SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD
Regular Meeting
Monday, February 3, 2020
Public Session – 12:00 p.m.
Jonata Middle School Library
301 Second Street, Buellton, CA 93427

Agenda

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting or need this agenda provided in a disability-related alternative format, please contact the SBCSELPA Office at 683-1424. Prompt notification will assist the SBCSELPA to make suitable arrangements.

PUBLIC COMMENTS ARE WELCOME

The Santa Barbara County SELPA JPA Board will receive public comments about items appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

Forms are available from the Board’s secretary for requests to address the Board. Persons wishing to make public comments are requested to complete the appropriate form and return it to the Board Secretary.

I. PUBLIC SESSION
   A. Call to Order
   B. Roll Call
   C. Flag Salute
   D. Welcome Guests
   E. SBCSELPA Executive Director’s Report

II. PUBLIC COMMENTS
   Please refer to information above regarding public comment guidelines.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS (Government Code Section 54954.3(b)(2))
IV. APPROVAL OF ACTION AGENDA

It is recommended that the JPA Board take action to approve the action agenda as presented/amended.

Motion: __________
Second: __________
In Favor: __________
Opposed: __________
Abstained: __________

V. CONSENT AGENDA ITEMS

A. Minutes of January 13, 2020 Regular Meeting  REF: V-A

B. Ratification of Payment of Claims  REF: V-B

C. 2019-2020 Nonpublic School (NPS) Individual Service Agreements (ISAs)  REF: V-C
   1. Individual Service Agreement

   It is recommended that Consent Agenda Items A through C be approved as presented.

   Motion: __________
   Second: __________
   In Favor: __________
   Opposed: __________
   Abstained: __________

VI. PRESENTATION

A. Governor’s Budget, Presenter Kim Hernandez  Materials to be Distributed

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. Santa Barbara County Education Office (SBCEO) Regional Program Operator  REF: VII-A
   Request for Reduction to Regional Deaf-Hard of Hearing (DHH) Special Day Class (SDC) Program at Orcutt Junior High School
   1. SBCEO Request
   2. Projected Reduction for Elimination of Orcutt Jr. High DHH-SDC Program

   It is recommended that the JPA Board approve SBCEO request for reduction to Regional DHH Program by eliminating the DHH-SDC program that is currently housed on the Orcutt Junior High School campus for the 2020-2021 school year as presented.

   Motion: __________
   Second: __________
   In Favor: __________
   Opposed: __________
   Abstained: __________

B. Santa Barbara County Education Office (SBCEO) Regional Program Operator  REF: VII-B
   Request to Continue Righetti High School Deaf-Hard of Hearing (DHH) Program
   1. SBCEO Request
   2. Projected Reduction for Righetti Program to 50%

   It is recommended that the JPA Board approve SBCEO request to continue the current 50% staffing for the Righetti High School DHH Program for 2020-2021 school year as presented.

   Motion: __________
   Second: __________
   In Favor: __________
   Opposed: __________
   Abstained: __________
VIII. **ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION**

A. SBCSELPA Office Lease Renewal  
   REF: VIII-A

B. Grade Spans: Manzanita and Cabrillo High Schools Regional SDC Programs 2020-2021 School Year  
   REF: VIII-B

C. SB-PIC (SBCSELPA / UCSB) APPIC Doctoral School Psychologist Intern 20-21  
   1. SBCSELPA Commitment to Hire Letter  
   REF: VIII-C

D. Resignation Notification from SBCSELPA Wraparound Services Facilitator, Natalie Thurmond  
   1. Letter of Resignation  
   REF: VIII-D

E. SBCSELPA Professional Development  
   REF: VIII-E

F. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances  
   REF: VIII-F

G. SBCSELPA Legal Fees Year-to-Date Reserve  
   REF: VIII-G

H. Nonpublic School (NPS) Year-to-Date Placement Expenditures  
   REF: VIII-H

IX. **MISCELLANEOUS AGENDA ITEMS**

A. Items Proposed for Future Action or Discussion

B. Next Scheduled JPA Board Meeting:  
   Date: March 2, 2020  
   Time: 12:00 p.m.  
   Location: Jonata School Library, Buellton

X. **PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS**

Please refer to information at beginning of agenda regarding public comment guidelines.

