shall review and act upon the renewal petition in accordance with the timelines set forth in the Education Code.

4. In addition to satisfying all applicable legal criteria, OGCS, Inc. must be able to demonstrate that it is fiscally sound and has operated in full compliance with all applicable legal requirements including timely completion of all corrective actions required by SBCEO or the County Board in order to be renewed, consistent with the requirements for renewal set forth in the Education Code.

5. OGCS, Inc. accepts that failure to meet renewal standards may result in denial of renewal, and that material violations of the charter or law may result in revocation.

B. Material Revision

1. Modifications of the approved charter must be in writing and submitted to the SBCEO for review and determination as to whether such amendments must be submitted to the County Board as a material revision to the charter. Such amendments may only be submitted to the County Board upon the approval of the Charter School's board, and will take effect only if approved by the County Board. OGCS, Inc. shall not implement any such amendment prior to required approval.

C. Immediate Revocation Authority

1. SBCEO reserves the right to initiate revocation proceedings immediately in cases involving fraud, fiscal insolvency, or threats to student safety.

D. Dispute Resolution

1. The Parties acknowledge and agree that, in addition to the provisions of the Charter, dispute resolution procedures shall be consistent with applicable laws and regulations, including Education Code section 47607(g).

2. The Parties agree to meet and confer in good faith within a reasonable time to resolve any dispute arising under this Agreement prior to initiating any formal legal or administrative proceeding, consistent with applicable law.

3. Except for matters related to revocation, student safety, or the need for immediate or emergency relief, the Parties shall make reasonable efforts to resolve disputes informally. Before initiating any civil action, the Parties shall meet and confer through executive-level representatives within fifteen (15) business days following written notice of the dispute.

4. If the dispute is not resolved through the meet and confer process, before instituting any litigation, the Parties shall participate in non-binding mediation before a mutually agreed-upon mediator.

5. Nothing in this section shall be construed to limit SBCEO's or the County Board's authority to take immediate action necessary to ensure compliance with applicable law, protect student health and safety, or exercise its statutory oversight and revocation authority.

E. No Third-Party Beneficiaries

1. This Agreement is entered into solely for the benefit of the Parties and their permitted successors and assigns. Nothing in this Agreement is intended to create, nor shall it be construed to create, any rights, remedies, claims, or causes of action in or on behalf of any third party, including but not limited to students, parents, employees, contractors, or vendors.

F. Venue

1. Any legal action arising out of or relating to this Agreement shall be filed and maintained in the Superior Court of California, County of Santa Barbara.

G. Enforcement

1. This Agreement may be enforced by either party through civil action in a court of competent jurisdiction. The Parties acknowledge that the terms of this Agreement constitute enforceable conditions of the Charter pursuant to Education Code section 47607(c).

2. Nothing in this section shall be construed to limit or restrict any statutory oversight, revocation, nonrenewal, or administrative remedy available to the County Board or SBCEO under applicable law.

H. Integration

1. This Agreement contains the entire Agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no Agreement, statement, representation, or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that they have not relied upon any warranties,

representations, statements, or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The Parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the Parties. No waiver or amendment shall arise by implication.

I. Order of Precedence

1. The Parties acknowledge that this Agreement and the Charter are intended to be read together and interpreted in a manner that gives effect to both. To the maximum extent permitted by law, in the event of any inconsistency or conflict between documents, the following order of precedence shall apply:

    a. Applicable federal and state law

    b. This Agreement, with respect to oversight, reporting, fiscal accountability, compliance monitoring, risk allocation, insurance, indemnification, and enforcement procedures

    c. Documents incorporated by reference into this Agreement, including all appendices

    d. The Charter, as approved by the State Board of Education

    e. The bylaws and articles of incorporation of OGCS, Inc.

2. Nothing in this section shall be construed to supersede any provision of the Charter required by applicable law. Any ambiguity shall be interpreted in a manner that preserves the County Board's ability to fulfill its statutory oversight obligations under Education Code sections 47604.32 and 47607.

J. Severability

1. If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy or statute, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

K. Waiver

1. A waiver of any provision or term of this Agreement must be in writing and signed by both Parties. Any such waiver shall not constitute a waiver of any other provision of this Agreement. All Parties agree that neither party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992.

L. Non-assignment

1. No portion of this Agreement or the Charter petition approved by the County Board may be assigned to another entity without the prior written approval of the County Board. Any attempted assignment without such approval shall be void.

M. Notification

1. All notices, requests, and other communication required under this Agreement shall be in writing and shall be delivered by certified mail, personal delivery, or electronic mail to the designated representatives of each party. Notice shall be deemed effective upon receipt. Each Party shall keep its notice contact information current, and electronic notice shall be deemed received when transmitted, absent bounce-back or failed delivery notice.

For the Santa Barbara County Board of Education:
Dr. Susan Salcido, Board Secretary
4400 Cathedral Oaks Road
Santa Barbara , CA 93110

For the Olive Grove Charter Schools, Inc.
Meg Rydman, Superintendent
5075 S. Bradley Rd., Suite 119
Santa Maria, CA 93455

The following appendices are attached hereto and incorporated herein by this reference:

APPENDIX A: INSURANCE COVERAGE AND POLICIES
APPENDIX B: OVERSIGHT DELIVERABLES AND TIMELINES

Santa Barbara County Board of Education

_____ _____

Dr. Susan Salcido, Board Secretary Date

Olive Grove Charter Schools, Inc.

_____ _____

Meg Rydman, Superintendent Date

APPENDIX A
INSURANCE COVERAGE AND POLICIES

1. The Charter School shall purchase and maintain in full force and effect at all times during the term of the charter insurance in amounts and types required by the County Office as necessary to cover all liability in connection with the operation of the Charter School.

2. The Charter School shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A" or "A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

3. The Charter School shall maintain the following types of insurance: Commercial General Liability Insurance which shall include coverage for: "Bodily Injury," "Property Damage," "Personal and Advertising Injury, including products-completed operations coverage; "Sexual Abuse and Molestation"; with limits of not less than $5,000,000 per occurrence and $10,000,000 aggregate. Professional Liability Liability/Educator's Legal Liability with limits of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate.

4. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under Workers' Compensation Acts, which may arise from Charter School's operation, with statutory limits. The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

5. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

6. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence, with no self-insured retention.

7. Special Education Liability Coverage with limits of not less than One Million Dollars ($1,000,000) per occurrence. If such coverage is unavailable in the market, OGCS, Inc. shall provide written evidence of unavailability and propose alternative risk protection subject to SBCEO approval.

8. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

9. The commercial liability insurance required by the foregoing provisions of this MOU other than workers compensation, Professional Liability/Educator's Legal Liability, and Crime coverage shall, as applicable: (a) be endorsed to name the County Superintendent, County Office and County Board members, officers, administrators, and employees (collectively hereinafter the "County Office and County Office Personnel") as additional insureds in connection with the obligations with the charter; (b) shall be primary insurance; (c) all insurance and coverage shall be on an "occurrence" basis rather than a "claims made" basis, excepting only Professional Liability, which shall be on a "claims made" basis; and (d) all insurance and coverage shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

10. Insurance and/or memorandum of coverage is suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason.

11. Verification of Coverage: The Charter School shall provide to the County Office Certificates of Insurance showing proof of the aforementioned insurance policies, which shall be received by the County Office annually in accordance with the Charter School Reporting Timeline and at any other time that a policy of insurance and/or memorandum of coverage is changed. Copies of all Certificates of Insurance and additional Insured Endorsements shall be made available to the County Office within five (5) calendar days of a written request.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

APPENDIX B
OVERSIGHT DELIVERABLES AND TIMELINES

OGCS, Inc. shall submit the following deliverables to the County Superintendent or designee in accordance with the timelines below. Additional information may be requested by SBCEO as necessary to fulfill its oversight responsibilities.

Deliverable	**Due Date**	**Notes**
Adopted Budget	July 1	Must be board-approved prior to submission
LCAP and Annual Update	July 1	Must align with all state requirements
Mid-year Local Control and Accountability Plan Update	March 1	Must align with all state requirements
Unaudited Actuals	September 15	Must be board-approved prior to submission
1st Interim Financial Report	December 15	Must include Board Certification of Fiscal Condition
Independent Audit Report	December 15	Prepared by licensed CPA
2nd Interim Financial Report	March 15	Must include Board Certification of Fiscal Condition
P-1 ADA Report	January 15	Include backup documentation
P-2 ADA Report	May 1	Include backup documentation
P-Annual ADA Report	July 15	Include backup documentation

Monthly Financial Statements	Monthly	Include bank reconciliations
State Assessment Data	Annually	Includes CAASPP, ELPAC, Dashboard Indicators
Student Discipline Policies	September 1	General and special education policies
Personnel & Credential Data	September 15 & ongoing	Updates required upon changes
Fingerprinting Clearance	September 15	Demonstrate compliance with Ed Code
Bi-Annual Oversight Meetings	Twice a year	Academic & fiscal review
Annual Site Visit	Annually	Scheduled by SBCEO

MEMORANDUM OF UNDERSTANDING
BETWEEN
SANTA BARBARA COUNTY BOARD OF EDUCATION
AND
OLIVE GROVE CHARTER SCHOOLS, INC.
FOR THE OPERATION OF OLIVE GROVE – SANTA BARBARA

This Memorandum of Understanding ("Agreement") is entered into between the Santa Barbara County Board of Education ("County Board") and Olive Grove Charter Schools, Inc. ("OGCS, Inc."), a California nonprofit public benefit corporation operating Olive Grove Charter – Santa Barbara ("OG-SB" or "Charter School"). The County Board and OGCS, Inc. may be referred to collectively as the ("Parties").

For purposes of this Agreement, the "Charter School" refers to Olive Grove Charter – Santa Barbara operated by OGCS, Inc., and all obligations of the Charter School shall be deemed obligations of OGCS, Inc., unless expressly stated otherwise.

The Santa Barbara County Superintendent of Schools ("County Superintendent"), acting through the Santa Barbara County Education Office ("SBCEO"), provides staff support to the County Board in carrying out its oversight responsibilities. Neither SBCEO nor the County Superintendent is a party to this Agreement.

I. RECITALS

A. WHEREAS, the Charter School Act of 1992 (Education Code section 47600 et seq.) authorizes the County Board to approve and oversee charter schools under specified circumstances and, the County Board serves as the charter authorizer for such schools;

B. WHEREAS, the County Board fulfills its statutory oversight responsibilities with the support of the County Superintendent and designated staff of the SBCEO, and nothing in this Agreement shall be construed to delegate or limit the County Board's non-delegable statutory authority as charter authorizer;

C. WHEREAS, on March 12, 2026, the State Board of Education granted the renewal appeal for the Charter School for a period of 5 years, commencing on July 1, 2026, through June 30, 2031, and designated the County Board as the authorizer;

D. WHEREAS, SBCEO is a County Office of Education duly organized under the laws of the State of California and provides staff support to the County

Board in carrying out its oversight responsibilities, and references in this Agreement to SBCEO acting in an oversight capacity shall be construed as actions undertaken on behalf of, and in support of, the County Board's authorizing functions;

E. WHEREAS, the Charter School is a public charter school operated by OGCS, Inc., a California nonprofit public benefit corporation, and is authorized to operate pursuant to the laws of the State of California;

F. WHEREAS, this Agreement is intended to set forth the Parties' respective rights, duties, and obligations relating to the oversight, operation, fiscal accountability, governance, and compliance of the Charter School, and to allocate operational risk to OGCS, Inc. to the fullest extent permitted by law;

G. WHEREAS, the terms of this Agreement are intended to become part of the conditions, standards, and procedures applicable to the Charter School and to operate in conjunction with the Charter;

H. WHEREAS, to the maximum extent permitted by law, in the event of a conflict between this Agreement and the Charter, the following shall apply:

    1. this Agreement shall control with respect to oversight, reporting, fiscal accountability, compliance monitoring, risk allocation, insurance, indemnification, and enforcement procedures;

    2. the Charter shall control only where explicitly required by applicable law, including statutory requirements governing charter petitions; and

    3. any ambiguity shall be interpreted in a manner that preserves the County Board's ability to fulfill its statutory oversight obligations under Education Code sections 47604.32 and 47607;

I. WHEREAS, if the Charter is silent on a matter addressed in this Agreement, this Agreement shall govern to the extent permitted by law, and the Parties agree to confer in good faith to revise this Agreement as necessary to maintain consistency with the Charter and applicable law;

J. NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the Parties agree as follows:

II. TERM AND GOVERNANCE

A. Term of Agreement

1. After approval by the governing boards of each Party, and execution by duly authorized representatives, this Agreement shall remain in full force and effect for the term of the Charter, commencing on July 1, 2026, and expiring on June 30, 2031, unless earlier amended, terminated, or revoked in accordance with applicable law.

2. Except as required by law, any modification of this Agreement shall be in writing, executed by duly authorized representatives of both Parties, and approved by the respective governing boards. No course of dealing, practice, or oral statement shall amend or waive any provision of this Agreement.

3. This Agreement shall remain in effect through any closure process and shall terminate only upon completion of all closure procedures, including final audit, records transfer, asset disposition, and satisfaction of liabilities, as determined by the County Board. Upon such completion, this Agreement shall automatically expire.

4. Upon closure, nonrenewal, or revocation, OGCS, Inc. shall comply with all applicable closure procedures under Education Code section 47605(c)(5)(O), including but not limited to:

    a. orderly disposition of assets;

    b. completion of a final independent audit;

    c. transfer of student records; and

    d. satisfaction of all outstanding liabilities.

5. The County Board, with support from SBCEO, shall have the right to oversee and direct the closure process to ensure compliance with applicable law.

6. OGCS, Inc. shall bear all costs associated with closure and shall indemnify the County Board, the County Superintendent, and SBCEO for any costs incurred in connection with the closure process.

7. The provisions of this Agreement relating to indemnification, insurance, fiscal obligations, and records shall survive termination to the extent necessary to enforce such obligations.

8. This Agreement is subject to termination during the Charter term or during any subsequent renewal term as provided by law or as otherwise set forth in this Agreement.

9. The Charter School may seek renewal of its Charter by submitting a renewal request to the County Board prior to the expiration of the Charter term.

10. The Charter School shall submit its renewal petition to SBCEO no later than October 1 of the final school year of the Charter term, or such earlier date as may be required by SBCEO to ensure timely review and action in accordance with applicable law. The Charter School may submit its renewal petition earlier than October 1 of the final school year of the Charter term.

11. The County Board shall evaluate and act upon the renewal petition in accordance with Education Code sections 47607, 47607.2, and 47605, and applicable regulations.

B. Governance and Authority

1. The Charter School acknowledges and agrees it shall comply with the California Public Records Act (Gov. Code 7920.00 et seq.), the Political Reform Act (Gov. Code, 87100), Ralph M. Brown Act (Gov. Code, 54950 et seq.), Government Code section 1090 et seq. as set forth in Education Code section 47604.1, and all applicable laws and regulations as they may be amended or added during the term of the charter, including all conflict of interest laws, federal and state nondiscrimination laws, and prohibitions against unauthorized student fees. The Charter School shall maintain and furnish to SBCEO, upon request, policies and compliance records demonstrating such compliance.

2. The Charter School, the County Board, and SBCEO are separate legal entities. SBCEO is not the chartering authority and shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School. The County Board, as the chartering authority, shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School in accordance with Education Code section 47604(d). OGCS, Inc. acknowledges that these protections are conditioned on the authorizer's

satisfaction of applicable oversight duties, and OGCS, Inc. shall timely provide all information and cooperation necessary to support such oversight.

