

Santa Barbara County Special Education

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Catherine Breen, Asst Superintendent, Special Ed

Principal, Santa Barbara County Special Education

About Our School

The Special Education Division of the Santa Barbara County Education Office provides education for students with disabilities from all twenty school districts in the county. Specifically, we provide all special education services for three direct service districts (districts with 900 or fewer pupils), children with more severe and profound disabilities in all districts, and infant or preschool children with disabilities. We serve more than 1000 students at over 200 sites, including: direct classroom support or supplemental instruction, speech and language therapy, instruction for students who are deaf, hard-of-hearing, or visually impaired, adapted physical education and group or individual counseling. Information provided will reflect only services for student in grades K-12.

Contact

*Santa Barbara County Special Education
4400 Cathedral Oaks Rd.
Santa Barbara, CA 93110-1042*

*Phone: 805-964-4711
E-mail: cbreen@sbceo.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Santa Barbara County Office of Education
Phone Number	(805) 964-4711
Superintendent	William Cirone
E-mail Address	bcirone@sbceo.org
Web Site	http://www.sbceo.org

School Contact Information (School Year 2016-17)	
School Name	Santa Barbara County Special Education
Street	4400 Cathedral Oaks Rd.
City, State, Zip	Santa Barbara, Ca, 93110-1042
Phone Number	805-964-4711
Principal	Catherine Breen, Asst Superintendent, Special Ed
E-mail Address	cbreen@sbceo.org
Web Site	www.sbceo.org/about_sbceo/specialed.shtml
County-District-School (CDS) Code	42104216069223

Last updated: 11/18/2016

School Description and Mission Statement (School Year 2016-17)

Vision

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

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

Description of Services

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

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

The Santa Barbara County Education Office supports the right of all students with disabilities to a free and appropriate education in the least restrictive environment. The Office is particularly proud of the strides made in providing full inclusion, community-based instruction and work experience for students with severe disabilities. In addition, Individual Transition Plans (ITP) are written with graduating students and their families to facilitate appropriate adult life options.

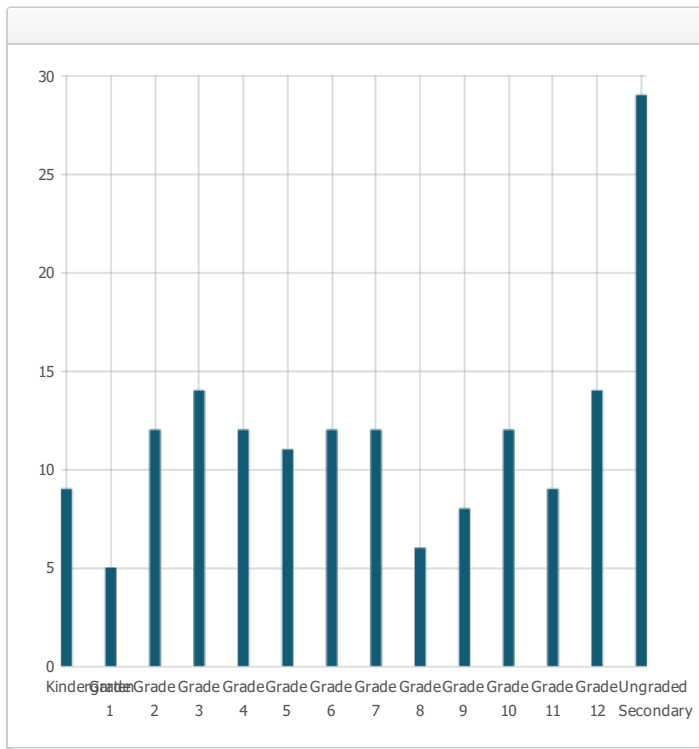
Another area in which the County Office has developed innovative options for student is in the preschool full inclusion programs and specialized services for young children with autism.