XI. **CLOSED SESSION:**

A. CONFERENCE WITH LABOR NEGOTIATOR *(Government Code §54957.6)*  
   Agency Designated Representative: Ray Avila  
   SBCSELPA Unrepresented Employees: Classified and Certificated Staff

B. Evaluation of the SBCSELPA Executive Director

XII. **RECONVENE TO PUBLIC SESSION:** Report of action taken in Closed Session, as appropriate.

A. REF: XI-A, CONFERENCE WITH LABOR NEGOTIATOR *(Government Code §54957.6)*  
   Agency Designated Representative: Ray Avila  
   Unrepresented Employees: Classified and Certificated Staff

   Motion: ____________ Second: ____________

   In Favor: _____ Opposed: _____ Abstained: _______

XIII. **ADJOURNMENT**
SBCSELPA EXECUTIVE DIRECTOR’S REPORT TO JPA BOARD

February 3, 2020

1) Due Process/Dispute Updates County-Wide-
Four Due Process filings in progress and NO CDE Investigations

2) Non Public School (NPS) Placement Update-
We have a total of (9) SBCSELPA funded NPS placements, (0) district funded placements and no placements pending.

3) Legislation that Supports Special Education Funding (Governor’s Proposed Budget)-

**Highlights of 2020-21 Budget Proposal**

- $153.1 B in General Fund (GF) expenditures in 2020-21
- $84 B Prop 98 Guarantee
- $21 B total budget reserves, including $18 B in the Prop 2 reserve
- 2.29% COLA applied to LCFF and some categorical programs
- $900 M for teacher recruitment and professional development
- Special education reform and additional funding
- $70 M for school nutrition

**Special Education Budget Highlights**

- The 19-20 Budget included $645 M to raise the special education base rate for SELPAs to the state average and provide funding for 3-5 year olds with exceptional needs with future funding contingent on reforms in 2020.
- The Governor proposes a multi-year process to reform the state’s special education system. As part of the initial phase, he proposes a new special education base formula using a three-year rolling average of LEA ADA. The funding would continue to be allocated through SELPAs, and SELPAs would be funded at least at the statewide target rate for base special education funding.
- The Governor would use prior year amount of $645 M for base rate increases. Most LEAs will see an increase in their base rate and any LEA whose current base rate is higher than the new proposed rate will be held harmless.
- The Governor is proposing $250 M for LEAs to provide services to 3-5 year olds with exceptional needs. This funding will be allocated on a per-pupil basis, based on the number of eligible children served by the LEA. This funding will likely be more restrictive than the funding provided last year.
- The Governor proposed $4 M in one-time Prop. 98 for dyslexia research, training and a statewide conference on dyslexia.
- Governor’s budget reduces barriers to care and enhance services for young people and students. One proposal is to provide $300 M in one-time funds into community school grants to support student wrap-around programs, including social services, early screening and intervention, and mental health services.
- 2.29% COLA applied to LCFF and some categorical programs.
- SEE attached PowerPoint titled, “Special Education Finance – Dollars and Sense” (REF: I-E.1)
4) **State SELPA Director’s Update (Jan. 2020 Meeting)**-  

- *SEE attached PowerPoint titled, “Charter Schools” (REF: I-E.2) and Handout from Lozano-Smith (toolkit) on the AB 1505 & 1507 legislation referencing updates for Charter Schools.*

5) **CDE COMPLIANCE Updates**-  

- **“Mega-Letter”** was sent to LEA’s on Jan 24 (Remember this is based on 18-19 Data)  
- **“Intensive Monitoring”** - School Based and Preschool Indicators (falling into the lowest 10%) and includes mandatory Technical Assistance. Preliminary data show there are NO LEA’s in SB County in this status!!  
- **“Targeting Monitoring”** - Dispro, PIR, DINC. The PIR plan has been expanded to become the **“Special Education Plan”** which includes Dispro, PIR and DINC.  
- CDE is transitioning the names - so no longer DINC - now you see **“timeline indicators”**  
- For districts who had PIR last year (and who will be continuing for this year) will likely need to cut and paste information and any new information if identified for other targeting monitoring activities into the new Special Education Plan.  
- THREE LEA’s in SB County in **“Significant Disproportionality”** Status... aka “SIG DIS”!
SELPA Local Plan

• Provides “local control” as to how LEAs provide services for students with disabilities

• Addresses requirements in the law including:
  • Child find and referral activities;
  • Assurances, policies and procedures which align with state and federal laws and codes;
  • Annual Service and Budget Plans;
  • State and Federal Program and Fiscal Reports;
  • Other responsibilities
• Prior to 1980 – Funds per student based upon disability type
• 1980’s - Unit allocation model funds based upon a $ amount per class (serving x number of students)
• Unit Allocation was problematic from the start.
  • Funding based upon 1979-80 actual costs specific to each LEA.
    • Significant variance by LEA ($31K - $81K for similar program)
• Incentivized placements in separate classes
• Due to state fiscal issues there were deficits in promised funding
• Unit funding incentives impacted program decisions
Figure 1

California’s Special Education Funding Has Evolved Across Three Eras

1860
- Patchwork of Programs
  - State establishes residential school for the deaf in 1860, subsequently develops patchwork of special education programs.

1980
- J-50
  - State gradually transitions to new system between 1975 and 1980.

