

# Santa Barbara County Special Education

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and 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. For purposes of this report, we serve more than 150 students at over 19 sites, including: direct classroom specialized academic support and supplemental instruction, speech and language therapy, instruction for students who are deaf, hard-of-hearing, or visually impaired, adapted physical education and group or individual counseling.

#### Contact

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

*Phone: 805-964-4711  
E-mail: [cbreen@sbceo.org](mailto:cbreen@sbceo.org)*

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Santa Barbara County Office of Education
<b>Phone Number</b>	(805) 964-4711
<b>Superintendent</b>	Susan Salcido
<b>E-mail Address</b>	<a href="mailto:ssalcido@sbceo.org">ssalcido@sbceo.org</a>
<b>Web Site</b>	<a href="http://www.sbceo.org">http://www.sbceo.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Santa Barbara County Special Education
<b>Street</b>	4400 Cathedral Oaks Rd.
<b>City, State, Zip</b>	Santa Barbara, Ca, 93110-1042
<b>Phone Number</b>	805-964-4711
<b>Principal</b>	Catherine Breen, Asst Superintendent, Special Ed.
<b>E-mail Address</b>	<a href="mailto:cbreen@sbceo.org">cbreen@sbceo.org</a>
<b>Web Site</b>	<a href="http://www.sbceo.org/about_sbceo/specialed.shtml">www.sbceo.org/about_sbceo/specialed.shtml</a>
<b>County-District-School (CDS) Code</b>	42104216069223

*Last updated: 1/29/2018*

## School Description and Mission Statement (School Year 2017-18)

### 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 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 apply student-centered, multi-measures to assess students' needs to promote instructional practices that contribute to student success and relationships with colleagues, families, and community members. We provide student-focused, high quality programs and services utilizing innovative evidence based interventions.

### Description of Services

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

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

The Santa Barbara County Education Office supports the right of all students with disabilities to a free and appropriate public education in the least restrictive environment. The County Education 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.

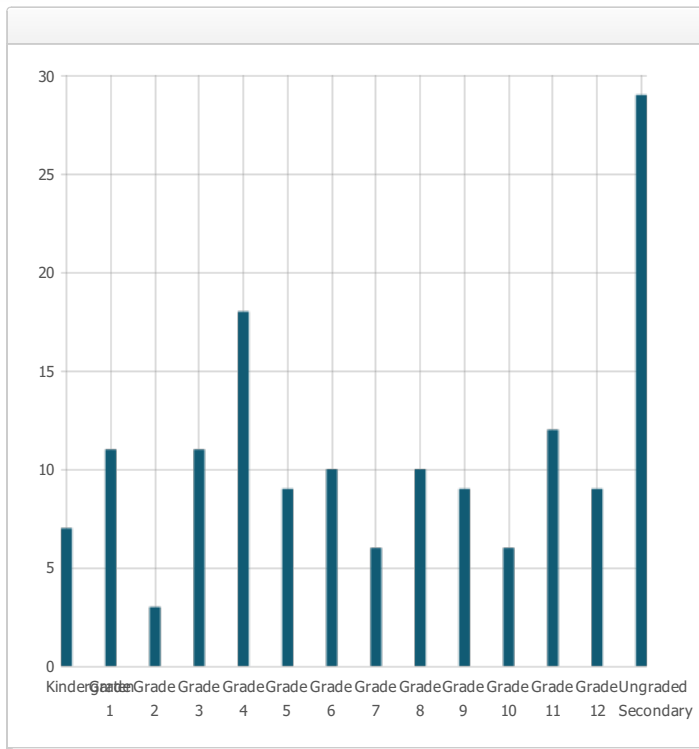
Currently, 150 pupils receive services at over 19 public and private sites in the county. Services include special day classes, resource specialist, speech and language, visual impairments, orientation and mobility, adapted physical education, counseling and guidance, deaf/hard of hearing, vocational training, and occupational and physical therapy programs. The most critical problem facing special education continues to be the underfunding of mandated services coupled with the rise in the special education population.

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 cost of living increases in revenues have not kept up with documented costs. The County Education Office continues to receive less than what is needed 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 who are deaf or hard of hearing, have grown beyond the ability to add to programs in an effective and timely manner.