Currently, 1000 pupils receive services at over 200 public and private sites in the county. Services include special day classes, resource specialist, speech and language, visual impairments, orientation and mobility, adapted physical education, counseling and guidance, deaf/hard of hearing, vocational training, and occupational and physical therapy programs. The most critical problem facing special education continues to be the under funding of mandated services coupled with the rise in the special education population-especially at the preschool level. This is particularly relevant in light of the state budget shortfalls and the effect this has on the regular education budget, which then has a direct bearing on the ability to use regular education funds to cover mandated special education program costs. The costs of living increases in revenues have not kept up with documented costs; The County Office continues to receive less than our entitlement from state and federal funding sources. In addition, the increase in certain categories of disability and the need to expand services to these children, such as children with autism and children who are deaf or hard of hearing, have grown beyond the ability to add to programs in an effective and timely manner.

Last updated: 11/18/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	9
Grade 1	5
Grade 2	12
Grade 3	14
Grade 4	12
Grade 5	11
Grade 6	12
Grade 7	12
Grade 8	6
Grade 9	8
Grade 10	12
Grade 11	9
Grade 12	14
Ungraded Secondary	29
Total Enrollment	165



Last updated: 11/18/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.0 %
Asian	1.2 %
Filipino	1.8 %
Hispanic or Latino	66.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	27.3 %
Two or More Races	2.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.4 %
English Learners	37.6 %
Students with Disabilities	97.6 %
Foster Youth	1.8 %

Last updated: 11/18/2016

A. Conditions of Learning

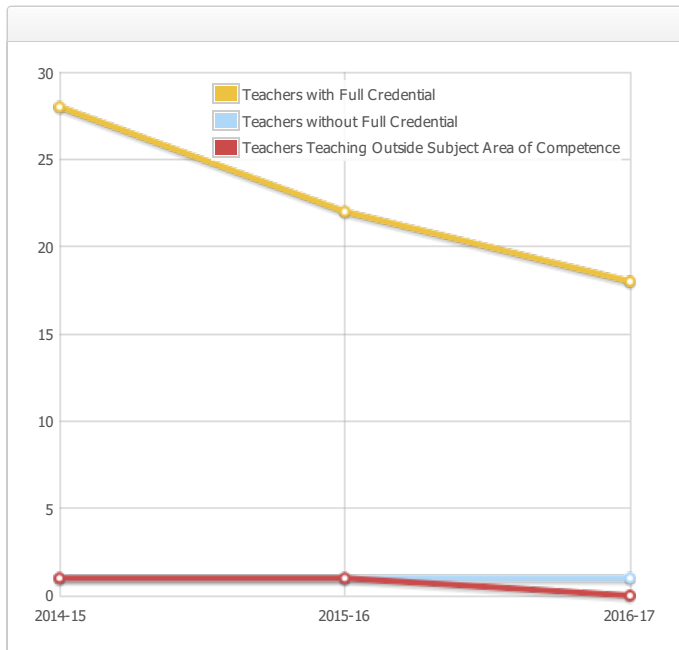
State Priority: Basic

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

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

Teacher Credentials

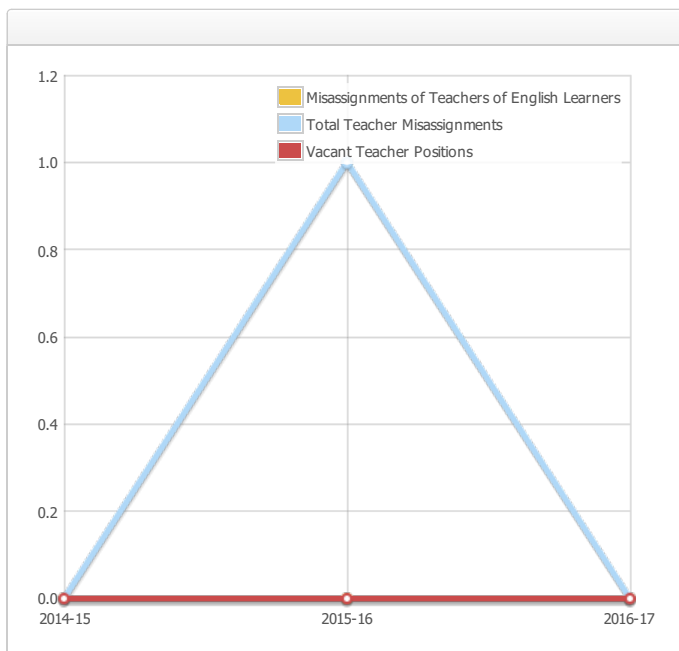
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	22	18	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	