1998
- AB 602

Present
• 1997 – AB 602 passed.
  • Funding based on K-12 ADA, not identified special education pupil count.
  • 1997-98 funding became base for 1998-99
• Phase 1 equalization to “level the playing field” and smooth out inequities created by previous formula.
• Phase 2 equalization by SELPA to further resolve issues
  • However, base amounts from the prior unit allocation model carried over into this new model.
• Provide flexibility by allowing SELPAs/member LEAs to decide how to allocate resources and how to best serve students.

• Eliminate funding incentives which impact programs and services for students.

• Original Local Control Funding
• SELPAs develop an allocation plan locally
  • No rules
  • Different needs of LEAs
  • Collaboration needed

• No allocation plan is the same
• Allocation Plans are always evolving based on issues of the time
• [San Mateo County Graphical Budget Allocation]
1. By total ADA
2. By total ADA with “off the top” funds
3. Part ADA/Part Special Ed Pupil Count
4. “Off the Top” for special programs (county or regional)
   • May require excess cost, direct billing or other funding methods
5. Weighted formulas
6. SELPAs retains funds to operate programs with remainder to LEAs
7. Mixed Plans
19-20 Budget Increases STR

- Equalization for SELPAs
  - 3.26% COLA applied
  - If below Statewide Target Rate of $557.18 then SELPA rate increases to $557.18
  - If above STR then only COLA applied

- Prior to 19-20 SELPA Rates range from $486 - $1058
Sources of Special Education Funding

- State AB 602: 27%
- Federal: 9%
- Local Property Taxes LCFF: 64%

Special Ed Funding
AB602* includes:
- State Aid
- Property taxes allocated to special education
- Local property taxes in some regions

Items Intended to Fund (Restricted):
- Resource 6500 Special Education Expenditures
- Regionalized Services
- Program Specialists
- Staff Development (rolled into funding base in 2013-2014)
- Out of Home Care (no new census since 2016)
- Low Incidence Funding (Materials, Services, and Equipment)
- Extraordinary Cost Pool – by application only

*Usually adjusted for COLA and Growth
Funding Exhibits

- Posed by CDE as part of the Principal Apportionment Process
- Provided to SELPAs at the end of February after P-1 is certified and then again at the end of the year after P-2.
- Sample from San Mateo SELPA

Download your SELPA Exhibit:
- Select P2
- Select SELPA Admin Unit
- Select Special Education Funding Exhibit
- Select SELPA
- Preview Report
# Funding

## SELPA Special Education Funding Exhibit

SELPA: 41-CAD0 San Mateo County  
District: San Mateo Co. Office of Education  
Period: 2018-19 P-2  
CDS Code: 41 10413

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Greater of Prior Year or Prior Year SELPA Total ADA (applicable to new SELPAs only)</td>
<td>A-0 0.00</td>
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<tr>
<td><strong>SECTION A - ADA and RATES</strong></td>
<td></td>
</tr>
<tr>
<td>SELPA Total ADA</td>
<td>A-1 86,740.19</td>
</tr>
<tr>
<td>Prior Year SELPA Total ADA</td>
<td>A-2 88,360.01</td>
</tr>
<tr>
<td>Prior Prior Year SELPA Total ADA</td>
<td>A-3 88,946.30</td>
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<tr>
<td>SELPA Funded ADA (Greater of A-1 or A-2)</td>
<td>A-4 88,360.01</td>
</tr>
<tr>
<td>Prior Year SELPA Funded ADA (Greater of A-2 or A-3)</td>
<td>A-5 88,946.30</td>
</tr>
<tr>
<td>Prior Year Statewide Target Rate (STR)</td>
<td>A-6 $525,4387109914</td>
</tr>
<tr>
<td>Current Year Cost of Living Adjustment (COLA) Factor</td>
<td>A-7 1.0271</td>
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<tr>
<td>Current Year COLA Rate (A-6 * (A-7 - 1))</td>
<td>A-8 $14,230390679</td>
</tr>
<tr>
<td>Current Year STR (A-6 + A-8)</td>
<td>A-9 $530,6781009563</td>
</tr>
<tr>
<td><strong>SECTION B - BASE [EC 56836.10]</strong></td>
<td></td>
</tr>
<tr>
<td>Prior Year Base (Less Program Specialists/Regionalized Services)</td>
<td>B-1 $47,847,723.85</td>
</tr>
<tr>
<td>Prior Year COLA</td>
<td>B-2 $739,127.17</td>
</tr>
<tr>
<td>Prior Year Growth or Declining ADA Adjustment</td>
<td>B-3 $-346,197.38</td>
</tr>
<tr>
<td>Prior Year Total (Sum of B-1 through B-3)</td>
<td>B-4 $48,237,653.64</td>
</tr>
<tr>
<td>Base Rate (B-4 / A-5)</td>
<td>B-5 $542,3233303690</td>
</tr>
<tr>
<td>Base Entitlement (A-6 * B-5)</td>
<td>B-6 $48,237,653.64</td>
</tr>
<tr>
<td>Base Proration Factor</td>
<td>B-7 $1,00000000000</td>
</tr>
<tr>
<td>Adjusted Base Entitlement (B-6 * B-7)</td>
<td>B-8 $48,237,653.64</td>
</tr>
<tr>
<td>Local Special Education Property Taxes [EC 2572]</td>
<td>B-9 $35,840,500.00</td>
</tr>
</tbody>
</table>
AB602 – Out of Home Bed