*Last updated: 1/31/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	7
Grade 1	11
Grade 2	3
Grade 3	11
Grade 4	18
Grade 5	9
Grade 6	10
Grade 7	6
Grade 8	10
Grade 9	9
Grade 10	6
Grade 11	12
Grade 12	9
Ungraded Secondary	29
<b>Total Enrollment</b>	<b>150</b>



*Last updated: 1/27/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.0 %
Asian	0.7 %
Filipino	2.0 %
Hispanic or Latino	66.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	26.0 %
Two or More Races	3.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.3 %
English Learners	36.0 %
Students with Disabilities	100.0 %
Foster Youth	0.0 %

*Last updated: 1/27/2018*

## A. Conditions of Learning

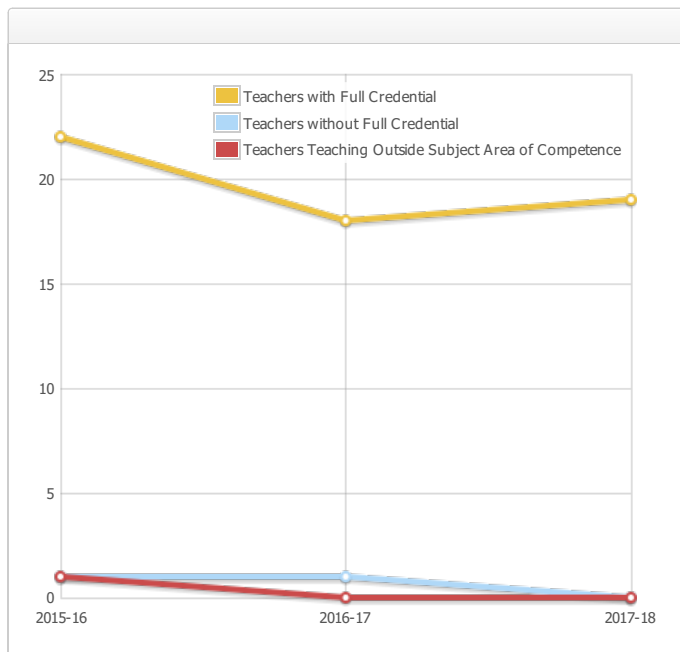
### State Priority: Basic

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

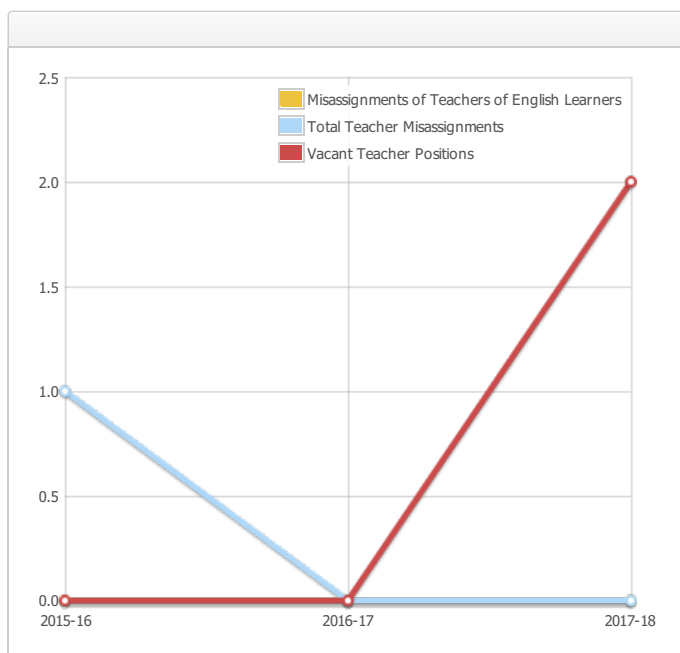
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	18	19	
Without Full Credential	1	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	



Last updated: 1/27/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	2



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: 2/9/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Core: Houghton-Mifflin, Holt Literature Supplemental: SRA Corrective Reading, Scholastic 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.

Last updated: 1/27/2018

## School Facility Conditions and Planned Improvements

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

K-12 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. To accommodate the expanding need for district facilities, the County Education Office sold to districts portable classrooms originally purchased from the State Department of Education.