3. The County Board is the sole chartering authority for the Charter School. The County Superintendent serves as the employer of SBCEO staff, and SBCEO staff act in support of the County Board's statutory oversight responsibilities. All actions taken by SBCEO are undertaken by staff of the County Superintendent on behalf of, and in support of the County Board's statutory oversight responsibilities as the charter authorizer and shall not create any independent duty, obligation, or liability on the part of SBCEO or the County Superintendent, nor expand the liability of the County Board beyond that imposed by law as the charter authorizer.

4. No provision of this Agreement shall be construed to create a joint venture, partnership, agency, or employment relationship between SBCEO and the Charter School or between the County Board and the Charter School. The Charter School is and shall remain a separate legal entity, and neither the County Board, the County Superintendent, nor SBCEO shall be deemed to have assumed any operational control, management responsibility, or decision-making authority over the Charter School beyond the oversight required by law.

5. For Charter School governing board meetings, including special and emergency board meetings, the Charter School shall provide SBCEO with complete copies of all meeting materials provided to the governing board by its administration, contractors, or the public, including agendas, prior meeting minutes, and all materials except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963. Meeting packets shall be transmitted no later than the time they are distributed to the Charter School governing board. This requirement shall be fulfilled upon the Charter School sending an email to the County Superintendent or designee with either copies of the meeting materials or links to where the meeting materials are posted on the Charter School's website.

6. SBCEO representatives may attend all meetings of the Charter School governing board and its committees, including closed session meetings to the extent permitted by applicable law and consistent with the Brown Act.

7. The Charter School shall update SBCEO of any changes to the Charter School governing board calendar, governance, leadership, or organizational structure, including any change in key management personnel, back-office provider, charter management relationship, or nonprofit corporate control, within ten (10) business days or sooner if such changes materially impact governance, fiscal condition, or compliance.

8. The Parties acknowledge that primary communication will generally occur between the Charter School's Superintendent (or equivalent) and the County Superintendent or designee, unless otherwise designated in writing.

9. The Charter School shall provide advance written notice to SBCEO of any significant organizational or operational changes, including but not limited to: appointment or departure of ~~–~~directors, officers, and administrators ~~executive leadership~~; entry into or termination of management or back-office service agreements; material revisions to the budget exceeding ten percent (10%) of total expenditures.

10. OGCS, Inc. shall provide advance written notice of any change in nonprofit corporate control.

11. OGCS, Inc. shall provide immediate notification (within 3 business days) of any material governance concerns, including board resignations, investigations, or conflicts of interest. Such notification shall include a description of the issue, known facts, interim corrective steps, and anticipated next actions.

12. The County Board, through SBCEO, shall have the right to designate a representative to attend all meetings of the Charter School governing board and its committees as a non-voting observer for purposes of oversight and compliance monitoring. Such representative shall have the right to receive all meeting notices, agendas, and materials provided to governing board members, and to participate in discussions to the extent permitted by law.

~~12.~~13. Governing board meetings shall be conducted in keeping with the requirements of the Ralph M. Brown Act (Government Code § 54950 et. seq.)

~~13.~~14. OGCS, Inc. shall ensure that members of the Charter School governing board and administrative staff receive training on the Brown Act, conflict of interest laws, and applicable ethics requirements within a reasonable time after assuming their roles, and on a periodic basis thereafter, consistent with applicable law. OGCS, Inc. shall certify

completion of such training and upon request, provide documentation including attendance records and training materials.

~~14.~~15. The Charter School governing board shall retain full authority over the Charter School's operations, subject to applicable law and the oversight authority of the County Board. Nothing in this Agreement shall be construed to grant SBCEO or the County Board authority to direct or control the day-to-day operations of the Charter School.

~~15.~~16. No act or omission of SBCEO staff in carrying out oversight functions shall be construed to create an agency relationship or to impose liability on SBCEO, the County Superintendent, or the County Board for the acts or omissions of the Charter School or OGCS, Inc.

III. EDUCATIONAL AND PROGRAMMATIC OPERATIONS

A. Educational Program

1. Subject to SBCEO oversight and compliance with its Charter and applicable state and federal law, the Charter School is autonomous; provided, however, that such autonomy shall not limit SBCEO's and the County Board's access to records, staff, facilities, and data reasonably necessary to fulfill oversight obligations, including oversight, monitoring, and compliance verification, and consistent with the requirement that the educational program shall comply with the approved Charter.

2. The Charter School's calendar shall be submitted annually to the SBCEO for review and verification of compliance with instructional day and minutes requirements. SBCEO's review shall not relieve the Charter School of sole responsibility for legal compliance. Any calendar changes will be provided to the SBCEO by April 1, prior to the beginning of a new school year.

3. OGCS, Inc. shall be solely responsible for compliance with all applicable laws and requirements governing the Charter School's educational program.

B. Independent Study

1. The Charter School acknowledges that it operates a nonclassroom-based instructional program and shall comply with all applicable independent study laws and regulations, including but not limited to Education Code sections 51745–51747 and any subsequent amendments.

2. The Charter School shall:

a. Maintain written master agreements for all pupils enrolled in independent study;

b. Maintain contemporaneous records of attendance and work product;

c. Maintain written board policies, teacher assignment records, and independent study documentation sufficient to support all funding claims.

d. Ensure compliance with instructional time, synchronous/asynchronous instruction requirements, and teacher assignment requirements;

e. Ensure compliance with all apportionment requirements.

3. OGCS, Inc. shall be solely responsible for any audit findings, fiscal penalties, or apportionment losses arising from noncompliance with independent study laws or documentation requirements.

4. SBCEO reserves the right, on behalf of the County Board, to audit independent study documentation and practices at any time. OGCS, Inc. shall promptly provide such records to SBCEO upon request.

5. Nothing in this section shall be construed to limit the Charter School's sole responsibility for compliance with independent study laws or to transfer such responsibility to the County Board, the County Superintendent, or SBCEO.

C. Academic Accountability

1. The Charter School shall meet or make measurable progress toward state and local performance standards, including those reflected in the California School Dashboard and applicable accountability systems.

2. SBCEO shall evaluate the Charter School's academic performance in accordance with Education Code sections 47607 and 47607.2, including consideration of pupil subgroups.

3. Failure to meet performance standards may result in corrective action or impact renewal determinations. Repeated failure, failure to implement required corrective actions, or material misreporting of academic performance may constitute a material breach of this Agreement, as determined by SBCEO, on behalf of the County Board, in its reasonable discretion.

D. Special Education

1. The Charter School is its own Local Educational Agency (LEA) and a member of a Special Education Local Plan Area ("SELPA"). As an LEA, the Charter School shall be solely responsible for ensuring the provision of a free appropriate public education ("FAPE") and for all aspects of compliance with State and Federal special education laws, including but not limited to the Individuals with Disabilities Education Act (IDEA), child find, assessment, Individualized Education Program (IEP) development and implementation, due process response, compensatory education, placement, service delivery, related services, recordkeeping, all associated costs, and Education Code Sections 56000 et seq., and their respective implementing regulations, subject to the oversight of its authorizing agency.

2. By September 1 of each year, the Charter School shall identify its current SELPA membership and provide any updated participation agreement or equivalent governing special education responsibilities upon request, and shall designate an OGCS, Inc. employee responsible for compliance with the IDEA and related Education Code provision and notify the SBCEO in writing of the responsible individual.

3. OGCS, Inc. shall be solely responsible for any costs, liabilities, or claims arising from noncompliance with special education laws.

E. Section 504 of the Rehabilitation Act of 1973

1. The Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The Charter School recognizes its sole legal responsibility to ensure that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, such as learning, is eligible for accommodation by the Charter School. The Charter School shall adopt a Section 504 policy, procedure, and forms. Such policies and procedures shall be provided to SBCEO upon request.

2. By September 1 of each year, the Charter School shall designate an OGCS, Inc. employee responsible for Section 504 compliance and notify the SBCEO in writing of the responsible individual. The Charter School shall

also maintain records demonstrating implementation of Section 504 plans and procedural safeguards.

3. In the case of pending student discipline of an eligible student who receives Section 504 accommodations, the Charter School will ensure that it follows procedures to comply with the mandates of State and Federal laws for considering disciplinary action against disabled students. Prior to recommending expulsion of a Section 504 student, the Charter School will convene a review committee to determine whether the student's misconduct was a manifestation of the student's disability(s) and/or if the conduct in question was the direct result of the Charter School's failure to implement the 504 plan. The Charter School may proceed with an expulsion only if it is determined that the student's misconduct was not a manifestation of the student's disability(s) and the conduct in question was not a direct result of the Charter School's failure to implement the 504 plan. The Charter School acknowledges and understands that it shall be solely responsible for such compliance.

4. OGCS, Inc. shall be solely responsible for any claims, liabilities, or corrective actions arising from noncompliance with Section 504.

F. Nondiscrimination

1. The Parties acknowledge that the Charter School shall comply with all applicable nondiscrimination requirements of the Charter Schools Act, including that Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall admit all students who wish to attend in accordance with Education Code section 47605 and applicable law.

2. The Charter School shall comply with all applicable federal and state nondiscrimination laws, including, but not limited to, Education Code section 200 et seq., Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the California Fair Employment and Housing Act (Government Code section 12900 et seq.), as enforced by the California Civil Rights Department (CRD).

3. The Charter School shall not discriminate against any student, employee, or applicant on the basis of actual or perceived characteristics, including but not limited to, race, ethnicity, color, national origin, ancestry, citizenship, immigration status, disability, medical condition, genetic information, sex,

gender, gender identity, gender expression, sexual orientation, religion, or any other characteristic protected under applicable federal or state law.

4. The Charter School shall promptly notify SBCEO of any formal complaint or investigation by a governmental agency alleging discrimination, including but not limited to complaints filed with the U.S. Department of Education Office for Civil Rights (OCR), the California Civil Rights Department (CRD), or any Title IX complaint involving systemic or significant allegations.

5. OGCS, Inc. shall be solely responsible for all liabilities, claims, audit findings, penalties, and corrective actions arising from the Charter School's operations, including but not limited to educational program implementation, independent study, academic reporting, special education, Section 504 compliance, and nondiscrimination obligations.

IV. FISCAL AND BUSINESS OPERATIONS

A. Fiscal Operations

1. Charter School will be directly funded in accordance with Chapter 6 (commencing with Section 47630) of Division 4 of Title 2 of the Education Code. The Parties recognize the authority of the Charter School to pursue additional sources of funding.

2. The Parties agree that SBCEO is not responsible to provide funding or in lieu of property taxes to Charter School. The County Board, the County Superintendent, and SBCEO shall have no obligation to provide financial assistance, loans, advances, or deficit funding to the Charter School under any circumstances.

3. OGCS, Inc. shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management. OGCS, Inc. shall also maintain internal controls reasonably designed to prevent fraud, misappropriation, and material misstatement.

4. OGCS, Inc. shall maintain a minimum unrestricted reserve of no less than three percent (3%) of annual expenditures, unless otherwise approved in writing by SBCEO. OGCS, Inc. shall notify SBCEO within five (5) business days if actual or projected reserves fall below this threshold. SBCEO may require OGCS, Inc. to maintain a higher reserve level based on fiscal risk, enrollment volatility, audit findings, or other indicators of financial instability.

5. OGCS, Inc. shall adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each affiliated charter school.

The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchase orders, and other appropriate documentation shall be maintained by OGCS, Inc. and shall be deemed to be public records subject to disclosure to SBCEO upon request. OGCS, Inc. shall maintain allocation methodologies sufficient to demonstrate that shared costs among affiliated schools are fair, reasonable, consistently applied, and adequately documented.

6. Each year, OGCS, Inc. shall make all records relating to the expenses of all affiliated charter schools available in a format reasonably requested by SBCEO, to SBCEO and OGCS, Inc. auditor for review and audit to ensure that all expenses are appropriately allocated. In addition, OGCS, Inc. shall promptly respond as required by Education Code section 47604.3.

7. Each year, OGCS, Inc. shall provide an updated organizational chart of all affiliated charter schools and all related parties operated or otherwise controlled by the same nonprofit public benefit corporation.

8. OGCS, Inc. shall establish a fiscal plan for repayment of any loans received by and/or on behalf of Charter School. It is agreed that SBCEO shall receive prior written notice of all loans received by OGCS, Inc., and repayment of loans shall be the sole legal and financial responsibility of OGCS, Inc.

9. OGCS, Inc. will use all revenue received from the state and federal sources only for the educational services specified in the charter and this Agreement, and in compliance with all applicable restrictions on public funds for the students enrolled and attending Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions, if any, of any grant or donation.

10. OGCS, Inc. shall be solely responsible for all fiscal obligations, liabilities, audit findings, penalties, and financial commitments arising from the operation of the Charter School. Nothing in this Agreement shall be construed to impose any financial obligation or liability on the County Board, the County Superintendent, or SBCEO.

11. OGCS, Inc. shall be solely responsible for identifying, preparing, submitting, and pursuing any claims for reimbursement of mandated costs from the State of California. OGCS, Inc. shall seek such reimbursement directly from the State and shall not submit, route, or otherwise seek reimbursement of mandated costs through the County Board, the County Superintendent, or SBCEO.

12. Nothing in this Agreement shall be construed to obligate the County Board, the County Superintendent, or SBCEO to apply for, process, advance, or reimburse any mandated costs on behalf of OGCS, Inc. or the Charter School.

B. Fiscal Agent

1. The Parties agree that neither the County Board nor SBCEO shall act as fiscal agent for OGCS, Inc. It is agreed that OGCS, Inc. shall be solely responsible for all fiscal services, including but not limited to payroll, purchasing, attendance reporting, and completion and submission of all required financial and state reporting. OGCS, Inc. shall not contract with SBCEO for fiscal or business services unless expressly approved in writing by the County Board, and any such agreement shall clearly state that SBCEO is not acting as a fiscal agent and assumes no responsibility for OGCS, Inc's fiscal operations.

2. OGCS, Inc. is responsible for establishing the appropriate funds or accounts in the Santa Barbara County Treasury for OGCS, Inc. and for making the necessary arrangements for OGCS, Inc.'s participation in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or Social Security. Nothing in this paragraph shall be interpreted to mean that OGCS, Inc. must maintain all funds in the County Treasury. If funds are not maintained in the County Treasury, they must be deposited with a federally insured commercial bank or credit union. OGCS, Inc. shall provide SBCEO with account information, authorized signatories, and any changes thereto upon request. Nothing in this section shall be construed to create a fiduciary relationship between SBCEO or the County Board and OGCS, Inc.

3. SBCEO will only withdraw funds from the Santa Barbara County Treasury to a charter school owned bank account. Bank account name must match the charter school name or a Doing Business As (DBA) reference. No fund transfers will be made to a third party.

4. SBCEO's role in processing withdrawals is ministerial only and shall not be construed to create any fiduciary duty, financial responsibility, or control over OGCS, Inc.'s funds.

5. Santa Barbara County Treasury withdrawals will take place two (2) times per month. The first withdrawal will take place on the 10th day of each month, and the second withdrawal will take place at the end of each month.

6. OGCS, Inc.'s Santa Barbara County Treasury account will maintain a minimum balance that is sufficient to cover one month of CalSTRS and CalPERS retirement contributions. Failure to maintain the required minimum balance may constitute a fiscal concern subject to corrective action.