Last updated: 1/19/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/19/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 12/19/2016

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core: Houghton-Mifflin, Holt Literature Supplemental: SRA Corrective Reading, Scholastice Read 180 Computer software and internet access, IPads, SANDI	Yes	0.0 %
Mathematics	Core: Harcourt Math, Houghton Mifflin Supplemental: Saxon, Pacemaker, AGS Computer software and internet access, IPads, SANDI	Yes	0.0 %
Science	Core: Harcourt, Houghton Mifflin Supplemental: Pacemaker Computer software and internet access, IPads	Yes	0.0 %
History-Social Science	Core: Harcourt, McGraw Hill, Houghton Mifflin Supplemental: Pacemaker series Computer software and internet access, IPads	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Available		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Santa Barbara County Education Office provides instructional services in a wide variety of school and community setting. Classroom teachers and parents indicate that the facilities are adequate to support the instructional programs.

To accommodate the expanding need for facilities, the County Education Office secured 34 classrooms from the State Department of Education and built eight buildings to meet student needs. These classrooms are located throughout Santa Barbara County on school district campuses. All of our special day class programs are located on age appropriate school sites.

We rent additional space from community sources to accommodate designated instructional services personnel, Community based programs and infant programs. We provide housing credit to school districts to house related services personnel.

Last updated: 11/18/2016

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Regular maintenance on heating and air conditioning. Completed
Interior: Interior Surfaces	Fair	Repair walls, texture and new paint. Completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Repair broken windows. Completed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Fair
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Last updated: 1/20/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	4.0%	4.0%	6.0%	5.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	4.0%	7.0%	1.0%	4.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.9%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	12	100.0%	25.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	11	100.0%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	12	100.0%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.9%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/19/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.9%	15.4%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	15.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	12	100.0%	25.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/19/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	11	100.0%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	12	100.0%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.9%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	48.0%	3.0%	3.0%	19.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	31	27	87.1%	48.2%
Male	18	16	88.9%	50.0%
Female	13	11	84.6%	45.5%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	22	18	81.8%	55.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	21	19	90.5%	52.6%
English Learners	13	11	84.6%	54.6%
Students with Disabilities	30	26	86.7%	50.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/2017

Career Technical Education Programs (School Year 2015-16)

Secondary special education students who are 16 years and older have Individual Transition Plans (ITP's) developed at their Individual Education Plan (IEP) meetings. For the 2015-2016 school year, 61 students were included in this count. Developing transition plans assists the student and family in identifying appropriate educational goals and services that will lead to successful, productive adult lives.

Students receiving special education services who are not eligible to receive a standard high school diploma may continue to receive services up to age 22. Those students leave the high school program after four years, participate in graduation ceremonies and receive a certificate of attendance and then transition to one of the adult community based programs administered by SBCEO. Five students from SBCEO high school programs transitioned to SBCEO community based programs in the 2015/2016 school year.

In the 2015/2016 school year, there were 7 special education students who completed their education programs, 5 graduated with high school diplomas, 2 reached the maximum age of 21 or 22 (depending on their birth date).

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The Santa Barbara County Education Office recognizes the responsibility of the school to involve the parent in all aspects of the special education process as legally required. The procedures for timely notification, parental input and support are set up as legally mandated throughout the process from the beginning referral to the implementation of the Individual Education Plan. Forms and procedures are changed so new legal mandates can be incorporated in a timely manner. Parents are also invited to appropriate staff development activities and are included in any committees that are developing new programs or ways of serving children with special education needs. Teachers and administrators are vigilant in efforts to seek parent input and keep parents informed. There are also formal and informal support groups and activities that are initiated by the County Education Office staff to help parents meet with each other and discuss issues relevant to their concerns. The early education infant and preschool programs have a parent group that supports programming and staff by volunteering in the classroom doing special projects at home or helping with fund raising activities.