We rent additional space from community sources to accommodate designated instructional services personnel and Community-Based programs. The SELPA provides housing credit to school districts to house related services personnel.

*Last updated: 1/29/2018*

## 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	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	

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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*Last updated: 1/27/2018*

## 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. 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); 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	4%	6%	5%	6%	48%	48%
Mathematics (grades 3-8 and 11)	7%	9%	4%	5%	36%	37%

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: 1/19/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	74	69	93.24%	--
Male	50	46	92.00%	--
Female	24	23	95.83%	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	43	91.49%	--
Native Hawaiian or Pacific Islander				
White	20	19	95.00%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	43	93.48%	--
English Learners	38	36	94.74%	--
Students with Disabilities	73	68	93.15%	--
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both 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 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: 1/19/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	69	93.24%	--
Male	50	45	90.00%	11.11%
Female	24	24	100.00%	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	44	93.62%	--
Native Hawaiian or Pacific Islander				
White	20	19	95.00%	21.05%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	43	93.48%	--
English Learners	38	36	94.74%	--
Students with Disabilities	73	68	93.15%	--
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both 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 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: 1/19/2018*

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		48.0%	3.0%	19.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/19/2018*

# 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

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

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: 1/29/2018*

## 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 2017-18)

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The Santa Barbara County Education Office recognizes the responsibility of the school to involve the parents in all aspects of the special education process as legally required. The procedures for timely notification, parental input and support are set up as legally mandated throughout the process from the beginning referral to the implementation of the Individualized Education Program (IEP). Forms and procedures are changed so new legal mandates can be incorporated in a timely manner. Parents are also invited to appropriate staff development activities and are included in any committees that 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 engaging in special projects at home or helping with fundraising activities.

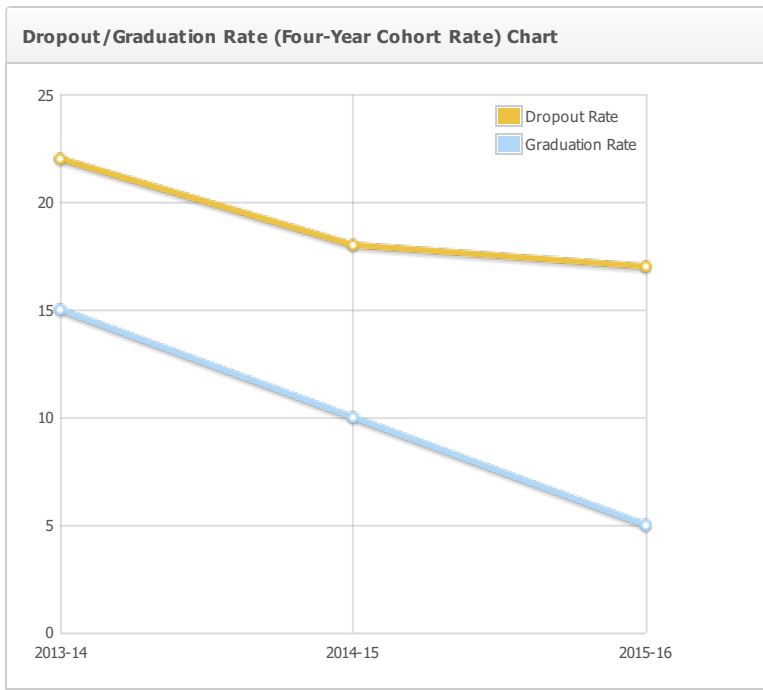
# State Priority: Pupil Engagement

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	22.0%	18.0%	17.0%	58.0%	63.0%	67.7%	11.5%	10.7%	9.7%
Graduation Rate	15.0%	10.0%	5.0%	16.8%	14.0%	10.8%	81.0%	82.3%	83.8%



Last updated: 1/29/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	7.1%	40.9%	87.1%
Black or African American	0.0%	33.3%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	7.1%	39.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	0.0%	0.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	9.1%	36.4%	85.5%
English Learners	16.7%	27.3%	55.4%
Students with Disabilities	100.0%	7.1%	63.9%
Foster Youth	0.0%	0.0%	68.2%