C. Contracts

1. OGCS, Inc. shall not have the authority to enter into a contract that would bind the County Board, County Superintendent, and/or SBCEO, nor to extend the credit of the County Board, County Superintendent, and/or SBCEO to any third person or party. OGCS, Inc. shall clearly indicate in writing to vendors and other entities with which or with whom OGCS, Inc. enters into an agreement or contract that the obligations of OGCS, Inc. under such agreement or contract are solely the responsibility of OGCS, Inc. and are not the responsibility of the County Board, County Superintendent and/or SBCEO. Each such contract shall expressly disclaim any third-party beneficiary rights against the County Board, County Superintendent, and SBCEO. OGCS, Inc. shall be solely responsible for all liabilities, claims, and obligations arising from such contracts.

2. OGCS, Inc. shall ensure that all contracts for goods and services comply with the criteria noted in Title 5, California Code of Regulations, section 11967.5.1(c)(3)(A)(2) and shall maintain executed copies and supporting procurement records for inspection by SBCEO. OGCS, Inc. shall comply with bidding requirements tied to receipt of any state, federal, or grant funds that require compliance with bidding or purchasing requirements that are more stringent. Additionally, records and information regarding implementation of the contract will be provided to SBCEO in accordance with Education Code section 47604.3. OGCS, Inc. shall be solely responsible for the resolution of any audit findings and for any resulting financial or programmatic corrective actions.

3. OGCS, Inc. will make every effort to ensure that vendors comply with inquiries reasonably necessary for SBCEO to fulfill its statutory oversight obligations for records and information related to this contract.

D. Charter/Education Management Organization (C/EMO) Contracts:

1. Entering into or substantively revising a contract with an Educational Charter Management Organization (E/CMO) shall be presented to the County Board for approval as a material revision to the charter.

2. Charter School shall ensure the following for any C/EMO contract:

    a. Require that any C/EMO contract (or revision to an agreement) that is entered into be in compliance with state and federal law and the charter and include language that:

        i. None of the principals of either the C/EMO or the Charter School has conflicts of interest.

        ii. C/EMO shall comply with Education Code section 47604.3 and the California Public Records Act, Government Code section 6250 et seq.

        iii. Any provision of the agreement that is in violation of state or federal law or the charter is void.

    b. Upon approval by the OGCS, Inc. governing board, the Charter School shall provide SBCEO a copy of the following:

        i. C/EMO agreement (or revision to an agreement).

        ii. Evidence that the C/EMO is a nonprofit public benefit corporation.

        iii. A description of the C/EMO's roles and responsibilities for the management of the Charter School and the internal controls that will be put in place to guide the relationship.

        iv. A list of other schools managed by the C/EMO.

        v. A list of and background on the C/EMO's leaders and board of directors.

E. Oversight Fees

1. OGCS, Inc. will be charged an annual oversight fee not to exceed one percent (1%) of the revenue received by OGCS, Inc. in accordance with Education Code section 47613. The oversight fee will be calculated on the Local Control Funding Formula ("LCFF") base grant, supplemental grant, and concentration grant funding provided at the First Principal Apportionment (P-1). The amount will be calculated in April of each year based upon first principal apportionment (P-1) data for ninety-five percent (95%) of the estimated total. The calculation will also include an adjustment

for the preceding year based upon final revenue for that year. SBCEO shall provide supporting calculations upon request.

2. Payment Schedule*:* OGCS, Inc. shall pay to the County Superintendent its actual oversight costs not to exceed one percent (1%) of the LCFF base grant, supplemental grant, and concentration grant revenue received by OGCS, Inc. ("Oversight Fee") in two equal payments during each Fiscal Year:

    a. First Payment -- fifty percent (50%) of the Oversight Fee will be paid on or about January 15; and

    b. Second Payment -- the remaining fifty percent (50%) plus any adjustment necessary to the First Payment, will be paid on or about June 15.

3. The County Superintendent will bill OGCS, Inc. for the Oversight Fee that is due, and OGCS, Inc. shall make payment within thirty (30) days from the date of receipt of the bill, or thirty-two (32) days from the date of the bill.

4. If County Superintendent does not receive the payment within the above-specified timeframe, OGCS, Inc. hereby authorizes County Superintendent to transfer the payment from OGCS, Inc.'s account to County Superintendent's account upon expiration of the thirty (30) days from the receipt of the bill or thirty-two (32) days from the date of the bill provided that SBCEO has first provided written invoice support and written notice of delinquency. Any such transfer shall be limited to amounts lawfully owed and shall not create any obligation for the County Superintendent or SBCEO to monitor account balances or ensure sufficient funds.

V. FACILITIES

A. Facilities Agreement

1. The Charter School will provide a written signed agreement, lease or other similar document indicating Charter School's right to use the principal school site identified in the charter, and any ancillary facilities identified by Charter School, for that school year unless Charter School has previously provided a long term lease that includes the school year at issue, and evidence that the facility will be adequate for Charter School's needs. Such evidence shall include any permits, licenses, or approvals reasonably required by SBCEO. SBCEO's review of such documentation shall be for oversight purposes only and shall not be construed as approval of the facility or compliance with applicable laws. The Charter School shall be

solely responsible for securing and maintaining facilities that are safe, suitable, and compliant with all applicable laws and regulations.

2. The Charter School must request a material revision to the charter petition in order to change facilities. Following an approved revision to the charter, SBCEO will conduct, without unreasonable delay, a pre-opening site visit of a new or changed Charter School facility, and the Charter School shall not occupy the new facility for instruction until all required approvals and safety documentation have been obtained and provided to SBCEO prior to students attending the new facility. Under extraordinary circumstances (e.g., a change of facilities necessitated by fire, natural disaster, or inhabitability), the Parties may waive the pre-opening site visit.

3. The Charter School shall immediately notify SBCEO of any loss of facility, lease dispute, or condition that may impact student safety. Notification shall include any closure notice, code enforcement notice, or threatened eviction.

B. Zoning and Occupancy

1. The Charter School shall provide SBCEO with a Certificate of Occupancy issued by the applicable permitting agency, allowing Charter School to use and occupy the site, prior to opening, unless Charter School is located at a public school site provided pursuant to Proposition 39 or other facilities use agreement with a school district. In lieu of a zoning certification, Charter School can provide SBCEO with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or then applicable state law. The facility must meet all applicable health and fire code requirements, zoning laws, and Americans with Disabilities Act (ADA) requirements for a TK-12 public school. SBCEO's review, if any, shall not be deemed approval of legal compliance or transfer responsibility away from OGCS, Inc.

2. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to SBCEO for each facility before the school is scheduled to open or operate in the facility or facilities. If Charter School ever seeks facilities from a school district in which it intends to locate (or is located) under Education Code section 47614 (Proposition 39), it will follow applicable statute and regulations regarding submission of such a request to the school district.

3. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in the charter and this Agreement.

4. The Parties agree that should a dispute arise under this section, they will meet to attempt to resolve any concerns within ten (10) calendar days of the dispute; however, nothing in this provision shall be construed to limit the County Board's oversight authority or enforcement rights.

5. OGCS, Inc. shall be solely responsible for all costs, liabilities, claims, and obligations arising from the acquisition, leasing, maintenance, condition, and use of all Charter School facilities, as well as compliance with all applicable health, safety, and emergency preparedness requirements, including the development and implementation of a Comprehensive School Safety Plan pursuant to applicable law. Nothing in this Agreement shall be construed to impose any such responsibility on the County Board, the County Superintendent, or SBCEO.

VI. DATA, HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

A. Data Sharing and Privacy

1. The Charter School shall comply with all applicable federal and state student privacy laws, including the Family Educational Rights and Privacy Act ("FERPA") ~~FERPA~~ and applicable California student data privacy laws. OGCS, Inc. shall comply with all applicable legal requirements related to student records, data privacy, and breach notification, including Education Code section 49060 et seq., all breach notification laws, and any applicable student online personal information protections.

~~1.~~2. Family Educational Rights and Privacy Act (FERPA): Employees of the Charter School who have a legitimate educational interest are entitled to access students education records under 20 U.S.C.A. § 327 1232g, ("FERPA") and EC § 49076(b)(6). The Charter School, its officers and employees shall comply with FERPA at all times. In addition, it is agreed that SBCEO has an educational interest in the educational records of the Charter School such that SBCEO shall have access to those records for reasons that include, but are not limited to, records requests, complaints, and school closure. Records at a minimum, shall include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide student assessments required pursuant to EC §§ 60605 and 60851

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~~2.~~3. The Charter School shall:

a. Maintain reasonable administrative, technical, and physical safeguards to protect student and staff data and confidential personnel information.

b. Notify SBCEO within seventy-two (72) hours of any actual or suspected data breach, ransomware incident, unauthorized disclosure, or cybersecurity event involving student or staff information.

c. Ensure that any third-party vendors comply with applicable data privacy laws and execute written agreements containing data use restrictions, confidentiality obligations, breach notification duties, and return/destruction obligations.

d. Upon request, provide SBCEO with documentation of its data security policies, incident response procedures, vendor data agreements, and user access controls.

e. Ensure all contracts with third-party vendors include data protection and confidentiality provisions consistent with applicable law.

~~3.~~4. OGCS, Inc. shall be solely responsible for any vendor-caused breach, unauthorized disclosure, or resulting liability.

~~4.~~5. OGCS, Inc. shall be solely responsible for any liabilities, claims, penalties, or regulatory actions arising from noncompliance with applicable data privacy laws, including any data breach or unauthorized disclosure.

~~5.~~6. Nothing in this section shall be construed to impose any data privacy, cybersecurity, or information security obligations or liability on the County Board, the County Superintendent, or SBCEO.

B. Human Resources

1. OGCS, Inc. is the exclusive employer of all employees of the Charter School for the purposes of the Educational Employer Relations Act (EERA) (Gov. Code 3540 et seq.). OGCS, Inc. shall have sole responsibility for employment, supervision, evaluation, discipline, and dismissal of its employees. OGCS, Inc. shall retain exclusive control over all employment decisions and personnel policies affecting Charter School employees.

~~1.~~2. Charter School shall have employee contracts that, at a minimum, states that the Charter School is the exclusive employer of its employees and has sole responsibility for employment, management, dismissal, and discipline of its employees. Employee contracts, for each type of employment shall be available for review by SBCEO upon request.

C. STRS and PERS Reporting Requirements

1. OGCS, Inc. shall assume sole financial responsibility for any and all STRS and PERS reporting obligations, including any fines, penalties, interest, or other financial consequences arising from reporting errors, non-compliance, or the implementation of applicable laws or regulations, including any determination that employees of the Charter School are ineligible to participate in a public defined-benefit retirement system.

2. OGCS, Inc. shall comply with all applicable federal and state employment laws, including credentialing requirements. OGCS, Inc. shall promptly notify SBCEO of any credentialing deficiency affecting certificated staff assignments at the Charter School and shall take immediate steps to remedy such deficiencies.

3. Employees, contractors, subcontractors, and agents of OGCS, Inc. shall not be considered officers, employees or agents of the County Board, the County Superintendent, or SBCEO, and shall not be entitled to any benefits provided to employees of those entities.

4. OGCS, Inc. shall assume full responsibility and liability for all acts and omissions of its employees, contractors, subcontractors, and agents in connection with the operation of the Charter School and performance under the Charter and this Agreement.

5. OGCS, Inc. shall be solely responsible for all federal, state and local taxes and contributions, including, as applicable, unemployment insurance, Social Security, and income tax withholding for its employees.

6. Nothing in this section shall be construed to create an employment, joint employment, or agency relationship between OGCS, Inc. and the County Board, the County Superintendent, or SBCEO.

7. OGCS, Inc. shall comply with all applicable federal and state employment nondiscrimination laws, including but not limited to Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and the California Fair Employment and Housing Act (Government Code section 12900 et

seq.). OGCS, Inc. shall not discriminate against any employee or applicant for employment on the basis of any protected characteristic under applicable law. OGCS, Inc. shall be solely responsible for any claims, investigations, or liabilities arising from employment-related discrimination, harassment, or retaliation.

8. OGCS, Inc. shall comply with all applicable laws governing the hiring of certificated and classified employees, including but not limited to Education Code section 44939.5 and all applicable background check, disclosure, and employment verification requirements relating to prior misconduct. OGCS, Inc. shall conduct all required background checks and employment inquiries and shall be solely responsible for any failure to comply with such requirements.

9. Nothing in this section shall be construed to impose any employment-related obligations or liability on the County Board, the County Superintendent, or SBCEO.

VII. RISK MANAGEMENT

A. Insurance

1. OGCS, Inc. shall procure and maintain, at its sole cost and expense, all insurance coverage required under this Agreement and applicable law. Certificates of insurance evidencing such coverage shall be provided to SBCEO prior to the commencement of operations and annually thereafter no later than July 1.

2. The certificates shall indicate that the County Board, the County Superintendent, and SBCEO, and their respective officers, agents, and employees, are named as additional insureds under all applicable policies. Such coverage shall be primary and non-contributory, and shall not participate with any valid and collectible insurance or self-insurance maintained by the County Board, the County Superintendent, or SBCEO.

3. OGCS, Inc. shall be solely responsible for all claims arising from the Charter School's operations and shall not seek coverage under any insurance maintained by the County Board, the County Superintendent, or SBCEO. Coverage maintained by OGCS, Inc. shall include, where commercially available, charter authorizer liability or equivalent coverage sufficient to protect the County Board, the County Superintendent, and SBCEO in connection with their oversight responsibilities.

4. Appendix A (Insurance Coverage and Policies) sets forth the minimum required types and limits of coverage and is incorporated herein by reference. OGCS, Inc. shall comply with all requirements set forth in Appendix A.

5. OGCS, Inc. shall provide written notice to SBCEO within three (3) business days of any cancellation, non-renewal, material modification, or reduction in coverage. Failure to maintain required insurance shall be deemed a material breach of this Agreement and may result in suspension of operations, revocation proceedings, or other enforcement actions permitted by law.

6. The insurance coverage and limits required under this Agreement shall not in any way limit or reduce the liability of OGCS, Inc. Compliance with the insurance requirements shall not be construed to waive or limit any rights or remedies available to the County Board, the County Superintendent, or SBCEO.

7. The Charter School shall ensure that all vendors, contractors, and service providers maintain insurance coverage appropriate to the scope of their services. OGCS, Inc. shall be solely responsible for ensuring that such coverage is sufficient to protect OGCS, Inc., the County Board, the County Superintendent, and SBCEO from related risks. Upon request, OGCS, Inc. shall provide evidence of such vendor insurance.

8. Upon request, OGCS, Inc. shall provide complete copies of all insurance policies, endorsements, and related documentation, not solely certificates of insurance, for review by SBCEO.

9. OGCS, Inc. shall be solely responsible for procuring and maintaining all insurance coverage required for the operation of the Charter School and for any claims, losses, or liabilities not covered by such insurance. Nothing in this Agreement shall be construed to impose any obligation on the County Board, the County Superintendent, or SBCEO to procure or maintain insurance coverage or to assume any liability for the acts or omissions of OGCS, Inc. or the Charter School.

B. Indemnification

1. To the fullest extent permitted by law, the Charter School agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to SBCEO and hold harmless, County Board, the County Superintendent, and SBCEO, and each of their members, officers,

Board appointed groups, committees, boards, and any other Board or Superintendent appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of the Charter School, and/or on the part of the Charter School's board of directors, officers, board appointed groups, committees, boards, and any other Charter School appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of the Charter School in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this MOU and/or in any way related to the operation or operations of the Charter School or of any other facility, program, or activity.

