

School Wellness Summit

October 7, 2026





Possible Selves, Documentary
Alex Ballantyne & Mia Derisso
Directed by Shaun Kadlec



SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent



2026

Report to the Community

Service & Leadership

SANTA BARBARA COUNTY EDUCATION OFFICE

Page
19

Removing barriers to learning: Transitional Youth Services

SBCEO's Transitional Youth Services (TYS) team aids foster youth and students experiencing homelessness across the county's 20 school districts, 15 charter schools, and our Juvenile Court and Community Schools by organizing countywide coat drives, distributing resource kits to schools and students, and providing technical assistance and training to district homeless liaisons.

Building stronger support systems



30 future educators

received specialized training for supporting students experiencing homelessness and foster youth through a partnership with UCSB.



More than 30 district liaisons collaborate year-round to support foster and homeless youth.

Through workshops, speaker series, and ongoing professional learning, SBCEO helps connect school liaisons with resources and best practices that strengthen support for students countywide.



Through a partnership with Fighting Back Santa Maria Valley, SBCEO's Transitional Youth Services provided targeted summer reading support that helped students strengthen literacy skills, build confidence, and stay connected to learning.

125

Students experiencing housing instability participated in the program across four junior high schools during summer 2025.

Did you know?

Youth in Santa Barbara County experience homelessness at **nearly three times** the statewide rate.

14.2%
SB County

vs. 4.9%
California

In the 2024-25 school year
Source: Dataquest, CDE

Throughout the year, Transitional Youth Services collaborated with regional organizations including YouthWell, Allan Hancock College, Child Welfare Services, YMCA/Noah's Anchorage, Fighting Back Santa Maria Valley, SELPA, CommUnify, Family Care Network, and local school districts to strengthen coordinated support for foster and homeless youth.

SBCEO's TYS team also provides direct support to districts focused on identifying district-specific barriers and improving student outcomes.

Helping foster youth access college opportunities

Through targeted FAFSA (Free Application for Federal Student Aid) support, district partnerships, and a new countywide Community of Practice, SBCEO's TYS team is helping foster youth complete financial aid applications and take the next step toward college and career success.

What Are ACEs?

Adverse Childhood Experiences (ACEs)

ACEs are disruptions to the promotion of safe, stable, and nurturing family relationships and are characterized by stressful or traumatic events that occur during an individual's first 18 years of life.¹

Research consistently indicates that limiting ACEs is central to healthy child development and wellness across an individual's lifespan.



Source: American Psychiatric Association



Socio-economically disadvantaged populations,
including those with income insecure
backgrounds and/or a lack of education

are likely
to have



which often
lead to



Negative
Health
Outcomes

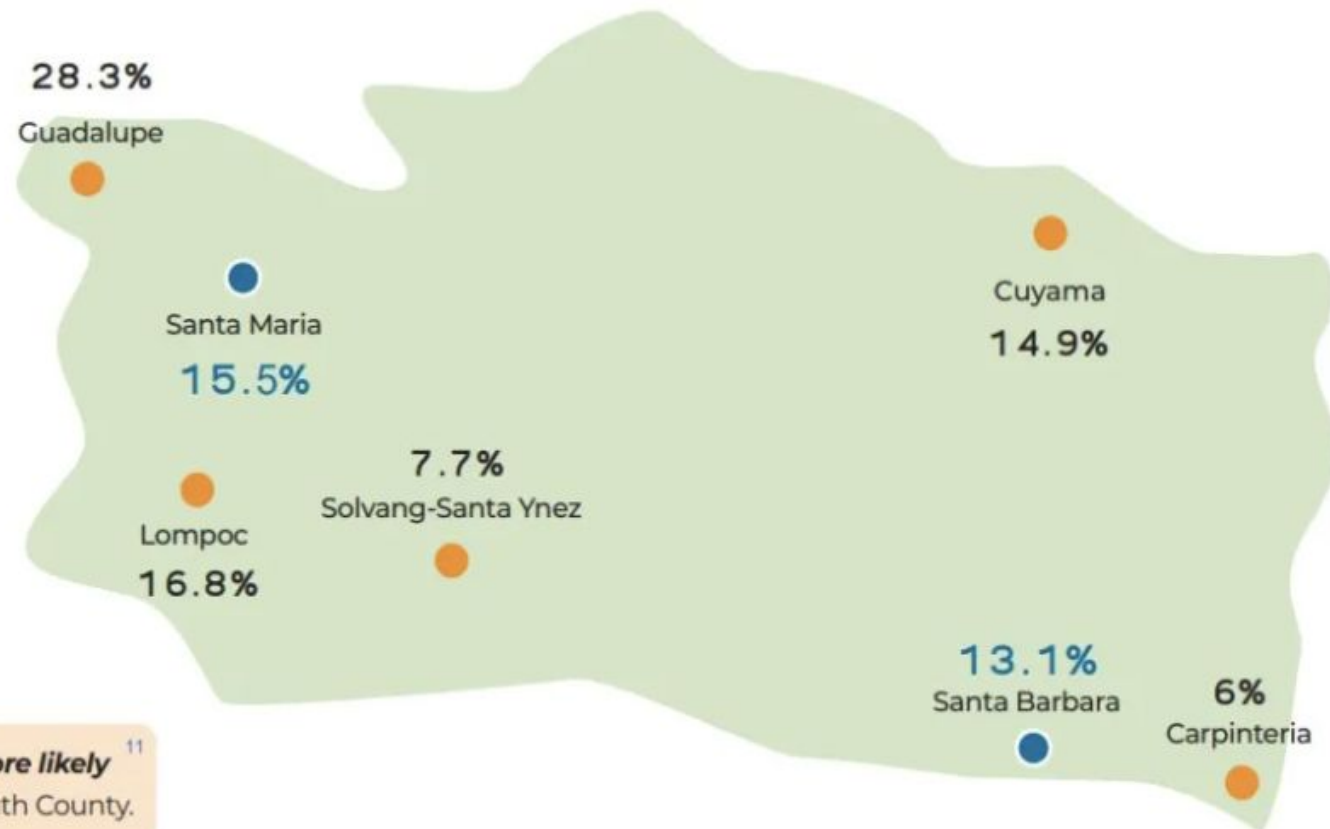
Countywide Poverty Rates

Percentage of population, by city, living below the federal poverty level in Santa Barbara County (2023).