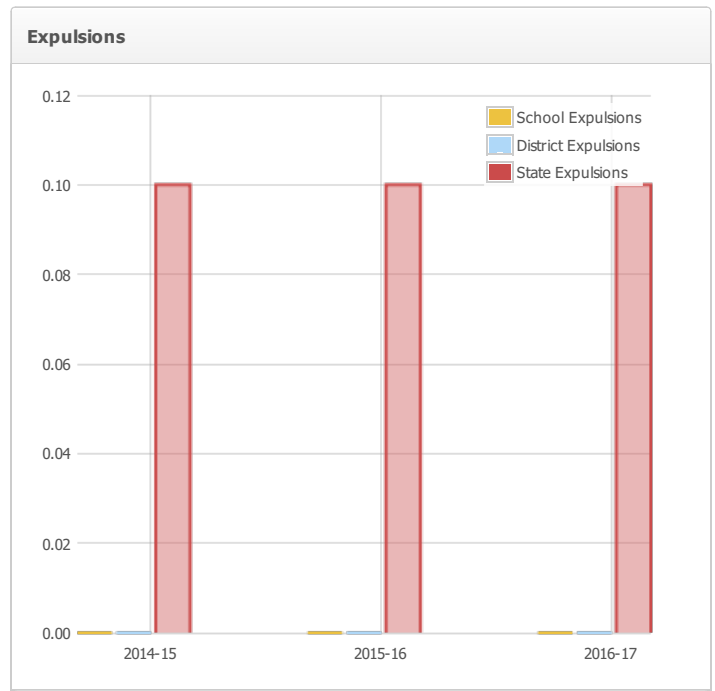
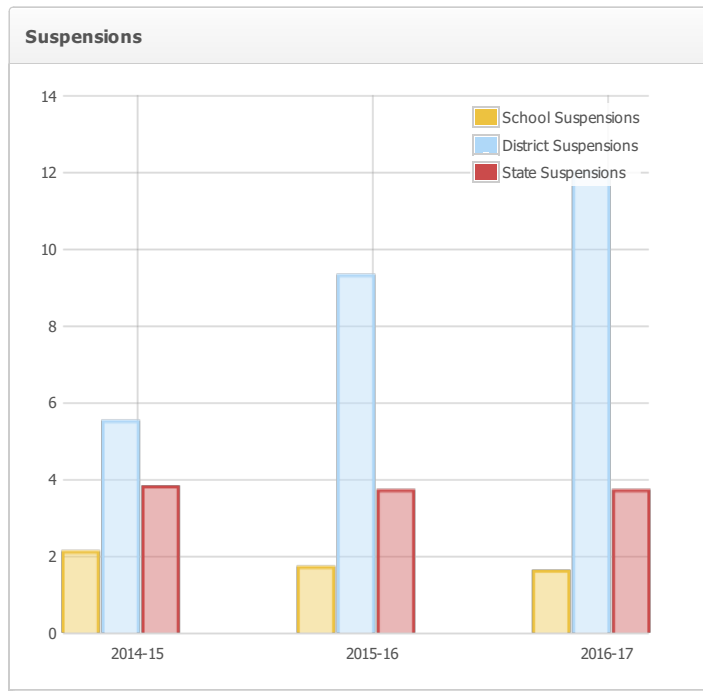
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.1%	1.7%	1.6%	5.5%	9.3%	12.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/19/2018

## School Safety Plan (School Year 2017-18)

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: 1/29/2018



## 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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	
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	--

Last updated: 1/29/2018

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	5.0	3	0	0	5.0	1	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	7.0	1	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	8.0	1	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	6.0	1	0	0	8.0	1	0	0
6	8.0	4	0	0	4.0	3	0	0	4.0	3	0	0
Other	7.0	5	0	0	7.0	6	0	0	8.0	6	0	0

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

Last updated: 1/19/2018

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	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	4.0	3	0	0	3.0	1	0	0	1.0	1	0	0
Mathematics	3.0	3	0	0	6.0	1	0	0	5.0	1	0	0
Science	3.0	1	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	3.0	1	0	0	0.0	0	0	0	0.0	0	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: 1/19/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.8	N/A
Social Worker	0.0	N/A
Nurse	0.9	N/A
Speech/Language/Hearing Specialist	3.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/27/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$55962.0	\$55839.0	\$123.0	\$66645.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	-192.7%	200.0%