2. The duty to defend shall arise immediately upon tender of a claim and shall exist independently of, and in addition to, the duty to indemnify. Reimbursement of defense costs shall be made on a current, ongoing basis upon invoice and shall not be contingent upon final resolution of the claim.

3. This indemnification expressly includes any claims arising out of or related to the County Board's oversight, monitoring, or enforcement activities as the charter authorizer, including actions taken by SBCEO staff on behalf of and in support of the County Board's statutory oversight responsibilities; provided, however, that such indemnification shall not apply to the extent a claim is finally adjudicated to have resulted solely from the gross negligence or willful misconduct of the County Board or the County Superintendent. However, nothing in this paragraph shall be constructed to obligate the Charter School to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of the Charter School shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

4. In the event of any such liability, claim or demand, the Charter School, at its sole expense and risk, shall defend all legal proceedings brought against any Indemnified Party, and shall satisfy any resulting judgments or settlements to the extent permitted by law. Notwithstanding the foregoing:

    a. any settlement requiring an Indemnified Party to admit liability or to pay any money shall require the prior written consent of the applicable Indemnified Party; and

    b. any Indemnified Party may participate in the defense with its own counsel at its own expense. The obligations set forth in this section shall survive termination, revocation, non-renewal, or expiration of this Agreement.

5. The Charter School's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this MOU or the Charter School's Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to its Charter or cause the Charter School to cease operations.

6. OGCS, Inc. shall be wholly responsible for the Charter School's operations and shall manage its operations efficiently and economically within the constraints of OGCS, Inc.'s and the Charter School's annual budget. SBCEO shall not be liable for the debts, obligations, or liabilities of OGCS, Inc. or the Charter School, nor for any claims arising from the acts, errors, or omissions of OGCS, Inc. or the Charter School, and OGCS, Inc. agrees to indemnify SBCEO against any such claims as provided in this Section.This indemnification clause shall survive termination of this Agreement.

7. The obligations under this section are not limited by insurance coverage but shall be supported by the minimum insurance requirements set forth in this Agreement.

8. OGCS, Inc. shall reimburse SBCEO for costs, including attorneys' fees, reasonably incurred in enforcing this section.

9. Nothing in this section shall be construed to create any independent duty or liability on the part of SBCEO or the County Superintendent separate from the County Board's role as charter authorizer.

C. Comprehensive School Safety Plan; No Authorizer Liability

1. OGCS, Inc. shall be solely responsible for the preparation, adoption, annual review, update, implementation, training, maintenance, legal sufficiency, adequacy, and compliance of its Comprehensive School Safety Plan and/or school safety plan, including without limitation compliance with Education Code sections 32280 through 32289.6, 47605, 47605.6, 47606.3, and any other applicable federal, state, or local requirements.

2. Any review, request for information, comment, receipt, acceptance, monitoring, oversight activity, or approval by Authorizer concerning Charter School's Comprehensive School Safety Plan shall be solely for purposes of Authorizer's statutory oversight obligations and shall not constitute, and shall not be construed as, a representation, warranty, approval, certification, assumption of responsibility, or determination by Authorizer that the plan is adequate, legally compliant, properly implemented, or sufficient to prevent or respond to any emergency, threat, injury, loss, claim, or incident.

3. To the fullest extent permitted by law, Authorizer, its governing board, officers, employees, agents, representatives, and volunteers shall have no duty, responsibility, or liability for any claim, demand, cause of action, loss, injury, damage, cost, expense, fine, penalty, or obligation arising out of, relating to, or connected with Charter School's Comprehensive School Safety Plan, including its development, content, adequacy, legal compliance, adoption, annual review, update, implementation, training, dissemination, confidentiality, or alleged failure to comply with applicable law.

4. Charter School shall indemnify, defend, and hold harmless Authorizer, its governing board, officers, employees, agents, representatives, and volunteers from and against any and all claims, demands, causes of action, losses, liabilities, damages, judgments, fines, penalties, costs, and expenses, including attorneys' fees, arising out of or related to Charter School's Comprehensive School Safety Plan or school safety plan, except to the extent caused by the sole negligence or willful misconduct of Authorizer. This obligation shall survive expiration, revocation, nonrenewal, or termination of the Charter or this Agreement.

D. Required Disclosures

1. OGCS, Inc. shall notify SBCEO in writing within three (3) business days of any pending or actual litigation and/or formal claim, any threatened claim

known to senior management, any formal agency investigation, any subpoena materially affecting school operations, any audit investigation involving fraud or misuse of funds, from any party or notice of potential criminal infraction, criminal or civil action against OGCS, Inc. or any employee, or request for information by any governmental agency to the extent permitted by law. OGCS, Inc. acknowledges and agrees it shall comply with all applicable laws and regulations as may be amended or added during the term of the charter.

VIII. OVERSIGHT AND ACCOUNTABILITY

A. Oversight

1. Pursuant to Education Code sections 47604.32 and 47607, the County Board and SBCEO shall provide the following oversight of the Charter School, and OGCS, Inc., and the Charter School acknowledge and affirm the County Board and SBCEO's responsibilities identified herein and agree to cooperate fully to enable the County Board and SBCEO to carry out its obligations as authorizer including timely access to records, personnel, vendors, and facilities as provided herein and as required by law.

2. The County Board/SBCEO shall:

    a. Monitor the OGCS, Inc.'s fiscal condition.

    b. Ensure that OGCS, Inc. and the Charter School provide all reports required by law, including but not limited to annual independent audits, financial reports, Local Control and Accountability Plans (LCAP), Comprehensive School Safety Plan and student performance data.

    c. Visit the Charter School campus at least once per year for purposes of programmatic and fiscal oversight.

    d. Take any necessary corrective action or initiate revocation procedures pursuant to Education Code 47607 if the OGCS, Inc. or the Charter School fail to meet legal requirements.

B. Oversight Procedures

1. Site Visits. The SBCEO will conduct at least one annual site visit. The purpose of the visit will be to review the Charter School's operations,

instructional program, student achievement, and overall organizational health. Additional visits may be conducted at the County Board's discretion if concerns arise related to compliance, safety, or fiscal management. The Charter School shall ensure reasonable access during regular business hours and during any instructional programming. During site visits, the Charter School will provide access to classrooms, instructional materials, student work, governance records, fiscal reports, and other relevant documentation to demonstrate compliance and performance.

2. Annual Review**.** Each school year through the term of this Agreement, the SBCEO will conduct a formal oversight review. As part of the annual review process, SBCEO and the Charter School will meet bi-annually. This review will include

    a. Analysis of student achievement and growth.

    b. Review of fiscal stability, including annual external independent audit findings.

    c. Verification of compliance with all applicable state and federal laws.

    d. Assessment of governance and leadership effectiveness.

3. The results of the annual review may be presented to the County Board in a public meeting. SBCEO may also issue written findings and required corrective actions arising from the annual review. The Charter School shall present at least once a year to the County Board at a regularly scheduled board meeting.

4. OGCS, Inc. and the Charter School Oversight Reporting Obligations. OGCS, Inc. and the Charter School shall submit the reports identified in Appendix B to the SBCEO on or before the dates identified therein on an annual basis. OGCS, Inc. and the Charter School shall also provide any additional data reasonably necessary by the SBCEO to meet its oversight obligations.

C. Reports

1. OGCS, Inc. and the Charter School shall submit all reports required by law and this Agreement, including but not limited to:

    a. Board-approved adopted budget by July 1 of each fiscal year;

b. Local Control and Accountability Plan (LCAP) and Annual Update by July 1;

c. Mid-year Local Control and Accountability Plan Update by March 1;

d. Unaudited actuals by September 15;

e. First interim financial report by December 15;

f. Second interim financial report by March 15;

g. Annual independent audit by December 15; OGCS, Inc. shall respond to audit findings in a timely manner and implement corrective actions as required by applicable law or SBCEO;

h. ADA, CALPADS, and all required state reporting

2. OGCS, Inc. shall also provide:

a. Monthly financial statements and bank reconciliations;

b. Cash flow projections upon request;

c. Bi-annual oversight meeting materials;

d. Board agendas and approved minutes;

e. Personnel, credentialing, and compliance documentation;

f. Notice of any material audit finding, going concern qualification, or internal control deficiency within five (5) business days of receipt;

g. Notice of any material enrollment variance or cash-flow concern within five (5) business days after discovery. For purposes of this section, a **"material enrollment variance"** means actual student enrollment or Average Daily Attendance ("ADA") that differs by ten percent (10%) or more from the enrollment projections approved in the Charter School's budget and operational plan for the applicable fiscal year, or any variance that materially affects the Charter School's fiscal condition, staffing, facilities, or educational program.

3. The Charter School shall maintain student records in accordance with applicable law and shall promptly request and transfer student records as required. The Charter School shall notify SBCEO of student disenrollment, expulsions, and transfers as required to ensure accurate reporting and accountability. Upon closure, nonrenewal, revocation, or request by

SBCEO, OGCS, Inc. shall transfer student and operational records in the format and timeframe reasonably required by SBCEO and applicable law.

4. Failure to provide required reports in a timely manner shall constitute a material breach of this Agreement. Repeated failure (more than two reporting cycles) shall constitute grounds for escalated intervention, including corrective action, enhanced monitoring, or other remedies as authorized under this Agreement and applicable law.

5. For purposes of this Agreement, a material breach includes, but is not limited to:

    a. Failure to submit required reports or data in a timely manner;

    b. Material misrepresentation or misreporting of attendance, enrollment, financial, or academic data;

    c. Fiscal insolvency, a going concern qualification or finding in an independent audit, or significant audit findings, including failure to correct audit findings;

    d. Failure to maintain required fiscal reserves;

    e. Violations of applicable federal or state law;

    f. Failure to meet or make measurable progress toward academic performance standards, where such failure results in required corrective action;

    g. Failure to comply with required corrective actions or intervention measures imposed by SBCEO or the County Board;

    h. Material failure to maintain required insurance coverage;

    i. Material failure to maintain student data privacy, cybersecurity protections, or breach notification obligations;

    j. Material failure to provide legally required special education services or Section 504 accommodations;

    k. Noncompliance with independent study laws and regulations; or

    l. Any other act or omission that materially impairs the Charter School's ability to operate in compliance with law or this Agreement.

6. Upon identification of a material breach, SBCEO shall provide written notice specifying the nature of the breach and required corrective actions. OGCS, Inc. shall have a reasonable opportunity to cure such breach, not to exceed thirty (30) calendar days, unless otherwise specified by SBCEO. SBCEO may shorten or waive the cure period where immediate action is necessary to protect student safety, preserve public funds, or ensure compliance with applicable law.

7. This provision shall be interpreted consistently with the cure provisions set forth in the Intervention and Corrective Action section.

D. Complaints and Investigations

1. OGCS, Inc. shall adopt, maintain and implement Uniform Complaint Procedures in accordance with California Code of Regulations, Title 5, Section 4600 et seq., and applicable law.

2. OGCS, Inc. shall be responsible for the investigation and resolution of complaints in the first instance, subject to oversight and review by SBCEO as permitted by law.

3. SBCEO may request documentation related to complaints and may investigate complaints where there is evidence of systemic issues, violations of law, or failure to comply with the Charter or this Agreement. OGCS, Inc. and the Charter School shall preserve and provide responsive records.

4. OGCS, Inc. and the Charter School shall cooperate fully with any such investigation.

E. Intervention and Corrective Action

1. SBCEO shall implement a progressive oversight framework, which may include:

    a. Notice of Concern

    b. Required Corrective Action Plan

    c. Enhanced Monitoring

    d. Formal Intervention

    e. Recommendation for Revocation

2. Nothing in the progressive oversight framework requires SBCEO to proceed sequentially where the nature of the concern warrants immediate escalation. Nothing in this section limits SBCEO's authority to take immediate action where required by law.

3. If SBCEO determines that OGCS, Inc. or the Charter School has failed to comply with applicable law, or this Agreement, SBCEO may require corrective action, including but not limited to:

    a. the development and implementation of a Corrective Action Plan;

    b. increased reporting requirements;

    c. fiscal oversight or monitoring plans;

    d. additional site visits or reviews.

    e. retention of outside fiscal, legal, compliance, or governance support at the OGCS, Inc. expense, where reasonably necessary to address deficiencies.

4. Without limiting SBCEO's discretion, SBCEO may initiate intervention, enhanced monitoring, or corrective action if any of the following occur:

    a. the Charter School fails to meet or make measurable progress toward state academic performance standards for two consecutive years;

    b. the Charter School performs below statewide averages in English Language Arts or Mathematics for two consecutive years;

    c. the Charter School fails to receive Dashboard performance indicators where applicable due to insufficient data or participation;

    d. the Charter School demonstrates a pattern of declining academic performance across multiple indicators; or

    e. the Charter School fails to implement required corrective actions within established timelines.

5. Except where immediate action is required by law, the Charter School shall be provided a reasonable opportunity to cure identified deficiencies, not to exceed thirty (30) calendar days, as determined by SBCEO. SBCEO may require an accelerated timeline where student safety, fiscal solvency, or legal compliance is at risk.

6. Pursuant to Education Code section 47607, grounds for revocation include, but are not limited to:

    a. Committed a material violation of the any of the conditions, standards or procedures set forth in the Charter;

    b. Failed to meet or pursue any of the pupil outcomes identified in the charter;

    c. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;

    d. Violated any law.

    e. Material violations may constitute grounds for revocation.

IX. ENFORCEMENT AND LEGAL PROVISIONS

A. Renewal

1. OGCS, Inc. understands that renewal of the Charter is contingent upon compliance with applicable laws and the demonstration of strong academic and fiscal performance.

2. Under Education Code sections 47605, 47607, 47607.2 and 47607.3, renewal decisions will consider, among other things permitted by law:

    a. Student achievement and growth, measured by multiple indicators of student success;

    b. Fiscal health and stability, including clean annual independent audits;

    c. Governance performance and organizational capacity;

    d. and Compliance with all applicable laws, including but not limited to special education, English Learner services, and civil rights protections.

3. If OGCS, Inc. intends to apply for renewal of the Charter, it shall submit its renewal petition to SBCEO no later than October 1 of the final school year of the Charter term. SBCEO may require submission by an earlier date as reasonably necessary to ensure timely review and action in accordance with applicable law. The County Board shall review and act upon the renewal petition in accordance with the timelines set forth in the Education Code.

4. In addition to satisfying all applicable legal criteria, OGCS, Inc. must be able to demonstrate that it is fiscally sound and has operated in full compliance with all applicable legal requirements including timely completion of all corrective actions required by SBCEO or the County Board in order to be renewed, consistent with the requirements for renewal set forth in the Education Code.

5. OGCS, Inc. accepts that failure to meet renewal standards may result in denial of renewal, and that material violations of the charter or law may result in revocation.

B. Material Revision

1. Modifications of the approved charter must be in writing and submitted to the SBCEO for review and determination as to whether such amendments must be submitted to the County Board as a material revision to the charter. Such amendments may only be submitted to the County Board upon the approval of the Charter School's board, and will take effect only if approved by the County Board. OGCS, Inc. shall not implement any such amendment prior to required approval.

C. Immediate Revocation Authority

1. SBCEO reserves the right to initiate revocation proceedings immediately in cases involving fraud, fiscal insolvency, or threats to student safety.

D. Dispute Resolution

1. The Parties acknowledge and agree that, in addition to the provisions of the Charter, dispute resolution procedures shall be consistent with applicable laws and regulations, including Education Code section 47607(g).