State Priority: Pupil Engagement

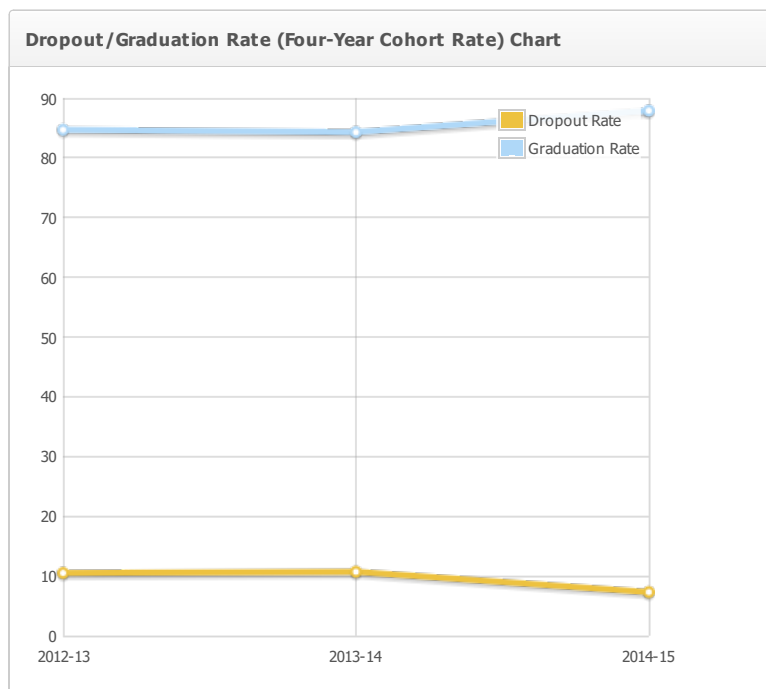
Last updated: 11/18/2016

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

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.5%	10.7%	7.3%	10.5%	10.7%	7.3%	11.4%	11.5%	10.7%
Graduation Rate	84.70	84.30	87.90				80.44	80.95	82.27



Last updated: 1/19/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	9	32	85
Black or African American	0	100	77
American Indian or Alaska Native	0	0	75
Asian	0	100	99
Filipino	0	0	97
Hispanic or Latino	11	25	84
Native Hawaiian or Pacific Islander	0	0	85
White	0	45	87
Two or More Races	0	100	91
Socioeconomically Disadvantaged	13	38	77
English Learners	33	29	51
Students with Disabilities	9	14	68
Foster Youth	--	--	--