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

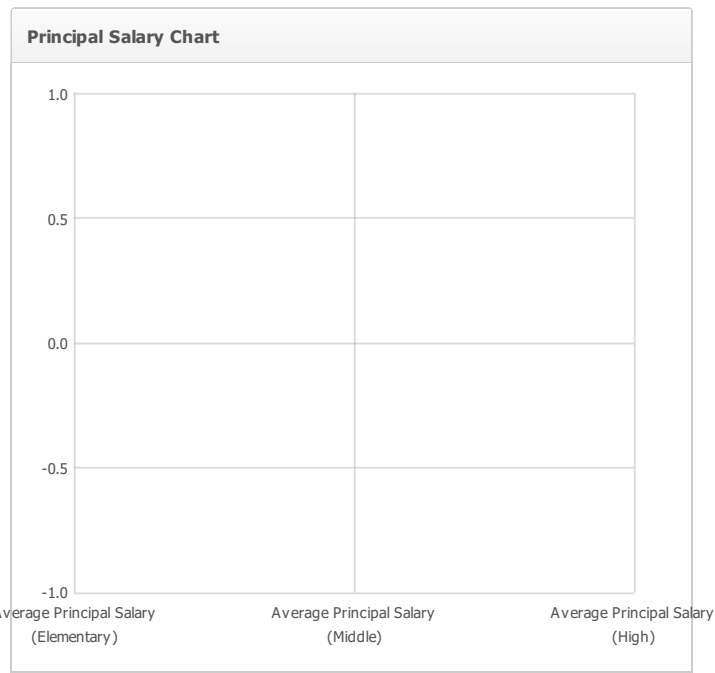
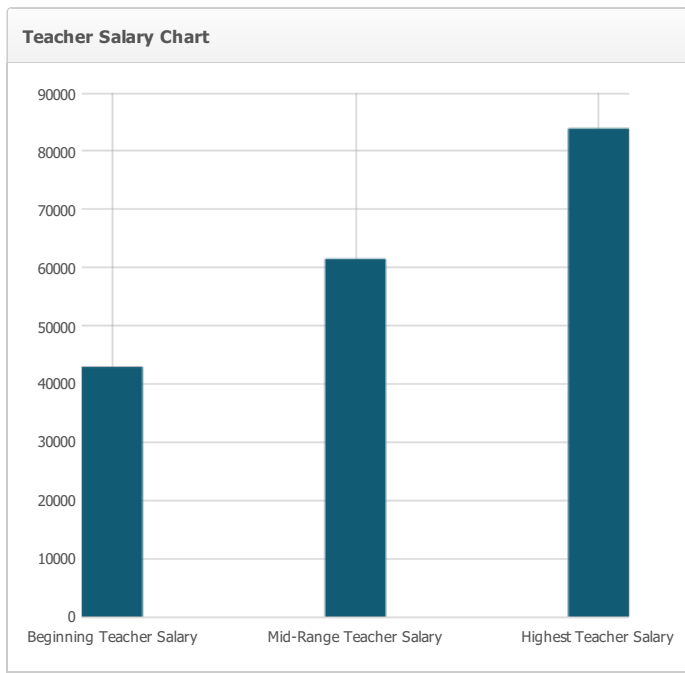
Last updated: 1/27/2018

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,921	--

Mid-Range Teacher Salary	\$61,499	--
Highest Teacher Salary	\$83,906	--
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	--
Average Principal Salary (High)	\$	--
Superintendent Salary	\$141,341	--
Percent of Budget for Teacher Salaries	15.9%	--
Percent of Budget for Administrative Salaries	2.4%	--

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



Last updated: 1/27/2018

## Professional Development

Professional Development is provided:

- Monthly - Job-A-Like meetings provide brief instructional activities directed toward the unique needs of the cluster of teachers and support staff.
- Quarterly - Assessments focused on 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-A-Like meeting.
- Annually - All staff receive training on health care procedures, mandated reporting, Medi-Cal billing, legal requirements, and office policies and procedures.
- 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.
- 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.
- As requested by specialists - 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: 2/9/2018