• Out of Home Bed Funds
  • History – State funded 100% of NPS placement
  • Starting in 2004-05, funds come to SELPAs based on formula that counts LCI beds and FFH students. SELPA allocation plan determines how the funds are used to meet SELPA needs locally.
    – Formula created winners/losers
    – Out of Date – Needs updating due to impact of Continuum of Care Reform
    – Census Frozen at 16-17
AB602 – Low Incidence

- Low Incidence Funding
  - Books/Materials
    - Large Print, Braille, Electronic
  - Services
    - Translation/Interpretation
    - Specialized services in an IEP
- Equipment
  - Physical equipment
  - FM Systems
  - Supports for Low Vision

- Requirements – Resources are for children with Low Incidence disabilities, May travel to new SELPA with child
Necessary Small and Sparse SELPAs

(less than 15,000 ADA)

• Reimbursement for costs associated with educationally related mental health services, including out-of-home residential services. Costs of placements and services for single students in excess of the annual threshold amount will be reimbursed, subject to available funds.

• Additional Regionalized Services/Program Specialist Funds for operation of programs and SELPA
Extraordinary Cost Pool

• Costs for a single NPS placement in excess of the threshold amount will be eligible for reimbursement.
• The threshold amount for 2019-20 for SELPAs that are not considered necessary small SELPAs is $81,627.73.
• This is equal to the 2018-19 threshold plus the 2019-20 COLA of 3.26 percent.
• The threshold amount for the 2019-20 fiscal year for necessary small SELPAs is the lesser of $81,627.73 or one percent of the SELPA's subtotal apportionment (sum of the base, COLA, and growth).
• If the total reimbursable amount exceeds the current year appropriation, all claims will be prorated.
• *Must apply for reimbursement via claiming process due in December of each year*
Restricted Revenues

• Restricted
  • RES 3310 Federal IDEA (Local Assistance Grants)
  • RES 3315 Preschool Local Assistance
  • RES 3385 Infant – Part C
  • Mental Health
    ❖ Federal RES 3327
    ❖ State RES 6512
  • Alternative Dispute Resolution – RES 3395
  • Small Grants received by SELPAs
  • Workability/Transition Partnership Program
  • MediCal LEA Billing
Unrestricted Revenues

• LCFF

• MediCal Administrative Activities (MAA)

• Local General Fund Contribution

• Early Intervention Preschool Grant
  • Based on Dec 1 count
  • $9010 per PreK child
  • NOT special ed, but called that by Gov.
  • **ONE TIME FUNDS**
Federal Local Assistance

- Resource 3310
- Grant Award Letters
  - Assurances

- Expenditure Reports – All funds received on a reimbursement basis
  - 508 Compliant Expenditure Report
Federal Requirements

• Maintenance of Effort – MOE
  • Federal regulations in IDEA require that the LEA spend at least the same amount from State and Local, Local Only, or Per Capita sources as they did in the previous year.

• Subsequent Year Tracking
• Excess Cost Calculation
• Table 8
• Private School Proportional Share
Maintenance of Effort (MOE)

• Federal funds not included
• Few exceptions allowed
• Penalties if not met
• Subsequent Year Rule

• In 2014-2015 the Federal Government issued new guidance/regulations regarding MOE. Subsequent Year Tracking was a new requirement included in the regulation.

• LEA required to perform four tests each year. (State & Local, Local only, State & Local per capita and Local only per capita expenditures)
Subsequent Year Tracking Worksheet