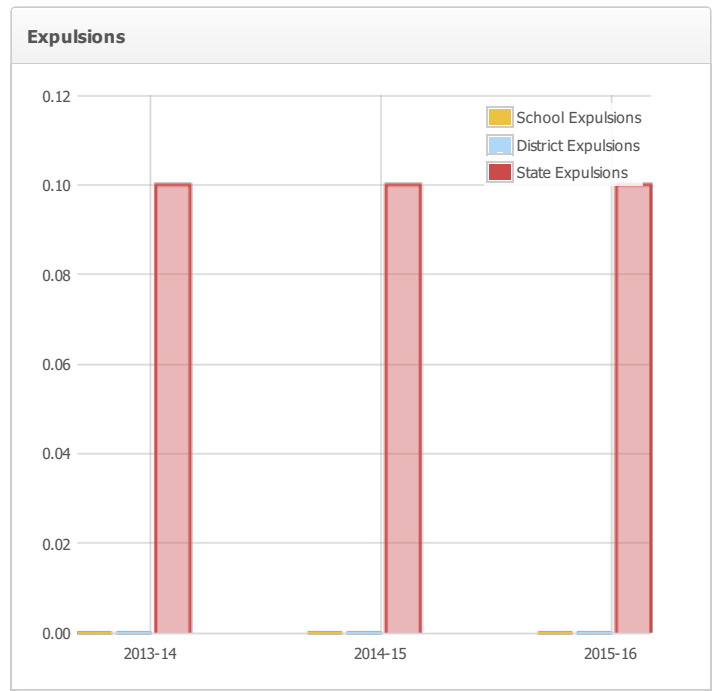
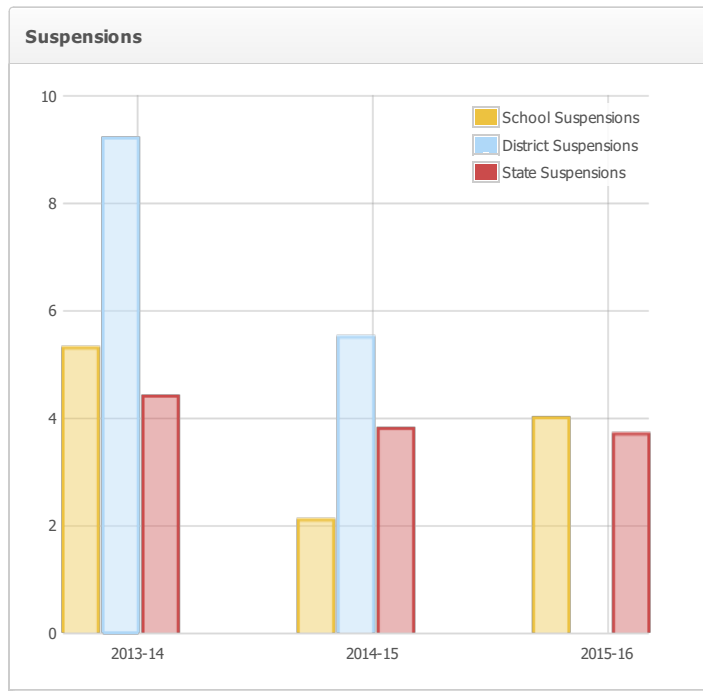
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.3	2.1	4.0	9.2	5.5		4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/19/2017

School Safety Plan (School Year 2016-17)

A comprehensive school safety plan was adopted in November 2013, and is reviewed annually, including January 2017. The key elements include assessing the status of school closure, programs and strategies to provide school safety.

Procedures for complying with existing laws related for school safety (child abuse, suspension/expulsion, sexual harassment, cyberbullying, suicide prevention, etc.), crisis intervention (gangs, abductions, death, etc.) and related forms and handouts.

Last updated: 1/19/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Note: Cells with NA values do not require data.

Last updated: 11/21/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7.0	4	0	0	5.0	3	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	7.0	1	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	1.0	3	0	0	0.0	0	0	0				
5	10.0	1	0	0	0.0	0	0	0				
6	4.0	1	0	0	8.0	4	0	0				
Other	8.0	6	0	0	7.0	5	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/20/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5.0	4	0	0	4.0	3	0	0				
Mathematics	3.0	5	0	0	3.0	3	0	0				
Science	0.0	0	0	0	3.0	1	0	0				
Social Science	0.0	0	0	0	3.0	1	0	0				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/20/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	14.3	N/A
Social Worker		N/A
Nurse	2.4	N/A
Speech/Language/Hearing Specialist	11.9	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/19/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$105742.0	\$103170.0	\$2571.0	\$88912.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

2015/16 Proposed Adopted Budget
Budgeted Expenditures - Special Education Programs
35% Regional Services
3% Special Projects
4% Direct Service Districts
3% Infant
37% Other Restricted and Categorical Programs*
18% General Fund Support Services
* Programs in which funding is allocated for a particular purpose. Restricted and Categorical programs provide direct services to students and teachers. (Child Development, Migrant Education, Juvenile Court & Community Schools, etc.)