2. The Parties agree to meet and confer in good faith within a reasonable time to resolve any dispute arising under this Agreement prior to initiating any formal legal or administrative proceeding, consistent with applicable law.

3. Except for matters related to revocation, student safety, or the need for immediate or emergency relief, the Parties shall make reasonable efforts to resolve disputes informally. Before initiating any civil action, the Parties shall meet and confer through executive-level representatives within fifteen (15) business days following written notice of the dispute.

4. If the dispute is not resolved through the meet and confer process, before instituting any litigation, the Parties shall participate in non-binding mediation before a mutually agreed-upon mediator.

5. Nothing in this section shall be construed to limit SBCEO's or the County Board's authority to take immediate action necessary to ensure compliance with applicable law, protect student health and safety, or exercise its statutory oversight and revocation authority.

E. No Third-Party Beneficiaries

1. This Agreement is entered into solely for the benefit of the Parties and their permitted successors and assigns. Nothing in this Agreement is intended to create, nor shall it be construed to create, any rights, remedies, claims, or causes of action in or on behalf of any third party, including but not limited to students, parents, employees, contractors, or vendors.

F. Venue

1. Any legal action arising out of or relating to this Agreement shall be filed and maintained in the Superior Court of California, County of Santa Barbara.

G. Enforcement

1. This Agreement may be enforced by either party through civil action in a court of competent jurisdiction. The Parties acknowledge that the terms of this Agreement constitute enforceable conditions of the Charter pursuant to Education Code section 47607(c).

2. Nothing in this section shall be construed to limit or restrict any statutory oversight, revocation, nonrenewal, or administrative remedy available to the County Board or SBCEO under applicable law.

H. Integration

1. This Agreement contains the entire Agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no Agreement, statement, representation, or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that they have not relied upon any warranties,

representations, statements, or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The Parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the Parties. No waiver or amendment shall arise by implication.

I. Order of Precedence

1. The Parties acknowledge that this Agreement and the Charter are intended to be read together and interpreted in a manner that gives effect to both. To the maximum extent permitted by law, in the event of any inconsistency or conflict between documents, the following order of precedence shall apply:

    a. Applicable federal and state law

    b. This Agreement, with respect to oversight, reporting, fiscal accountability, compliance monitoring, risk allocation, insurance, indemnification, and enforcement procedures

    c. Documents incorporated by reference into this Agreement, including all appendices

    d. The Charter, as approved by the State Board of Education

    e. The bylaws and articles of incorporation of OGCS, Inc.

2. Nothing in this section shall be construed to supersede any provision of the Charter required by applicable law. Any ambiguity shall be interpreted in a manner that preserves the County Board's ability to fulfill its statutory oversight obligations under Education Code sections 47604.32 and 47607.

J. Severability

1. If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy or statute, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

K. Waiver

1. A waiver of any provision or term of this Agreement must be in writing and signed by both Parties. Any such waiver shall not constitute a waiver of any other provision of this Agreement. All Parties agree that neither party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992.

L. Non-assignment

1. No portion of this Agreement or the Charter petition approved by the County Board may be assigned to another entity without the prior written approval of the County Board. Any attempted assignment without such approval shall be void.

M. Notification

1. All notices, requests, and other communication required under this Agreement shall be in writing and shall be delivered by certified mail, personal delivery, or electronic mail to the designated representatives of each party. Notice shall be deemed effective upon receipt. Each Party shall keep its notice contact information current, and electronic notice shall be deemed received when transmitted, absent bounce-back or failed delivery notice.

For the Santa Barbara County Board of Education:
Dr. Susan Salcido, Board Secretary
4400 Cathedral Oaks Road
Santa Barbara , CA 93110

For the Olive Grove Charter Schools, Inc.
Meg Rydman, Superintendent
5075 S. Bradley Rd., Suite 119
Santa Maria, CA 93455

The following appendices are attached hereto and incorporated herein by this reference:

APPENDIX A: INSURANCE COVERAGE AND POLICIES
APPENDIX B: OVERSIGHT DELIVERABLES AND TIMELINES

Santa Barbara County Board of Education

_____ _____

Dr. Susan Salcido, Board Secretary Date

Olive Grove Charter Schools, Inc.

_____ _____

Meg Rydman, Superintendent Date

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APPENDIX A
INSURANCE COVERAGE AND POLICIES

1. The Charter School shall purchase and maintain in full force and effect at all times during the term of the charter insurance in amounts and types required by the County Office as necessary to cover all liability in connection with the operation of the Charter School.

2. The Charter School shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A" or "A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

3. The Charter School shall maintain the following types of insurance: Commercial General Liability Insurance which shall include coverage for: "Bodily Injury," "Property Damage," "Personal and Advertising Injury, including products-completed operations coverage; "Sexual Abuse and Molestation"; with limits of not less than $5,000,000 per occurrence and $10,000,000 aggregate. Professional Liability Liability/Educator's Legal Liability with limits of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate.

4. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under Workers' Compensation Acts, which may arise from Charter School's operation, with statutory limits. The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

5. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

6. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence, with no self-insured retention.

7. Special Education Liability Coverage with limits of not less than One Million Dollars ($1,000,000) per occurrence. If such coverage is unavailable in the market, OGCS, Inc. shall provide written evidence of unavailability and propose alternative risk protection subject to SBCEO approval.

8. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

9. The commercial liability insurance required by the foregoing provisions of this MOU other than workers compensation, Professional Liability/Educator's Legal Liability, and Crime coverage shall, as applicable: (a) be endorsed to name the County Superintendent, County Office and County Board members, officers, administrators, and employees (collectively hereinafter the "County Office and County Office Personnel") as additional insureds in connection with the obligations with the charter; (b) shall be primary insurance; (c) all insurance and coverage shall be on an "occurrence" basis rather than a "claims made" basis, excepting only Professional Liability, which shall be on a "claims made" basis; and (d) all insurance and coverage shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

10. Insurance and/or memorandum of coverage is suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason.

11. Verification of Coverage: The Charter School shall provide to the County Office Certificates of Insurance showing proof of the aforementioned insurance policies, which shall be received by the County Office annually in accordance with the Charter School Reporting Timeline and at any other time that a policy of insurance and/or memorandum of coverage is changed. Copies of all Certificates of Insurance and additional Insured Endorsements shall be made available to the County Office within five (5) calendar days of a written request.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

APPENDIX B
OVERSIGHT DELIVERABLES AND TIMELINES

OGCS, Inc. shall submit the following deliverables to the County Superintendent or designee in accordance with the timelines below. Additional information may be requested by SBCEO as necessary to fulfill its oversight responsibilities.

Deliverable	**Due Date**	**Notes**
Adopted Budget	July 1	Must be board-approved prior to submission
LCAP and Annual Update	July 1	Must align with all state requirements
Mid-year Local Control and Accountability Plan Update	March 1	Must align with all state requirements
Unaudited Actuals	September 15	Must be board-approved prior to submission
1st Interim Financial Report	December 15	Must include Board Certification of Fiscal Condition
Independent Audit Report	December 15	Prepared by licensed CPA
2nd Interim Financial Report	March 15	Must include Board Certification of Fiscal Condition
P-1 ADA Report	January 15	Include backup documentation
P-2 ADA Report	May 1	Include backup documentation
P-Annual ADA Report	July 15	Include backup documentation

Monthly Financial Statements	Monthly	Include bank reconciliations
State Assessment Data	Annually	Includes CAASPP, ELPAC, Dashboard Indicators
Student Discipline Policies	September 1	General and special education policies
Personnel & Credential Data	September 15 & ongoing	Updates required upon changes
Fingerprinting Clearance	September 15	Demonstrate compliance with Ed Code
Bi-Annual Oversight Meetings	Twice a year	Academic & fiscal review
Annual Site Visit	Annually	Scheduled by SBCEO

DRAFT

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

May 18, 2026 SBAS-9789

TO: County Board of Education

FROM: Dr. Susan Salcido

RE: Forest Reserve Fund Apportionment – Federal FY 2024-25

The Forest Reserve apportionments are this county's share of revenues from the United States forest reserve lands. This apportionment, representing a $7,255.54 increase from the prior year, requires approval by the Santa Barbara County Board of Education.

In accordance with Education Code Section 2300, the 2024-25 federal fiscal year (October 1 to September 30) Forest Reserve Apportionment of $62,106.25 is to be disbursed as follows:

-Fifteen percent of funds ($9,315.94) to the County Education Office for the improvement of educational programs for students in the county

-Eighty-five percent of funds ($52,790.31) to school districts and community colleges lying within or adjacent to the forest reserve

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

Your approval of this formula for the distribution of the 2024-25 Forest Reserve Apportionment is recommended.

Federal FY 2024-25
Forest Reserve Apportionment

Total County Apportionment (including road funds)	$	124,212.50		District Share	$ 52,790.31
Total CSSF Apportionment	$	62,106.25		Pupil = 50%	$ 26,395.16
District Share = 85%	$	52,790.31		Area = 50%	$ 26,395.16
SBCEO Share/Allocation = 15%	$	9,315.94		Amount per pupil	$ 251.38

District	No. of Pupils Living in U.S. Forest Reserve	Pupil Subtotal ($)	Percent of District in U.S. Forest Reserve	National Forest Square Mile Subtotal ($)	Total $ Allocation per District
Ballard	0	$ -	0.00%	$ -	$ -
Blochman Union	0	$ -	2.17%	$ 572.77	$ 572.77
Buellton Union	0	$ -	0.25%	$ 65.99	$ 65.99
Cold Spring	0	$ -	0.03%	$ 7.92	$ 7.92
College	0	$ -	12.70%	$ 3,352.18	$ 3,352.18
Goleta Union	46	$ 11,563.59	1.30%	$ 343.14	$ 11,906.73
Guadalupe Union	0	$ -	0.00%	$ -	$ -
Hope	0	$ -	0.06%	$ 15.84	$ 15.84
Los Olivos	0	$ -	8.94%	$ 2,359.73	$ 2,359.73
Montecito Union	0	$ -	0.08%	$ 21.12	$ 21.12
Orcutt Union	0	$ -	0.00%	$ -	$ -
Santa Maria-Bonita	0	$ -	0.00%	$ -	$ -
Solvang	0	$ -	0.00%	$ -	$ -
Vista del Mar Union	6	$ 1,508.29	0.60%	$ 158.37	$ 1,666.66
Santa Maria Joint Union High	0	$ -	2.17%	$ 572.77	$ 572.77
Santa Ynez Valley Union High	7	$ 1,759.68	22.51%	$ 5,941.55	$ 7,701.23
Santa Barbara Unified	46	$ 11,563.59	1.76%	$ 464.55	$ 12,028.14
Lompoc Unified	0	$ -	0.00%	$ -	$ -
Carpinteria Unified	0	$ -	0.71%	$ 187.41	$ 187.41
Cuyama Joint Unified	0	$ -	14.87%	$ 3,924.96	$ 3,924.96
Allan Hancock Community College	0	$ -	29.53%	$ 7,794.49	$ 7,794.49
Santa Barbara Community College	0	$ -	2.32%	$ 612.37	$ 612.37
Totals	**105**	**26,395.16**	**1**	**26,395.16**	**52,790.31**

Prepared by School Business Advisory Services
5/19/2026

Santa Barbara County Education Office
Service & Leadership

Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

May 18, 2026 SBAS-9788

TO: County Board of Education

FROM: Dr. Susan Salcido

RE: Forest Reserve Fund Apportionment – Federal FY 2023-24

The Forest Reserve apportionments are this county's share of revenues from the United States forest reserve lands. This apportionment, representing a $3,315.48 sequestration release from FY2023-24, requires approval by the Santa Barbara County Board of Education.

In accordance with Education Code Section 2300, the 2023-24 federal fiscal year (October 1 to September 30) Forest Reserve Apportionment of $3,315.48 is to be disbursed as follows:

-Fifteen percent of funds ($497.32) to the County Education Office for the improvement of educational programs for students in the county

-Eighty-five percent of funds ($2,818.15) to school districts and community colleges lying within or adjacent to the forest reserve

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

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

Federal FY 2023-24
Forest Reserve Apportionment

Total County Apportionment (including road funds)	$	6,630.95	District Share	$	2,818.15
Total CSSF Apportionment	$	3,315.48	Pupil = 50%	$	1,409.08
District Share = 85%	$	2,818.15	Area = 50%	$	1,409.08
SBCEO Share/Allocation = 15%	$	497.32	Amount per pupil	$	13.95

District	No. of Pupils Living in U.S. Forest Reserve	Pupil Subtotal ($)	Percent of District in U.S. Forest Reserve	National Forest Square Mile Subtotal ($)	Total $ Allocation per District
Ballard	0	$ -	0.00%	$ -	$ -
Blochman Union	0	$ -	2.17%	$ 30.58	$ 30.58
Buellton Union	0	$ -	0.25%	$ 3.52	$ 3.52
Cold Spring	0	$ -	0.03%	$ 0.42	$ 0.42
College	0	$ -	12.70%	$ 178.95	$ 178.95
Goleta Union	44	$ 613.86	1.30%	$ 18.32	$ 632.18
Guadalupe Union	0	$ -	0.00%	$ -	$ -
Hope	0	$ -	0.06%	$ 0.86	$ 0.86
Los Olivos	0	$ -	8.94%	$ 125.97	$ 125.97
Montecito Union	0	$ -	0.08%	$ 1.13	$ 1.13
Orcutt Union	0	$ -	0.00%	$ -	$ -
Santa Maria-Bonita	0	$ -	0.00%	$ -	$ -
Solvang	0	$ -	0.00%	$ -	$ -
Vista del Mar Union	3	$ 41.85	0.60%	$ 8.45	$ 50.30
Santa Maria Joint Union High	1	$ 13.95	2.17%	$ 30.58	$ 44.53
Santa Ynez Valley Union High	7	$ 97.66	22.51%	$ 317.18	$ 414.83
Santa Barbara Unified	46	$ 641.76	1.76%	$ 24.80	$ 666.56
Lompoc Unified	0	$ -	0.00%	$ -	$ -
Carpinteria Unified	0	$ -	0.71%	$ 10.00	$ 10.00
Cuyama Joint Unified	0	$ -	14.87%	$ 209.53	$ 209.53
Allan Hancock Community College	0	$ -	29.53%	$ 416.10	$ 416.10
Santa Barbara Community College	0	$ -	2.32%	$ 32.69	$ 32.69
Totals	**101**	**1,409.08**	**1**	**1,409.08**	**2,818.15**

Prepared by School Business Advisory Services
5/19/2026

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Susan C. Salcido, Superintendent of Schools

2026-27 Proposition 30 Education Protection Account (EPA)
Revenue and Proposed Expenditure Plan

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

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

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

With these requirements and allowances in mind, the superintendent recommends approval for the 2026-27 Proposition 30 Education Protection Account (EPA) revenues to be used for existing Dos Puertas Juvenile Court School Certificated salaries and benefits. The estimated EPA revenues are $13,416 for the 2026-27 fiscal year.