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
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<tbody>
<tr>
<td>2011-2012</td>
<td>$32,426,586.39</td>
<td>Pass</td>
<td>$14,772.93</td>
<td>Pass</td>
<td>$21,156,316.73</td>
<td>Pass</td>
<td>$9,638.41</td>
<td>Pass</td>
</tr>
<tr>
<td>2012-2013</td>
<td>$32,435,636.89</td>
<td>Pass</td>
<td>$14,288.91</td>
<td>Fail</td>
<td>$20,970,442.77</td>
<td>Fail</td>
<td>$9,238.08</td>
<td>Fail</td>
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<td>2013-2014</td>
<td>$32,436,620.13</td>
<td>Pass</td>
<td>$13,621.31</td>
<td>Fail</td>
<td>$22,802,074.15</td>
<td>Pass</td>
<td>$9,753.70</td>
<td>Pass</td>
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<tr>
<td>2014-2015</td>
<td>$32,562,091.31</td>
<td>Pass</td>
<td>$14,237.91</td>
<td>Fail</td>
<td>$23,050,080.25</td>
<td>Pass</td>
<td>$10,076.74</td>
<td>Pass</td>
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<tr>
<td>2015-2016</td>
<td>$29,990,988.36</td>
<td>Pass With Exemption(s)</td>
<td>$13,335.25</td>
<td>Fail</td>
<td>$19,942,709.70</td>
<td>Fail</td>
<td>$8,636.15</td>
<td>Fail</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$29,990,988.36</td>
<td>Pass With Exemption(s)</td>
<td>$13,335.25</td>
<td>Fail</td>
<td>$19,942,709.70</td>
<td>Fail</td>
<td>$8,636.15</td>
<td>Fail</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$38,799,392.00</td>
<td>Pass</td>
<td>$17,251.84</td>
<td>Pass</td>
<td>$29,797,063.00</td>
<td>Pass</td>
<td>$13,249.03</td>
<td>Pass</td>
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</table>

The signature of authorized agent conveys agreement with and accuracy of the information provided.

<table>
<thead>
<tr>
<th>Signature of Authorized Agent</th>
<th>Date Signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person’s Name, E-Mail, and Telephone Number</td>
<td></td>
</tr>
</tbody>
</table>
Excess Cost Calculation

• Calculation done to ensure that special education funds are applied only after base funds for all students have been equitably utilized.

• Must be calculated for elementary and for secondary.

• Utilizes Student SERVICE HOUR FTE not Staff FTE to calculate
Special Education Funding Based on Excess Cost Model
2015-16

Excess Costs

Local General Purpose
Federal Special Education
State Special Education

LCFF = Local Control Funding Formula.
Preschool Funds

• Must serve ages 3-5
• RES 3315 – about $450 per pupil
  • Severely under funded. Last year $500 M was spent on preks with disabilities. Statewide revenue was $96 M
• RES 3345 Preschool Staff Development – about $5 per pupil

• Early Intervention PreK Grant for 19-20
  • Not Sped Dollars
  • Unrestricted
  • One Time
  • $9010 per PreK from Dec 1 census 2018
Infant – Part C

• RES 3385 and RES 6510
• Regional Centers are the lead agency – not SELPAs
• SELPAs serve solely Low Incidence
• Still use 30 year old funding model
• Collaboration not optimal
• Grants are fairly small – rising payroll costs are impacting programs
• No NEW grants
Mental Health

- 1980 – AB3632/Chapter 26.5
- 2011 – AB3632 Repealed
- 2 Grants
  - Federal RES 3327 - $69 Million
  - State RES 6512 ~$546 Million
Revenue: Medi-Cal

LEA Billion Option Program
- Billing for certain services
- Logs as Record Keeping
- Collaborative required
- Money must be re-invested in program that generated
- Audits

Medi-Cal Administrative Activities (MAA)
- Reimbursement for activities connecting students/families to services
- Unrestricted
- Training
- Record Keeping
- Audits
Local Control Funding Formula

• 2013-2014 – Major changes in the way schools are funded. First major funding reform in over 40 years.

LCFF student groups used for additional funds

• English Learners
• Poverty (Free/Reduced meals)
• Foster Youth

Supplemental – 20% increase

Concentration – 50% increase over 55%

Special Education (AB602) Funding is not in the LCFF.

Transportation not included and frozen at 2013-14 levels
Local Control Accountability Plan (LCAP)

State Board Template and Regulations

8 State Priorities

- Basic
- Implementation of State Standards
- Course Access
- Pupil Achievement
- Other Pupil Outcomes
- Parent Involvement
- Pupil Engagement
- School Climate

County Office also must address

- Expelled Pupils
- Foster Youth
## Local Control Funding Formula
### Interconnected Elements

<table>
<thead>
<tr>
<th>California School Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A powerful online tool to help districts identify strengths and weaknesses, and pinpoint student groups that need additional assistance to improve outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Control and Accountability Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The plan developed by LEAs in concert with stakeholders that identifies the goals, actions, and services it will provide to improve student outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>California System of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An integrated effort to assist LEAs and schools to meet students’ needs with a focus on equity, building local capacity, and promoting continuous improvement.</td>
</tr>
</tbody>
</table>
LCFF changes to Monitoring