Last updated: 1/20/2017

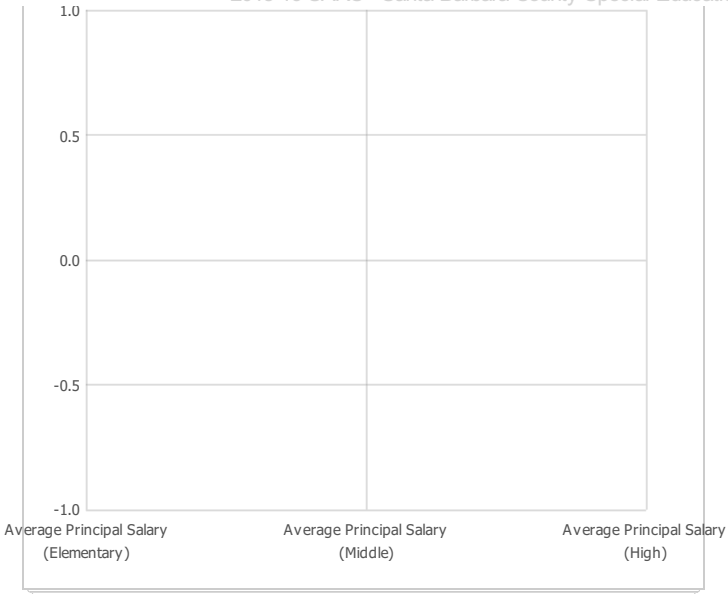
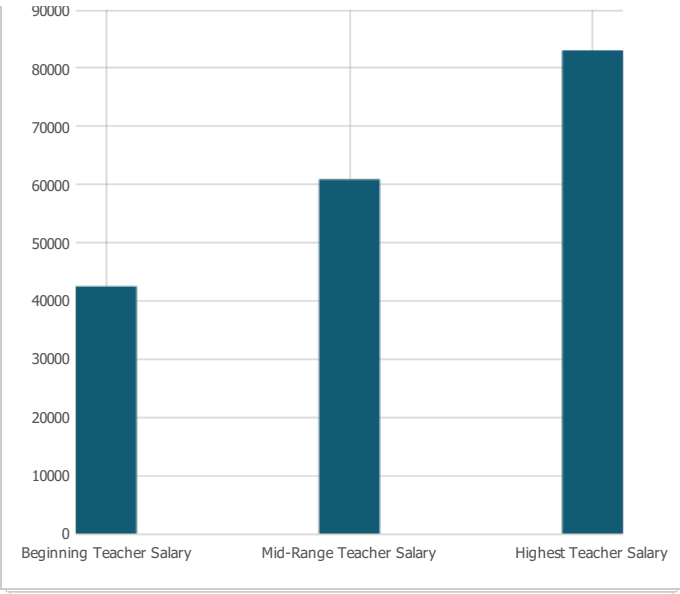
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,488	\$
Mid-Range Teacher Salary	\$60,878	\$
Highest Teacher Salary	\$83,059	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$137,003	\$
Percent of Budget for Teacher Salaries	9.7%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2017

Professional Development

Professional development is provided:

- 1. Monthly – Job Alike meetings provide brief instructional activities directed toward the unique needs of the cluster of teachers and support staff.
- 2. Quarterly – Assessment focused professional development including state testing outcomes and preparation; writing and measuring IEP goals, writing and implementing behavioral supports occurs as an after school activity or within a Job Alike meeting.
- 3. Annually – All staff receive training on health care procedures, mandated reporting, Medi-Cal billing, legal requirements, and office policies and procedures.
- 4. As required for employment – Crisis prevention intervention, CPR, Specialized Health Care, and First Aid are made available at least annually in order for staff to be certified to work with specific groups of students.
- 5. As requested by the classified or certificated employee – all staff have available to them 2-3 additional days of pay for voluntary staff development in a field related to their position; in addition, all staff have a staff development budget that can be applied to professional development activities during work hours in topic areas related to their positions.
- 6. As requested by specialist supporting the health related needs of our students (speech/language, OT, PT, school nurses) enhanced professional development dollars funded through LEA Medi-Cal monies are available.

As requested by a supervisor – classified or certificated staff may need additional information and instruction in specific topic areas in order to meet teaching/instructional standards, such as working with English learners, students with autism, staff relations, adjudicated youth, and IEP development.

Last updated: 11/18/2016