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2025-26

Name: Santa Barbara County Education Office

County-District-School (CDS) Code: 42-10421-0000000

Allocation Years: 2023–24, 2024–25, 2025–26

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

   Santa Barbara County Education Office (SBCEO) filed a waiver request with the CDE requesting exemption from requirement to use 80% of AMS funds on new arts/music positions due to the operational constraints and unique nature of the programs generating AMS funds (Special Education, Early Child Care and Education, and Juvenile Court and Community Schools). Proposition 28 funds were used for SBCEO Early Care and Education (ECE) tailored visual and performing arts workshops to support cognitive development, social-emotional learning, and early literacy.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: 0.0

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0.0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0.0

5. Number of students served with AMS funds: 287

6. Number of school sites providing arts education programs with AMS funds: 8

Date of Approval by Governing Board/Body: June 11, 2026

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

https://sbceoorg.finalsite.com/fs/resource-manager/view/a0a53b6f-8c17-4855-93bc-146c75472315

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

SECTION A: REQUEST INFORMATION

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

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:	COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
Santa Barbara County Education Office	42	10421	

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:	FISCAL YEAR:
Dr. Susan Salcido	2025-26

ADDRESS:	COUNTY NAME:
4400 Cathedral Oaks Road	Santa Barbara

CITY:	STATE:	ZIP CODE:
Santa Barbara	California	93110

CONTACT NAME:	TITLE:	PHONE:	E-MAIL:
Bridget Baublits	Associate Superintendent	(805) 964-4711, x5265	bbaublits@sbceo.org

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

☐ SCHOOL DISTRICT	☉ COUNTY OFFICE OF EDUCATION (COE)	☐ CHARTER SCHOOL
Choose one of the following: ☐ All district school sites ☐ Select district school sites	Choose one of the following: ☐ All COE school sites ☉ Select COE school sites	

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

☉ SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

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

SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)
☑ Supplemental Page(s) Attached

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

Closure due to norovirus outbreak at Santa Maria juvenile justice center, as recommended by Santa Barbara Public Health.

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

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Dos Puertas - SBCEO Juvenile Court School	4230157	JCS	239	0	0	05/04/2026 - 05/07/2026	05/04/2026 - 05/07/2026	4

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

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Dos Puertas - SBCEO Juvenile Court School	4230157	2023-2024	2/05/2024	Heavy rainfall and roadway flooding	Yes
Dos Puertas - SBCEO Juvenile Court School	4230157	2022-2023	1/10/2023	Heavy rainfall and roadway flooding	Yes

SECTION C: MATERIAL DECREASE

☑ Not Applicable (Proceed to Section D)
☐ Supplemental Page(s) Attached

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

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

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
	Total:	0.00			0		0.00

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

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
	Total:	0.00			0.00		0.00

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

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☉ Not Applicable (Proceed to Section E)

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

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

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

SECTION E: AFFIDAVIT

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

We, members constituting a majority of the governing board of Santa Barbara County Education Office, here by swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names	Board Members Signatures
Nadra Ehrman	
Marybeth Carty	
Sarah Anne Read	
Guy R. Walker	
Judy Frost	
Katya Armistead	
Vedamarie Alvarez Flores	

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

Subscribed and sworn (or affirmed) before me, this 11 day of June, 2026.

Witness: Dr. Susan Salcido (Name) _____ (Signature) Title: Superintendent of Santa Barbara County, California

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

Superintendent (or designee): _____ (Name) _____ (Signature) Authorizing LEA Name: _____

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): Dr. Susan Salcido (Name) _____ (Signature)

Subscribed and sworn (or affirmed) before me, this 11 day of June, 2026.

Witness: Anna Freedland (Name) _____ (Signature) Title: Executive Assistant of Santa Barbara County, California

COE contact/individual responsible for completing this section:

Name: Bridget Baublits Title: Associate Superintendent Phone: (805) 964-4711, x5265 E-mail: bbaublits@sbceo.org

From: Phillips, Tiffany <tphilli@countyofsb.org>
Date: Monday, May 4, 2026 at 11:29 AM
To: JJC Unit Staff <JJCUnitStaff@countyofsb.org>; Kisha Ojeda <kojeda@sbcbwell.org>; SteFoster@Wellpath.us <stefoster@wellpath.us>; Rene Wheeler <rwheeler@sbceo.org>
Subject: Update-

Dear JJC Staff,

This message is to notify you of a **suspected/has not been confirmed** norovirus outbreak within the facility. We have spoken with Ann and the Disease Control team, and we are actively coordinating next steps. Dr. Ansorg is recommending that the school remain closed until all individuals have recovered. A formal communication regarding closure will be sent shortly.
In the meantime, please carefully review and follow the guidance below.

Current Situation
Norovirus is a highly contagious virus that causes vomiting and diarrhea. Symptoms typically begin 12–48 hours after exposure, and most individuals recover within 1–3 days. However, individuals can still spread the virus for several days after symptoms resolve.
Common symptoms include:

- Diarrhea
- Vomiting
- Nausea
- Stomach pain

Additional symptoms may include:

- Fever
- Headache
- Body aches

Immediate Facility Actions
To limit spread within the facility, the following measures must be implemented immediately:

1. **Isolation of symptomatic individuals**
    - Any youth presenting with nausea, vomiting, diarrhea, or stomach pain must be isolated immediately and medical staff notified.
2. **Staff reporting**
    - Any staff member experiencing symptoms must notify their supervisor immediately.
3. **Line list required**
    - Please begin and maintain a detailed line list of all symptomatic individuals.
4. **Specimen collection**
    - Obtain stool samples when possible (goal: more than 2 samples if feasible).
5. **Restriction of sharing**
    - Do not allow sharing of food, drinks, or utensils under any circumstances.

Cleaning & Hygiene Requirements (Critical)
Norovirus spreads easily through contaminated surfaces and hands. Strict hygiene is essential.

- **Hand hygiene is the most important control measure**

    - Wash hands thoroughly and frequently with soap and water.
- **Surface disinfection**
    - Clean and disinfect all high-touch surfaces frequently (doorknobs, tables, bathrooms, shared equipment).
    - Use a bleach solution: **5–25 tablespoons of bleach per gallon of water**, or an EPA-registered disinfectant effective against norovirus.
- **Laundry**
    - Wash linens and clothing in hot water when possible.

Exclusion Guidance

- Individuals who are ill must remain out of the facility.
- Return only after being symptom-free for **at least 48 hours (2 full days)**.

Key Reminders

- Norovirus spreads rapidly but can be controlled with strict hygiene and isolation practices.
- Hydration is the primary treatment; there is no specific medication for the virus.
- Seek medical attention if severe dehydration occurs.

We understand this is a challenging situation and appreciate your immediate attention and cooperation. These steps are critical to protecting both staff and youth and stopping further spread.
Please reach out if you need additional support or clarification.
Thank you for your diligence and commitment.

Tiffany Phillips
Probation Manager
Juvenile Justice Center(JJC)
County of Santa Barbara Probation Dept.
P: (805) 934-6273

Notice of Privacy: This information is private and confidential and intended solely for the person or persons addressed herein. If you have received this communication in error, immediately notify sender and destroy/delete any copies of this transmission. Thank you for your compliance.

From: Phillips, Tiffany <tphilli@countyofsb.org>
Date: Tuesday, May 5, 2026 at 11:05 AM
To: JJC Unit Staff <JJCUnitStaff@countyofsb.org>; Kisha Ojeda <kojeda@sbcbwell.org>; 'SteFoster@Wellpath.us' <stefoster@wellpath.us>; Rene Wheeler <rwheeler@sbceo.org>
Subject: RE: Update-

Hello everyone,
I'd like to provide an update regarding the suspected norovirus outbreak.
In Unit 4, we will reach the 48-hour symptom-free mark at 1:00 PM today, May 5.
Units 3 and 6 have reported new youth experiencing symptoms. As a result, their timelines will need to restart in accordance with Public Health Department recommendations.
Based on current information, Units 3 and 6 are now expected to reach the 48-hour threshold around 7:00 PM on May 6.
At this time, we remain under full medical isolation.
The JJC management team will meet with Public Health today at 4:00 PM to discuss a potential reopening plan. I will continue to share updates as new information becomes available, as this remains a fluid situation.
Thank you for your understanding and patience as we work through this together. Our top priority remains the health and safety of both the youth in our care and JJC staff.

Tiffany Phillips
Probation Manager
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From: Phillips, Tiffany <tphilli@countyofsb.org>
Date: Tuesday, May 5, 2026 at 4:30 PM
To: JJC Unit Staff <JJCUnitStaff@countyofsb.org>; Kisha Ojeda <kojeda@sbcbwell.org>; 'SteFoster@Wellpath.us' <stefoster@wellpath.us>; Rene Wheeler <rwheeler@sbceo.org>
Cc: Adam, Carrick <CAdam@sbcphd.org>
Subject: RE: Update-

Hello everyone,
The JJC Admin team met with County Public Health today, and we received important updates.
Test results confirmed the presence of norovirus. Unit 4 has now been symptom-free for 48 hours, and youth in that unit may exit their rooms starting tomorrow morning.
Please follow these protocols strictly:

- Staff must remain assigned to their designated units. No switching between units is allowed.
- DPOs reporting to work must be assigned to a single unit and remain there for the duration of their shift.
- Unit 4 staff must stay consistent and cannot rotate to other units.
- Youth in Unit 4 must not interact with youth from other units.
- Staff working in Units 3 and 6 are not permitted to enter Unit 4.

School for Unit 4 will resume tomorrow, May 6, and will be conducted via Zoom by offsite school staff.
Additional guidelines:

- Staff may return to work only after being symptom-free for 48 hours.
- Continue all cleaning protocols using a bleach solution.
- No visitors are allowed until the entire facility has been symptom-free for 48 hours and full reopening is approved.
- Any soiled linens must be washed using a diluted bleach solution.
- Frequent and thorough handwashing is essential to prevent further spread.

Once Units 3 and 6 reach 48 hours without symptoms, they may also be reopened following the same protocol as Unit 4.
Thank you for your cooperation and attention to these protocols.

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From: Phillips, Tiffany <tphilli@countyofsb.org>
Date: Wednesday, May 6, 2026 at 10:10 AM
To: JJC Unit Staff <JJCUnitStaff@countyofsb.org>; Kisha Ojeda <kojeda@sbcbwell.org>; 'SteFoster@Wellpath.us' <stefoster@wellpath.us>; Rene Wheeler <rwheeler@sbceo.org>
Cc: Adam, Carrick <CAdam@sbcphd.org>; Wilson, Donna <dls4247@sbsheriff.org>; Allen, Mary <mallen@sbcourts.org>; Monica Carrillo <monica@fbsmv.com>
Subject: RE: Update-

Hello everyone,
I wanted to provide an update regarding the norovirus situation at the JJC.
A additional staff member has now reported symptoms. This individual last worked in Unit 4. As a result, youth in Unit 4 will remain in their rooms and will not be brought out at this time.
Please note the following measures currently in place:

- All visitation has been transitioned to Zoom.
- All court appearances have been transitioned to Zoom.
- Staff have been assigned to specific units and are responsible for ongoing cleaning.
- Cleaning of youth rooms is being conducted continuously.
- Staff are not moving between units unless absolutely necessary.
- Staff are remaining within their assigned units for all activities to minimize cross-contact.

The youth are maintaining well while remaining in their rooms.
I will be contacting the school today to request assignments that can be completed in-room. Hancock students are currently being allowed access to their Chromebooks to continue their coursework.
At this time, outside agencies are not visiting the facility. However, services such as visitation, BWell, and court appearances are continuing via Zoom.

Tiffany Phillips
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P: (805) 934-6273

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From: Phillips, Tiffany <tphilli@countyofsb.org>
Date: Thursday, May 7, 2026 at 12:08 PM
To: JJC Unit Staff <JJCUnitStaff@countyofsb.org>; Kisha Ojeda <kojeda@sbcbwell.org>; 'SteFoster@Wellpath.us' <stefoster@wellpath.us>; Rene Wheeler <rwheeler@sbceo.org>
Cc: Adam, Carrick <CAdam@sbcphd.org>; Wilson, Donna <dls4247@sbsheriff.org>; 'Allen, Mary' <mallen@sbcourts.org>; 'Monica Carrillo' <monica@fbsmv.com>
Subject: RE: Update-

Facility Re-Opening and Youth Movement Plan

Effective immediately, the following operational procedures shall be implemented:

Housing Unit Operations

- Youth may come out of their rooms and participate in activities within their assigned housing unit.
- All youth will come out of their rooms unless they are too ill to participate or are medically restricted.
- Units shall function independently and remain separated from other units at all times.
- No cross-unit interaction will be permitted.

Hand Hygiene Procedures

Specific scheduled handwashing times shall be established and enforced throughout the day.

Mandatory Handwashing Schedule

Youth will participate in supervised handwashing at the following times:

- During morning expectations
- After youth are brought out following the reset lockdown
- Prior to the dinner meal

Handwashing Process

1. Youth will be seated on the dining room side of the housing unit while awaiting handwashing.
2. Youth will enter the bathroom individually, one at a time.
3. A designated staff member will remain outside the bathroom supervising the group.
4. A second staff member will remain inside or immediately at the bathroom entrance to directly observe proper handwashing procedures.
5. Staff will ensure youth thoroughly wash hands with soap and water in accordance with Public Health guidance.
6. Hand hygiene education shall continue daily with staff supervision and reinforcement.

Cleaning and Disinfection

- Housing units and common touch surfaces will continue to be disinfected using bleach-based cleaning products.
- Cleaning schedules shall remain intensified until restrictions are lifted by Public Health.

Unit Cohorting Requirements

Youth shall remain self-contained within their assigned housing units with the following exception:

Unit 3 Exception

Due to current housing limitations, Unit 3 cannot be maintained in a fully self-contained environment.

Therefore:

- Unit 3 will continue utilizing the large play yard for recreation.
- Unit 3 will continue attending school in Classroom 5A only.
- Unit 3 movement shall remain structured and supervised to minimize contact with other units.

School Operations

- School will resume on Friday, May 8, 2026.
- Teachers will be assigned to designated classrooms and units only.
- Teachers shall not rotate between units or classrooms until the facility reaches 48 consecutive hours symptom-free among all youth and staff.

Emergency Response Expectations

During emergency response situations and levels, staff may be required to respond to incidents occurring in other housing units.

Level 1 Responses

- Unit staff shall communicate over the radio the level of response required.
- Response staff shall minimize unnecessary movement between units whenever possible.

Level 2 and Level 3 Responses

- Level 2 and Level 3 incidents will continue to be managed under existing facility protocols and emergency response procedures.

Level 3 Emergency Expectations

- During a Level 3 response, all youth shall be placed on lockdown status.
- All available staff shall respond in accordance with current facility emergency protocols.
- Response deployment shall take into consideration the operational need for staff to remain within housing units to conduct room checks and maintain unit supervision.

Visitation

- All visitation will remain on ZOOM only.
- In-person visitation will not resume until the facility achieves the required 48-hour symptom-free threshold for both youth and staff.

Criteria for Lifting Restrictions

Current cohorting, visitation, and movement restrictions will remain in place until:

- The facility reaches 48 consecutive hours with no symptoms reported among youth or staff.

At that time, operations will be reassessed in consultation with Santa Barbara County Public Health.