Shifts in California’s Approach to Improvement

<table>
<thead>
<tr>
<th>Education Improvement Before LCFF</th>
<th>Education Improvement After LCFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Top down transitional exchanges focused on schools in isolation</td>
<td>Support providers work alongside LEAs and their schools to identify key challenges and opportunities</td>
</tr>
<tr>
<td>2  Packaged approaches for interventions</td>
<td>Systemic approach tailored to locally identified needs and strengths</td>
</tr>
<tr>
<td>3  Isolated team decision making</td>
<td>Engaging with local educators and communities as part of decision making</td>
</tr>
<tr>
<td>4  Redundancy and contradictions across state and federal programs</td>
<td>Streamlined and coherent expectations for LEAs across state and federal programs</td>
</tr>
<tr>
<td>5  Assistance disconnected from local priorities and focus</td>
<td>Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the LCAP</td>
</tr>
</tbody>
</table>
Governor’s Budget FY 20-21

Special Ed “Focus” Budget –

here. Special Ed starts on page 77.
Further Info on Sped Funding

2020-2021 Budget gets rid of SELPA three year ADA calculation and instead uses a three-year AVERAGE to calculate the ADA number for which SELPA will be funded.

- Should ease impact of declining enrollment
- Governor invests $645 M to bring up Statewide Target Rate SUBSTANTIALLY – could be as high as $690 - more details to come.
- LEAs who are funded above this rate will be held harmless – about 9 SELPAs have these LEAs.

Makes no Changes to AB 602 Categoricals
- Continues RS/PS to SELPA
- Continues allocation via SELPA
- No changes to Low Incidence, OOHC, NSS

Makes no changes to Mental Health

Gets rid of Proration Factor – Deficit Factor

Unknown if hold harmless LEAs get COLA
Governor “Leans In”

Proposes a multi-year process to reform the state’s current special education system.

- **Phase 1** - new special education base formula using a three-year rolling average of LEA ADA allocated through SELPAs, and SELPAs to be funded at least at the STR for base special education funding.
- **Phase 2**
  - new special education funding formula to support equity, and more inclusive practices and early intervention services
  - incorporating changes in statute based on recommendations from the governance and accountability workgroups established in the Budget
  - pursuing reforms related to family and student engagement, including whole-child and family wrap-around services
  - refining funding, accountability, and service delivery for specialized services such as OOHC and NPS placements, and the State Special Schools
  - incorporating recommendations from the Master Plan for Early Learning and Care into the K-12 infrastructure of early intervention services for young children with exceptional needs
Federal Outlook

- **Federal Appropriations Bill** HR 1865 - funds education components through end of FY2020.
- The $1.4 T package includes increased funding for all the major education programs, including:
  - $12.8 B for IDEA Part B Grants, an increase of $400 M above 2019 levels
  - $20.1 M for Special Olympics, an increase of $2.5 M above the 2019 levels.
# Federal Budget Summary

## Special Education Federal Budget Summary

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Special Education and Rehabilitative Services (OSERS)</td>
<td>2012 Final Appropriation</td>
<td>2013 Final Sequestration Appropriation</td>
<td>2014 Final Appropriation</td>
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<tr>
<td><strong>Special Education (IDEA)</strong></td>
<td></td>
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</tr>
<tr>
<td>1. State grants:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(a) Grants to States (Part B-611); Annual appropriation</td>
<td>2,294,472,000</td>
<td>1,691,483,000</td>
<td>2,189,465,000</td>
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<tr>
<td>Advance for succeeding fiscal year</td>
<td>9,283,383,000</td>
<td>9,283,383,000</td>
<td>9,283,383,000</td>
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<td></td>
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</tr>
<tr>
<td>Subtotal</td>
<td>11,577,855,000</td>
<td>10,974,866,000</td>
<td>11,472,848,000</td>
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<tr>
<td>(b) Preschool grants (Part B-619)</td>
<td>372,645,367</td>
<td>353,238,000</td>
<td>353,238,000</td>
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<td></td>
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<tr>
<td>(c) Grants for infants and families (Part C)</td>
<td>442,709,694</td>
<td>418,653,000</td>
<td>438,496,000</td>
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<tr>
<td>Subtotal, State grants</td>
<td>12,393,210,061</td>
<td>11,747,757,000</td>
<td>12,264,584,000</td>
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<tr>
<td>2. National activities (Part D):</td>
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<td></td>
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<tr>
<td>(a) State personnel development (Subpart 1)</td>
<td>43,916,840</td>
<td>41,630,000</td>
<td>41,630,000</td>
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<tr>
<td>(b) Technical assistance and dissemination</td>
<td>54,781,267</td>
<td>44,345,000</td>
<td>44,345,000</td>
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<tr>
<td>(c) Personnel preparation (section 662)</td>
<td>88,298,799</td>
<td>83,700,000</td>
<td>83,700,000</td>
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<tr>
<td>(d) Parent information centers (sections 671)</td>
<td>28,917,243</td>
<td>27,411,000</td>
<td>27,411,000</td>
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<td></td>
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<tr>
<td>(e) Technology and media services (section 675)</td>
<td>29,587,973</td>
<td>28,047,000</td>
<td>28,047,000</td>
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<tr>
<td>Subtotal</td>
<td>245,502,122</td>
<td>225,133,000</td>
<td>225,133,000</td>
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<td></td>
<td></td>
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<tr>
<td>3. Special Olympics</td>
<td>8,000,000</td>
<td>7,583,000</td>
<td>7,583,000</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. PROMISE: Promoting Readiness of minors</td>
<td>1,996,000</td>
<td>1,892,000</td>
<td>0</td>
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<td><strong>Total, Appropriation</strong></td>
<td>12,648,708,183</td>
<td>11,982,365,000</td>
<td>12,497,300,000</td>
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</tbody>
</table>

