Santa Barbara County Office of Education

Santa Barbara County Juvenile Court

2024-2025 School Accountability Report Card

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SARC INFORMATION

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

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

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

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

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

MESSAGE FROM THE ADMINISTRATOR

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

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

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

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

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

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

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

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	18.80	35.50	65.62	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.10	2.76	0.10	0.20	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	19.80	6.70	12.53	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	56.14	5.60	10.39	12,112.80	4.34
Unknown	0.00	2.01	6.00	11.22	13,705.80	4.91
Total Teaching Positions	3.90	100.00	54.10	100.00	278,927.10	100.00

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

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

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

SCHOOL FACILITIES

About the Facilities

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

The Santa Maria Juvenile Justice Center

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

Los Prietos Boys Camp

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

Maintenance, Cleaning, and Repair

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

Cleaning Process and Schedule

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

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

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

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

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

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

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

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

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

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

ASSESSMENT RESULTS

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

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

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

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

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

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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

- California State University (CSU)

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

UC/CSU COURSE COMPLETION

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

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

CAREER TECHNICAL EDUCATION PARTICIPATION

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

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

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

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

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

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

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

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

CHRONIC ABSENTEEISM

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

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

PARENT ENGAGEMENT

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

PARENT INVOLVEMENT

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

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

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

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

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

SCHOOL SAFETY
The safety of students and staff is a primary concern at Santa Barbara County Juvenile Court Schools. Students are supervised by Santa Barbara County Probation Department staff to ensure a safe and orderly environment. All visitors must make arrangements with school staff in advance, sign in at the school's office, wear visitors badges during their time on campus, and check out at the office upon leaving.
California Education Code (EC) Section 32281 (a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. The plan was most recently updated and reviewed with staff in April 2025.

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

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

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

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

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

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

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

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

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

REVENUE SOURCES
In addition to general fund state funding, Santa Barbara County Education Office received federal and state aid for the following categorical, special education, and support programs:
- Child Nutrition Programs
- Instructional Materials
- Special Education, Staff Development
- Title I Part D Program
- Title II
- TUPE

SCHOOL AND DISTRICT EXPENDITURES
The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.
For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

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

TEACHER AND ADMINISTRATIVE SALARIES

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

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

SCHOOL SITE TEACHER SALARIES

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

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

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

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

PROFESSIONAL DEVELOPMENT

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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