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Santa Barbara County Education Office
Juvenile Court & Community Schools
2025-2026 SCHOOL YEAR

Dos Puertas Court School (805) 938-0860

4A Adame (805) 938-0012
5A Velez (805) 938-0052
6A Cabrera (805) 938-5658
SpEd Office - Daniels (805) 938-1560
CTE Classroom (805) 934-6275

JULY						
S	M	T	W	TH	F	S
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OCTOBER						
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Jul 1 to Oct 23	***Trimester 1 (80 Days)***
Jul 4	Independence Day **(H)**
Aug 12	Teacher/Staff Professional Development **(PD)** / **No School**
Sept 1	Labor Day **(H)**
Oct 16	Great Shakeout Earthquake Drill
Oct 22 to Oct 24	Parent/Teacher Conferences *Reduced Day Schedule
Oct 24 to Mar 6	***Trimester 2 (79 Days)***
Oct 24	Staff Prep Day / Minimum Day for Students **(P)**
Oct 31	Teacher/Staff Professional Development **(PD)** / **No School**
Nov 11	Veterans Day Observed **(H)**
Nov 12 to 13	School Staff PBIS Trng PD / Minimum Day for Students **(P)**
Nov 27 to 28	Thanksgiving Holiday Break **(TB)** / **School Closed**
Dec 12	School Staff PBIS Trng PD / Minimum Day for Students **(P)**
Dec 19	Staff Prep Day / Minimum Day for Students **(P)**
Dec 22 to Jan 2	Winter Break **(WB)** / **School Closed**
Jan 1	New Year's Day **(H)**
Jan 19	Dr. Martin Luther King, Jr., Day **(H)**
Feb 13	Lincoln Day Observed **(H)**
Feb 16	President's Day **(H)**
Mar 4 to 6	Parent/Teacher Conferences / *Reduced School Day Schedule
Mar 6	Staff Prep Day / Minimum Day for Students **(P)**
Mar 9 to June 30	***Trimester 3 (80 Days)***
Mar 20	Staff Prep Day / *Reduced School Day Schedule
Apr 13	Staff Prep Day / Minimum Day for Students **(P)**
May 25	Memorial Day **(H)**
May 29	Staff Prep Day / Minimum Day for Students **(P)**
Jun 19	Juneteenth Holiday (H)
Jun 30	Staff Prep Day / Minimum Day for Students **(P)**

(239 Student Days - JCCS)

Last Day of Trimester

Non-Pupil Day **(PD)**

Minimum Day for Students **(P)**

School Closed Days/Holidays **(H), (TB), (WB)**

Holiday **(H)** = 9 days

Thanksgiving Break Holiday **(TB)** = 2 days

Winter Break Holiday **(WB)** = 2 weeks

Teacher-Staff Day / No School for Students

Schedule:

Regular School Day Schedule	8:30am - 2:45pm
* Reduced School Day Schedule	8:30am - 1:15pm
Minimum Day Schedule	8:30am - 12:15pm

LEGEND:	
H	= Holiday
P	= Teacher/Staff Prof Dev-Prep (Min Day)
TB	= Thanksgiving Break
WB	= Winter Break
SB	= Spring Break
PD	= Teacher/Staff Professional Development

Assessment Calendar:

ELPAC	Feb 1 to May 31 Annual Assessment
DORA & ADAM	Upon Enrollment Every 3 months or 60 school days
WA 1	Upon Enrollment
WA 2	October 14 to October 17
WA 3	March 23 to March 27
PFT	Feb 1 to May 31; Grades 5, 7 & 9
IAB/FAIB	ELA first week of the month Math third week of the month
CAASPP	April 20 to May 30; Grades 3 through 8 & Grade 11 Smarter Balance - ELA & Math
CAST	April 20 to May 30; Grades 5, 8 & 12
ELAC/DELAC/SSC	Oct 27, 2025; Dec 4, 2025; Feb 26, 2026; May 21, 2026

Dates subject to change

3/24/2025
Approved 4/8/2025

Revised 9/5/2025; 9/22/2025; 9/26/2025; 10/17/2025; 3/25/2026; 4/15/2026

CALIFORNIA DEPARTMENT OF EDUCATION
SCHOOL FISCAL SERVICES DIVISION
September 2022

Certification Form for Independent Study Plan

Local Educational Agency: Santa Barbara County Education Office	**CDS Code:** 42-10421
Fiscal Year: 2025 - 26	**County:** Santa Barbara County

This form shall accompany Form J-13A submittals beginning with fiscal year 2022 23. Instructions on how to complete this form are provided on page 2.

Independent Study Plan Certification

Pursuant to *Education Code* (*EC*) Section 46393, for Form J-13A submissions due to a school closure and/or material decrease in attendance occurring after September 1, 2021, a school district, county office of education, or charter school that provides a Form J-13A affidavit to the Superintendent, pursuant to *EC* Section 41422 (school closure) or *EC* Section 46392 (material decrease), shall certify that it has a plan for which independent study will be offered to students, pursuant to Article 5.5 (commencing with *EC* Section 51745) of Chapter 5 of Part 28 of Division 4. The independent study plan shall comply with all of the following:

(1) Independent study is offered to any student impacted by any of the conditions listed in *EC* Section 46392 within 10 days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their individualized education programs pursuant to paragraph (9) of subdivision (a) of *EC* Section 56345 and may participate in an independent study program.
(2) Require reopening for in-person instruction as soon as possible unless prohibited under the direction of the local or state health officer.
(3) Notwithstanding subdivision (c) of *EC* Section 51745 or subparagraph (F) of paragraph (9) of subdivision (g) of Section 51747, include information regarding establishing independent study master agreements in a reasonable amount of time.

A copy of the independent study plan, and if applicable, the state or local public health or public safety order that required school closure shall accompany the Form J-13A submitted to the California Department of Education.

☐ I hereby certify that the independent study plan accompanying this Form J-13A submission meets the requirements described above and is true and correct to the best of my knowledge and belief.

School District Superintendent, Charter School Administrator, or County Superintendent (or designee):

Name: Dr. Susan Salcido	**Title:** County Superintendent of Schools
Wet Signature:	**Date:**

CALIFORNIA DEPARTMENT OF EDUCATION
SCHOOL FISCAL SERVICES DIVISION
September 2022

Certification Form for Independent Study Instructions

The Independent Study Certification and independent study plan is an annual requirement that must be submitted with the local educational agency's (LEA's) first Form J-13A submission in a FY. To the extent that there are no changes to the LEA's certified plan for the FY, all subsequent Form J-13A submissions for the FY do not need to include the certification and certified plan.

How to file:

The Certification Form for Independent Study is available at https://www.cde.ca.gov/fg/it/j13aforms.asp. All sections of the form must be completed. The executed certification form and certified independent study plan must be attached to the entire Form J- 13A package and mailed to the California Department of Education.

Signature:

The school district superintendent, charter school administrator, county superintendent, or a designee must sign the form. Only an original wet signature is acceptable for the Certification Form for Independent Study.

Where to file:

Mail the entire Form J-13A package to:

School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

Questions:

Please send questions about the completion and submittal of this form to attendanceaccounting@cde.ca.gov

Santa Barbara County Education Office
Juvenile Court and Community School
Instructional Continuity Plan

For questions about this plan, please contact:

Rene Wheeler, Director- Juvenile Court & Community Schools (JCCS)

- *Santa Barbara County Juvenile Court School (Dos Puertas School) 805-938-0860*
- *Santa Barbara County Community School (Peter B. FitzGerald) 805-928-0698*

Communication (Court School and Community School)

- ParentSquare will be used as a communication tool for sending JCCS-wide messages, emergency alerts, and updates directly to parents. This platform supports email, text messages, and app notifications, ensuring that families receive timely and clear communication, even in the case of last-minute updates.
- Phone messages, texts, and emails from the JCCS staff will also be used to complement ParentSquare messages.
- Santa Barbara County Education Office's Juvenile Court and Community Schools webpage will be updated with important announcements and resources.
- Communications will be provided in languages accessible to families, including Spanish, as appropriate

Technology (Court School)

- Administration will coordinate with Probation Management to ensure students are provided access to the necessary technology to interact with teaching staff (Zoom, Microsoft Teams, or a similar application).
- Teachers will coordinate with Probation staff on the distribution of teaching/instructional supplies to students.
- Technology access and support will be provided in a manner that promotes equitable access to instruction for all student

Technology (Community School)

- Contact families to determine if they need access to devices and internet connectivity to support remote learning.
- Distribute devices and Wi-Fi hotspots to families/ students who are in need of them to ensure that each student has access to the tools necessary for remote learning.
- Maintain a record of technology equipment assignments and ensure timely distribution, including troubleshooting support for families experiencing connectivity and device issues.
- Work with local community organizations or internet service providers to provide additional resources, if necessary, to ensure every student can access the content they need for learning.

Instruction & Assessment (Court School and Community School)

- Use Zoom, Microsoft Teams, and other district-approved platforms for virtual instruction.
- Teachers will ensure that instruction and learning materials are available for all students within ten (10) instructional days, consistent with applicable law
- In the event of a remote learning transition, teachers will provide a modified instructional schedule. This schedule will outline daily lessons, synchronous, and asynchronous learning activities.
- Teachers will maintain virtual office hours using approved online platforms (Zoom, Microsoft Teams, or other) for additional support during designated times.

Special Education Access (Court School)

- IEP-related services will be provided by SBCEO Special Education staff.
- Services will be provided consistent with applicable state and federal special education requirements.
- Virtual IEP meetings will be provided.
- Students will receive instruction to align with the goals in their IEPs.
- Accommodations will be made available to the greatest extent possible during remote learning.

Special Education Access (Community School)

- IEP-related services will be provided by students' home school (SMBSD/SMJUHSD).
- Services will be provided consistent with applicable state and federal special education requirements.
- Virtual IEP meetings will be provided.
- Students will receive instruction to align with the goals in their IEPs.
- Accommodations will be made available to the greatest extent possible during remote learning.

Professional Learning (Court School and Community School)

- Teachers and other staff will be provided with appropriate training through SBCEO and community agencies as needed.

Well-being and Support Services (Court School and Community School)

- Virtual counseling sessions will be provided for students in need of social-emotional support with SBCEO school counselors.
- Support for families and students will be available via phone, video conferencing, or email to support students experiencing anxiety, stress, or other emotional challenges during remote learning.
- Social emotional learning activities, groups, and lessons will be integrated into instruction to support students' emotional well-being.
- Resources and guidance will be provided to parents to help them support their children's emotional health at home.

- A list of local mental health resources, community centers, and helplines will be provided for students and families to access for additional support.
- Referrals to community organizations will be made when appropriate.

Transition Back to In-person Instruction (Court School)

- Coordinate with Probation about changes to the instructional model.
- Coordinate with Probation about when it's safe for teaching staff to re-enter the facility and resume in-person instruction.
- Coordinate with Probation to integrate school and congregate living guidance regarding health and safety measures, scheduling, and/or new protocols to ensure a smooth return to in-person instruction.
- Coordinate with Probation as new information becomes available about how it will be implemented within the facility.

Transition Back to In-person Instruction (Community School)

- Families will receive timely notifications via ParentSquare and email about any changes to the instructional model, including when students will transition back to in-person learning, which may include alternate schedules and re-entry plans.
- SBCEO will provide clear guidance to families and students regarding health and safety measures, scheduling, and any new protocols to ensure a smooth return to in-person instruction.
- Updates will be sent regularly as new information becomes available. Major changes will be communicated to ensure families have adequate time to prepare for the return of in-person classes.

Requirements

Beginning July 1, 2025 California Education Code will require an LEA's comprehensive school safety plan to include an Instructional Continuity Plan (ICP). The ICP must include the both of the following:

- Procedures for pupil engagement, as soon as practicable but no later than five (5) calendar days following the emergency.
- Establish two-way communication with pupils and their families.
- Provide support for social and emotional, mental health, and academic needs of pupils.

Plan to provide access to instruction (in-person or remote) as soon as practicable but no later than ten (10) instructional days following the emergency.

- May include support to pupils/families to enroll in or be temporarily reassigned to another LEA.

Purpose

The purpose of the Instructional Continuity Plan (ICP) is to ensure the continuation of high-quality instruction during emergencies, closures, or other disruptions. The ICP will guide teachers, administrators, and support staff in maintaining academic progress for all students regardless of circumstances.

Scope

This plan addresses the processes for continuing instruction through remote learning, hybrid models, or other temporary instructional settings.

INSTRUCTION

BOARD POLICY – **INDEPENDENT STUDY** BP 6158

The County Board of Education and County Superintendent of Schools authorize independent study programs in the SBCEO county-operated programs as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

The County Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students. (Education Code 51747; 5 CCR 11701)

The County Superintendent or designee may provide a variety of independent study opportunities to students within the SBCEO county-operated programs, including, but not limited to, through a program or class within an alternative school or program of choice, and an online course.

An individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, if the pupil's individualized education program (IEP) specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study, the pupil's IEP team shall make an individualized determination as to whether the pupil can receive a free appropriate public education (FAPE) in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the IEP team from determining that the pupil can receive FAPE in an independent study placement. (Education Code 51745(c))

A student's participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of an SBCEO employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students'

independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

An independent study student shall not be credited with more than one day of attendance per calendar day. (Education Code 46300)

General Independent Study Requirements

The County Superintendent or designee may offer and approve independent study for an individual student within an SBCEO county-operated program upon determining that the student is prepared to meet the SBCEO's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes as required by the program type shall be the same for all students at each SBCEO county-operated program including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of programs. When necessary, based on the specific circumstances of the student's approved program, the County Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher

4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The County Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the SBCEO for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The County Superintendent or designee shall ensure that students participating in independent study for 16 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten (TK)-3, opportunities for daily synchronous instruction

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The County Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in independent study program for 16 school days or more in a school year who are: (Education Code 51747)

1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the SBCEO county-operated program approved instructional calendar

2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span

3. In violation of their written agreement.

Tiered reengagement strategies procedures used in the SBCEO county-operated program independent study program shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following (Education Code 51747):

1. Verification of current contact information for each enrolled student

2. Notification to parents/guardians of lack of participation within one school day of the nonattendance day or lack of participation

3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary

4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The County Superintendent or designee shall, for students who participate in an independent study program for 16 or more school days or more in a school year, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the County Superintendent or designee. (Education Code 51747)

The County Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described in "Master Agreement," below, the SBCEO Program Manager shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and if requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study. (Education Code 46300, 51747)

For student participation for 16 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of 15 school days or fewer, a signed written agreement shall be obtained at any time during the school year in which the independent study program takes place. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress

2. The objectives and methods of study for the student's work and the methods used to evaluate that work

3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

4. A statement detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments, by grade level and type of program, which give rise to an evaluation of whether the student should be allowed to continue in independent study

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year

6. A statement of the number of course credits or, for the elementary student grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion

7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports

8. A statement that independent study is an optional educational alternative in which no student may be required to participate

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

All learning agreements shall be signed by the student, the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee responsible for the general supervision of independent study, and as applicable for

students with disabilities, their certificated employee designated as having responsibility for the special education programming of the student. If the independent study program is projected to last for more than 15 school days, the learning agreement shall be signed before the commencement of the program. For an independent study program that is projected to last for 15 or fewer school days, the learning agreement shall be signed at any time during the school year in which the independent study program is to take place (Education Code 51747)

For purposes of the above paragraph, caregiver means a person who has met the requirements of Family Code 6550-6552.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment in or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The County Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the County Board policy, administrative regulation, and other procedures related to independent study

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades TK-8 and the course credits attempted by and awarded to students in grades 9-12

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records,

maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.

Additionally, SBCEO shall maintain documentation of hours or fraction of an hour for student work products and the time that students engaged in asynchronous instruction. (Education Code 54747.5)

5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5

6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a SBCEO employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300.