*Updated 1/11/20*

*For special education purposes, see Federal Budget Summary from 2020.*
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>14,498,735,320</td>
<td>14,193,927,701</td>
<td>13,169,743,678</td>
<td>12,083,482,709</td>
<td>11,251,883,252</td>
<td>10,699,121,706</td>
<td>10,580,528,593</td>
<td>10,316,746,219</td>
<td>10,313,212,128</td>
<td>10,010,760,788</td>
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<tr>
<td>Percentage Increase Over Prior School Year</td>
<td>5.32%</td>
<td>7.78%</td>
<td>8.99%</td>
<td>7.39%</td>
<td>5.17%</td>
<td>1.12%</td>
<td>2.56%</td>
<td>0.03%</td>
<td>3.02%</td>
<td>1.78%</td>
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<td><strong>Revenue Sources:</strong></td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Property Tax</td>
<td>516,593,293.00</td>
<td>493,167,136.00</td>
<td>468,124,061.00</td>
<td>412,682,389.00</td>
<td>411,895,829.00</td>
<td>401,608,172.00</td>
<td>367,519,877.00</td>
<td>361,910,521.00</td>
<td>370,242,530.00</td>
<td>385,257,737.00</td>
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<td>Net State Entitlement</td>
<td>2,746,593,998.00</td>
<td>2,713,289,000.00</td>
<td>2,771,321,998.00</td>
<td>2,824,350,993.00</td>
<td>2,809,929,430.00</td>
<td>2,746,251,483.00</td>
<td>2,733,732,599.00</td>
<td>2,840,737,801.00</td>
<td>2,877,103,616.00</td>
<td>2,593,200,967.00</td>
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<td>Excess ERF</td>
<td>79,863,985.00</td>
<td>67,574,702.77</td>
<td>99,760,503.00</td>
<td>45,102,491.00</td>
<td>103,115,388.00</td>
<td>41,864,650.00</td>
<td>38,713,356.00</td>
<td>40,038,011.00</td>
<td>41,572,692.00</td>
<td>35,871,294.00</td>
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<td>Federal Local Assistance</td>
<td>1,022,651,555</td>
<td>1,026,229,237</td>
<td>1,021,166,934</td>
<td>1,026,593,080</td>
<td>978,172,242</td>
<td>1,047,814,000</td>
<td>1,038,425,770</td>
<td>1,038,866,269</td>
<td>1,037,411,971</td>
<td>991,845,900</td>
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<td>American Reinvestment and Recovery Act</td>
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<td></td>
<td></td>
<td></td>
<td>1,267,431,222</td>
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<tr>
<td>Total Other Federal Grants</td>
<td>233,616,882</td>
<td>228,096,978</td>
<td>188,495,279</td>
<td>185,802,959</td>
<td>183,548,255</td>
<td>186,528,131</td>
<td>184,466,026</td>
<td>191,421,240</td>
<td>160,748,849</td>
<td>158,815,065</td>
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<tr>
<td>State Transportation^1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>185,150,324</td>
</tr>
<tr>
<td>Total Other State apport</td>
<td>500,586,693</td>
<td>496,687,693</td>
<td>491,761,000</td>
<td>470,388,000</td>
<td>481,524,000</td>
<td>486,344,480</td>
<td>484,508,495</td>
<td>223,466,065</td>
<td>99,286,297</td>
<td>100,127,248</td>
</tr>
<tr>
<td><strong>State Revenue Limit/LCFF Per ADA^2</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total State &amp; Federal Revenues</td>
<td>5,099,806,416</td>
<td>5,046,054,747</td>
<td>5,030,629,775</td>
<td>4,964,319,922</td>
<td>4,967,986,154</td>
<td>5,079,562,240</td>
<td>5,062,423,211</td>
<td>4,878,713,460</td>
<td>6,036,014,234</td>
<td>4,793,027,548</td>
</tr>
<tr>
<td><strong>Total Local Contribution</strong></td>
<td>9,848,928,904</td>
<td>9,147,872,954</td>
<td>8,139,113,903</td>
<td>7,119,162,787</td>
<td>6,233,897,098</td>
<td>5,619,559,466</td>
<td>5,518,105,328</td>
<td>5,438,032,759</td>
<td>4,277,197,893</td>
<td>5,217,733,240</td>
</tr>
<tr>
<td>ADA</td>
<td>5,551,247.49</td>
<td>5,963,930.77</td>
<td>5,971,671.07</td>
<td>5,973,389.00</td>
<td>5,993,807.00</td>
<td>5,960,411.00</td>
<td>5,925,931.00</td>
<td>5,944,089.00</td>
<td>5,929,190.00</td>
<td>5,556,739</td>
</tr>
<tr>
<td>Local Contribution per ADA</td>
<td>1,533.87</td>
<td>1,362.95</td>
<td>1,190.82</td>
<td>1,048.40</td>
<td>942.81</td>
<td>934.33</td>
<td>914.86</td>
<td>721.38</td>
<td>875.94</td>
<td></td>
</tr>
<tr>
<td><strong>State Percentage of Total Expenditures</strong></td>
<td>25.71%</td>
<td>26.70%</td>
<td>29.01%</td>
<td>31.05%</td>
<td>33.83%</td>
<td>35.94%</td>
<td>36.28%</td>
<td>35.36%</td>
<td>34.62%</td>
<td>36.38%</td>
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<tr>
<td><strong>Federal Percentage of Total Expenditures</strong></td>
<td>8.40%</td>
<td>8.85%</td>
<td>9.19%</td>
<td>10.03%</td>
<td>10.32%</td>
<td>11.54%</td>
<td>11.57%</td>
<td>11.93%</td>
<td>23.91%</td>
<td>11.49%</td>
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<tr>
<td><strong>Local Percentage of Total Expenditures</strong></td>
<td>65.88%</td>
<td>64.45%</td>
<td>61.80%</td>
<td>58.92%</td>
<td>55.85%</td>
<td>52.52%</td>
<td>52.15%</td>
<td>52.71%</td>
<td>41.47%</td>
<td>52.12%</td>
</tr>
</tbody>
</table>