\$27,479¹⁰

Annual income for a family of four living below the federal poverty level.

Children who live in North County are **2x more likely**¹¹ to face poverty than children who live in South County.



Santa Barbara County now ranks second-highest in the state for its poverty rate, which affects one in six adults and one in five children.

Currently, there are 50,929 households in the county that fall under this measurement, which is about 42% of local households. Of those households, 92% have a full-time working adult.

Source: Communitify January 2025

Hope Framework

Research shows that positive childhood experiences drive healthy development and lessen the effects of adverse childhood experiences (ACES).

PCEs allow children to form strong relationships and meaningful connections, cultivate positive self-image and self-worth, experience a sense of belonging, and build skills to cope with stress in healthy ways.

Source: HOPE@tuftsmedicalcenter.org

HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES **TuftsMedicine**

A new way to advance health and wellbeing for children, families and communities

The HOPE National Resource Center (NRC) sees a world that honors and fosters positive experiences as being fundamental to everyone's health and well-being. The HOPE NRC aims to inspire a HOPE-informed movement that fundamentally transforms how individuals and organizations advance health and well-being for children, families, and communities.

The HOPE Framework

The importance of positive childhood experiences (PCEs)

Research shows that positive childhood experiences (PCEs) drive healthy development and lessen the effects of adverse childhood experiences (ACEs). PCEs allow children to form strong relationships and meaningful connections, cultivate positive self-image and self-worth, experience a sense of belonging, and build skills to cope with stress in healthy ways.

The Four Building Blocks of HOPE

The Four Building Blocks promotes PCEs that help children grow into healthy, resilient adults. PCEs in these four areas can protect against long term health outcomes associated with ACEs, and the HOPE National Resource Center wants to help increase access to these opportunities for all children and families.

Building Block	Description
Relationships	Relationships within the family and with other children and adults through interpersonal activities
Environment	Safe, equitable, stable environments for living, playing, learning at home and in school
Engagement	Social and civic engagement to develop a sense of belonging and connectedness
Emotional Growth	Emotional growth through playing and interacting with peers for self-awareness and self-regulation

Connecting the Building Blocks

Children's brains develop in response to experiences, both positive and harmful. The HOPE framework describes PCEs in **supportive environments**. These experiences and the **relationships** around them promote child and adult **engagement** leading to **social, emotional, and cognitive growth**.

Contact Us | HOPE@tuftsmedicalcenter.org

HOPE



Learning • Linking • Leading • Transforming School Wellness Together

2026 School Wellness Summit
Wednesday, October 7, 2026
8:30AM-3:30PM
Santa Barbara County Office
of Education Auditorium

- AGENDA -

8:00 *Summit Check-in and Networking Coffee & Tea*

8:30 **Welcome by Dr. Susan Salcido, Santa Barbara County Superintendent of Schools**

The Breathing Room: How Outdoor Education + Movement Fosters Physical Restoration

The Physical Restoration Framework reveals what outdoor learning advocates have long understood: Children thrive in relationship with the natural world. Outdoor physical education is not an extension of the classroom—it is its most embodied expression. Outdoor learning does not require reinvention. It requires recognition. If we believe children deserve to feel strong in their bodies, steady in their emotions, connected to one another, and rooted in the natural world, then we must design systems that make outdoor movement non-negotiable—not occasional, not enrichment, but essential. Imagine schools where every child steps outside daily. Where movement is not withheld but woven into learning. This is not aspirational. It is actionable. When we intentionally connect, reflect, explore, and restore in outdoor physical education, we cultivate more than fitness—we cultivate resilience, stewardship, and belonging.

• **Allyson Reeds, Ed.D.**, Orange County Department of Education

10:30 *Morning Break*

Powering School Professionals: Strengthening Staff Wellness for Healthier Schools

Staff wellness is at the heart of a healthy school culture. This session explores how supporting the mental, emotional, physical, and social wellbeing of school professionals can help create a positive school environment where both staff and students can thrive. Leave with practical ideas and tools to turn staff wellness into meaningful, sustainable action.

• **Maryam Shayegh**, Los Angeles County Office of Education

• **Nelly Alonso**, Los Nietos School District

• **Jennifer Kim**, Hawthorne School District

12:15 *Networking Lunch*

1:15 **YouthWell Resources & Community Supports**

• **Rachael Steidl**, YouthWell

8 Dimensions of Wellness, Highlighting the ABCs of Self-care

Explore the 8 Dimensions of Wellness. Discover simple, practical strategies to support whole-person wellbeing and strengthen a school culture where students, staff, and families feel connected, supported, and ready to thrive—Awareness, Balance, and Connection

• **Maribel Landeros**, Santa Barbara County Department of Behavioral Wellness

Closing Remarks

• **Suzanne Grimesey**, MFT PIO/Chief of Strategy and Community Engagement,
Santa Barbara County Department of Behavioral Wellness

3:30 *End of Programming*

www.SchoolWellnessSummit.org

“Almost everything will work again if you unplug it for a few minutes – including you.” – Anne Lamott

Santa Barbara County Education Office



Thank you