The SBCEO county-operated program shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction independent study on a school day shall be documented as non-participatory for that school day. (Education Code 51747.5)

The County Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

Signed written and supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the County Superintendent of Schools or designee to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	**Description**
20 USC 6311	State plan

State	**Description**
5 CCR 11700-11705	Independent study
Ed. Code 147610-47615	Charter School Operation
Ed. Code 17289	Exemption for facilities
Ed. Code 41020	Requirement for annual audit
Ed. Code 41422	Emergency conditions and apportionments
Ed. Code 42238	Revenue limits

Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for independent study teachers
Ed. Code 46100	Length of school day
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 46390-46393	Emergency average daily attendance
Ed. Code 46600	Interdistrict attendance computation
Ed. Code 47612.5	Charter schools operations; general requirements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49010	Educational activity; definition
Ed. Code 49011	Student fees; definition
Ed. Code 49501.5	School Meals
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51744-51749.6	Independent study
Ed. Code 52060	Local control and accountability plan
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs; definition
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550-6552	Caregivers

Management Resources	**Description**
California Department of Education Publication	Legal Requirements for Independent Study
California Department of Education Publication	Conducting Individualized Determinations of Need
California Department of Education Publication	California Digital Learning Integration and Standards Guidance, May 2021
California Department of Education Publication	Elements of Exemplary Independent Study
Court Decision	Modesto City Schools v. Education Audits Appeal Panel (2004) 123 Cal.App.4th 1365
Education Audit Appeals Panel Publication	Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting
Website	CSBA District and County Office of Education Legal Services
Website	California Consortium for Independent Study
Website	California Department of Education, Independent Study
Website	Education Audit Appeals Panel

ADOPTED BY COUNTY BOARD: April 7, 1983
REVISED: October 3, 1991
January 6, 1994
April 7, 1994
August 5, 2021
May 8, 2025

SBCEO OPERATIONAL LEASES

	SBCEO	Property Owner/Manager	Location	Monthly Amount	Price/Ft^2	Market Price/Ft^2	Lease Term	Cycle
1	SBCEO North Campus	Stephani Sobhani	402 Farnel Rd. Santa Maria, CA	$32,148.43	26500 ft^2 ($1.21/ft^2)	$16.00/ft^2	12/1/26-11/30/27	1-Year

SPECIAL EDUCATION LEASES

	Special Education Program Type	Property Owner/Manager	Location	Monthly Amount	Price/Ft^2	Market Price/Ft^2	Lease Term	Cycle
2	Preschool	Zaca Center Preschool	27 Six Flags Circle, Buellton	$2,080.00	660 ft^2 ($3.15/ft^2)	$16.00/ft^2	8/1/26-6/1/27	Automatic Renewal for one-year terms
3	Preschool	Allan Hancock College Children's Center	Children's Center, 800 S. College Drive, Santa Maria	$1040.- Aug $2080.Sept-May $1040.June	880 ft^2 ($2.36/ft^2)	$16.46/ft^2	8/8/25-7/4/26	Automatic Renewal for one-year terms
4	Preschool Specialist	Orcutt Presbyterian Church	993 Patterson Road, Orcutt	$600.-8/31/26 $600.-1/31/27	300 ft2 ($0.33/ft^2)	$27.50/ft^2	7/1/26-6/30/27	Automatic Renewal for one-year terms
5	Preschool Specialist	Santa Ynez Valley Presbyterian Church	Franklin-1825 Alamo Pintado Ave., Santa Ynez	$200.00	80 ft^2 ($2.50/ft^2)	$25.75/ft^2	7/1/25-6/30/26	Automatic Renewal for one-year terms
6	Preschool	Regency Estates Development	2320 Central Park Drive, Santa Maria	$1,950.00	1850 ft^2 ($1.05/ft)	$16.46/ft^2	7/1/25-6/30/26	Automatic Renewal for one-year terms
7	Preschool Specialist	G A Hancock Properties, Inc. c/o Pacifica Property Mgmt.	625 S. McClelland St., Suites B & C, Santa Maria	$4,120.00	6175 ft^2 ($0.65/ft^2)	$16.46/ft^2	7/1/26-6/30/27	Automatic Renewal for one-year terms
8	Preschool	Orcutt Union School District	3491 Point Sal Road, Casmalia	$1,600.00	Inside 5750 ft (0.28/ft) Play 23250 ft (0.07/ft)	$16.46/ft^2	7/1/26-6/30/27	Automatic Renewal for one-year terms

EARLY CARE & EDUCATION (ECE) LEASES

	Student & Community Services Program Name/Type	Property Owner/Manager	Location	Monthly Amount	Price/Ft^2	Market Price/Ft^2	Lease Term	Cycle
9	ECE Lompoc Office Suite E	Ebbert's Property Managment	104 South C Street, Suite E, Lompoc	$795.00	530 ft^2 ($1.50/ft^2)	$21.86/ft^2	7/1/26-6/30/27	Annual Renewal (7/01 - 6/30) starts 7/01/26
10	ECE Lompoc Office Suite H	Ebbert's Property Management	104 South C Street, Suite H, Lompoc	$922.00	600 ft^2 ($1.54/ft^2)	$21.86/ft^2	7/1/26-6/30/27	Annual Renewal (7/01 - 6/30) starts 7/01/26
11	ECE Lompoc Office Suite G	Ebbert's Property Management	104 South C Street, Suite G, Lompoc	$1,245.00	830 ft^2 ($1.50/ft^2)	$21.86/ft^2	7/1/26-6/30/27	Annual Renewal (7/01 - 6/30) starts 7/01/26
12	ECE Lompoc Office Suite F	Ebbert's Property Management	104 South C Street, Suite F, Lompoc	$375.00	285 ft^2 ($1.32/ft^2)	$21.86/ft^2	7/1/26-6/30/27	Annual Renewal (7/01 - 6/30) starts 7/01/26
13	ECE Lompoc Storage Suite A2	Ebbert's Property Management	640 E Ocean, Suite A2, Lompoc	$300.00	240 ft^2 ($1.25/ft^2)	$21.86/ft^2	7/1/26-6/30/27	Annual Renewal (7/01 - 6/30) starts 7/01/26
14	ECE Main Street Office	Olivera Properties, LLC	722 E. Main Street, Suites 201-210, Santa Maria	$11,810.00	9,971 ft^2 ($1.18/ft^2)	$16.46/ft^2	7/1/26-6/30/29	3-Year Annual Renewal (7/01 - 6/30) starts 7/01/26

Resolution No.: 2610

ORDER OF ELECTION

(Education Code Sections 5000, 5018, 5304, 5322)

RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION & NOTICE TO CONSOLIDATE

WHEREAS, the regular biennial election of governing board members is ordered by law pursuant to section 5000 of the Education Code to fill offices of members of the governing board of Santa Barbara County Education Office School/Community College District of Santa Barbara County; and

WHEREAS, pursuant to Section 5340 of the Education Code, said election must be consolidated with any other school or community college district governing board elections in the same area on the same day; and

WHEREAS, pursuant to section 10400 of the Elections Code, said election may be consolidated with other elections to be held on the same day;

NOW, THEREFORE, BE IT RESOLVED that Dr. Susan Salcido, Santa Barbara County Superintendent of Schools, call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 3, 2026

The purpose of the election[1] is to elect 3 members of the governing board of the Santa Barbara County Education Office School/Community College District.

[2] *Indicate if any offices are for two-year terms*: _____

IT IS FURTHER ORDERED that the clerk or secretary of the district shall deliver, not less than 123 days prior to the date set for the election, two copies of this Resolution and Order to the county superintendent of schools, and one copy to the officer conducting the election.[3]

THE FOREGOING RESOLUTION AND ORDER was adopted by a formal vote of the governing board of the Santa Barbara County Education Office School/Community College District of Santa Barbara County, being the board authorized by law to make the designations therein contained, on June 11, 2026.

(Signed) _____
Clerk/Secretary of the Governing Board

Instructions

[1] If election is called under ECS 5018, insert:

Another purpose is whether the number of members of the governing board of _____ District shall be increased from three to five.

Another purpose of the election shall be to elect two additional members of the governing board of _____ District to serve if the above measure is approved.

[2] Indicate if any offices are for two-year terms (as opposed to four-year terms)

[3] After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver two copies to the county superintendent of schools and one to the officer conducting the election not less than 123 days prior to the date set for the election (ECS 5322). One of these copies is to be delivered by the county superintendent to the county clerk or registrar of voters, with a copy of the Notice of Election, at least 124 days prior to the date of election (ECS 5324).

RESOLUTION NO. 2611

Santa Barbara County Board of Education, Santa Barbara County Education Office

DISTRICT NAME

CANDIDATE'S STATEMENT OF QUALIFICATIONS

WHEREAS, Section 13307 of the Elections Code of the State of California requires this board to adopt certain policies in regard to statements of candidates who run for office as members of the governing board of the district;

NOW, THEREFORE, BE IT RESOLVED that this governing board does hereby determine:

1. That the cost of printing, handling, and mailing candidates' statements of qualifications shall be charged to the:

   Candidate

   CANDIDATE OR DISTRICT

2. That the candidates' statement of qualifications shall not exceed:

   200 words

   "200" OR "400" WORDS

3. That the candidates not be permitted to submit additional materials to be sent to the voter with the County Voter Information Guide.

4. That the County of Santa Barbara Registrar of Voters be directed to give a copy of these regulations to each candidate, or their representative, at the time that nomination documents are received.

BE IT FURTHER RESOLVED that these policies shall remain in full force and effect until rescinded by this Board.

PASSED AND ADOPTED by the Governing Board of the Santa Barbara County Education Office

DISTRICT NAME

(Santa Barbara County Board of Education)

this 11th day of June, 20 26 .

Ayes:

Noes:

Absent:

SIGNATURE OF DISTRICT SECRETARY

Information Items

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

Santa Barbara County Board of Education

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

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

Certificated Personnel Report

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

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

Classified Personnel Report

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

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

Santa Barbara County Board of Education

Santa Barbara County Education Office

Certificated Personnel Report
June 11, 2026

Appointments

		Effective Date
Offer of Employment		
Conley, Luke	Teacher, CTE Manufacturing	May 19, 2026

Separations

		Effective Date
Resignations		
Laurie, Elizabeth	School Psychologist - Bilingual	June 30, 2026
Minjarez, Mari	Associate Superintendent, Policy and Compliance	June 30, 2026

Santa Barbara County Board of Education

Classified Personnel Report

June 11, 2026

Appointments

Limited Term/Substitute

Pacheco, Karina — May 5, 2026
ECE Apprentice • Early Care and Education • Various Sites
• Hourly as needed

Walton, Britney — April 6, 2026
Paraeducator • Special Education • Various Sites
• Hourly as needed

Probationary

Anaya, Veronica — April 20, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Enrriquez, Jocelyn — April 20, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Fernandez, Eugenia — May 1, 2026
Administrative Assistant • Internal Services • Operations South
100% • 12 months

Guevara, Sebastian — March 3, 2026
Integrated Worker • Special Education • Integrated Special Education North
12.5% • 12 months

Porras Ramirez, Jose Mario — May 19, 2026
Custodian/Maintenance Worker • Internal Services • Operations South 2
100% • 12 months

Changes

Anniversary Increase

Amegatcher, Amy — May 1, 2026
Program Associate • Transitional Youth Services • Transitional Youth South
100% • 12 months

Bomer, Dyan — May 1, 2026
Administrative Assistant, Senior • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Bradford, Jimmie — May 1, 2026
Paraeducator • Special Education • Ontiveros Preschool
75% • 10 months

Carbajal-Esparza, Olivia — May 1, 2026
Teaching Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School
87.5% • 10 months

Cervantes, Juan — May 1, 2026
Maintenance and Operations Supervisor • Internal Services • Operations South
100% • 12 months

Dillard Deherrera, Christine — May 1, 2026
Technology Support Administrative Assistant • Information Technology Services • Cathedral Oaks
100% • 12 months

Fuentes, Michael — May 1, 2026
Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School
87.5% • 12 months

Gonzalez, Yoseline — May 1, 2026
Manager, Program Services • Children's Creative Project • Children's Creative Project
100% • 12 months

Jasso, Gabriela — May 1, 2026
Paraeducator • Special Education • Preschool Plus, Miller
87.5% • 10 months

Kerrutt-Dent, Erin — May 1, 2026
Certificated Human Resources Analyst • Human Resources • Certificated Human Resources Staff
100% • 12 months

Lopez, Jessica — May 1, 2026
Human Resources Supervisor • Human Resources • Human Resources Staff
100% • 12 months

Martinez, Serena — May 1, 2026
Paraeducator • Special Education • Ralph Dunlap School DHOH 2
75% • 10 months

Martinez, Veronica — May 1, 2026
Clerical Assistant • Special Education • School Psychologist North 3
100% • 10 months

Munar, Desiree — May 1, 2026
Paraeducator • Special Education • Alice Shaw Preschool
87.5% • 10 months

Olivas, Alleena — May 1, 2026
Paraeducator • Special Education • Ralph Dunlap School DHOH 2
42.5% • 10 months

Padilla, Leticia — May 1, 2026
Paraeducator • Special Education • Speech/Language Services, Miller
87.5% • 10 months

Perez, Carmen Isabel — May 1, 2026
Paraeducator • Special Education • Casmalia Preschool 3
87.5% • 10 months

Quezada, Jacquelinne — May 1, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Rodriguez-Castellanos, Gabriela — May 1, 2026
Paraeducator • Special Education • Speech/Language Services, McClelland 1
87.5% • 10 months

Trigueros, Crystal — May 1, 2026
Paraeducator • Special Education • Regency Preschool
87.5% • 10 months

Vital Alcantar, Yanelly — May 1, 2026
Nutrition Program Specialist - Bilingual • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Probation to Permanent

Stevens, Gillian — May 1, 2026
Director, Engagement and Support • Human Resources • Engagement and Support
100% • 12 months

Differential - Add

Gomez Chavez, Leticia — May 15, 2026
Paraeducator • Special Education • Speech/Language Services, McClelland 1
87.5% • 10 months
Specialized Health Care

Other

Shiroma, Sachi — May 1, 2026
Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction
100% • 12 months
Master's stipend

Out of Classification/Return

Martinez, Serena — May 12, 2026
Paraeducator • Special Education • Ralph Dunlap School DHOH 2
75% • 10 months
From Educational Interpreter, ASL, Waiver

Probation to Permanent

Nevarez, Yanise — May 1, 2026
Office Assistant • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Olson, Carlos — May 1, 2026
Behavioral Health Practitioner • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Professional Growth

Lopez, Jessica — May 1, 2026
Human Resources Supervisor • Human Resources • Human Resources Staff
100% • 12 months
Professional Growth x 1

Wheeler, William — May 1, 2026
Computer/Network Technician, Information Technology Services • ITS • ITS- North County
100% • 12 months
Professional Growth x 2

Promotion

Martinez, Serena — May 13, 2026
Educational Interpreter, American Sign Language, Waiver • Special Education • Ralph Dunlap School DHOH
75% • 10 months

Separation

Released

Vargas, Emily — April 23, 2026
Paraeducator • Special Education • Martha Negus 2
81.25% • 10 months
Non completion of probation

Resignation

Burke, Sarah — June 5, 2026
Paraeducator • Special Education • Montecito Union School
81.25% • 10 months

Ketterer, Nicole — May 4, 2026
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Hope Center
100% • 10 months

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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

May 08, 2026

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

Dear Superintendent Salcido, Ed.D.:

Subject: 2025–26 Second Interim Report

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

The CDE appreciates the submission of the SBCOE Second Interim Report. If you have any questions or concerns, please contact Julie Hoang at 916-322-6327 or by email at hhoang@cde.ca.gov.

Sincerely,

Blanche Katayama

Blanche Katayama, Administrator
Fiscal Oversight and Support Office

BK:jh
2026-0201-42

cc: Steven Torres, Associate Superintendent, Administrative Services