NOTE: The information is based on data from the Maintenance of Effort Test Required by the IDEA.
“Encroachment”

- It was always intended that there would be some local funds used for special education

Promised:
- Feds 40%
- State 45%
- Local 15%

Current Reality:
- Feds 9%
- State 29%
- Local 62%
California Special Education Funding for **Extra Costs**
Percentage of Total Contribution by Funding Source
Federal, State, and Local General Purpose

- **Local**
  - 2005-06: 48%
  - 2006-07: 50%
  - 2007-08: 51%
  - 2008-09: 52%
  - 2009-10: 41%
  - 2010-11: 53%
  - 2011-12: 52%
  - 2012-13: 53%
  - 2013-14: 56%
  - 2014-15: 59%
  - 2015-16: 62%
  - 2016-17: 64%
  - 2017-18: 66%

- **State**
  - 2005-06: 39%
  - 2006-07: 38%
  - 2007-08: 37%
  - 2008-09: 36%
  - 2009-10: 35%
  - 2010-11: 35%
  - 2011-12: 36%
  - 2012-13: 36%
  - 2013-14: 34%
  - 2014-15: 31%
  - 2015-16: 29%
  - 2016-17: 27%
  - 2017-18: 26%

- **Federal**
  - 2005-06: 13%
  - 2006-07: 12%
  - 2007-08: 11%
  - 2008-09: 11%
  - 2009-10: 12%
  - 2010-11: 12%
  - 2011-12: 12%
  - 2012-13: 10%
  - 2013-14: 10%
  - 2014-15: 9%
  - 2015-16: 9%
  - 2016-17: 8%

Data Source: Maintained of effort test required by IDEA, Coalition for Adequate Funding for Special Education and California School Funding Coalition Contact Nancy LaCasse (310) 449-7927 (New Rule 2000) 545-2662 3/7/02
• Declining Enrollment (90 SELPAs declining)

• Growth/decline funds in a given recaptured based on entire SELPA not by LEA (Problematic if you have both growth and decline in your SELPA)

• Students with Significant Disabilities

<table>
<thead>
<tr>
<th>Year</th>
<th>Total December Count</th>
<th>Significant Disability Count</th>
<th>Significant Disability Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>495,252</td>
<td>72,630</td>
<td>14.67%</td>
</tr>
<tr>
<td>1992</td>
<td>519,431</td>
<td>81,532</td>
<td>15.70%</td>
</tr>
<tr>
<td>1993</td>
<td>539,073</td>
<td>84,643</td>
<td>15.70%</td>
</tr>
<tr>
<td>1994</td>
<td>550,293</td>
<td>88,395</td>
<td>16.06%</td>
</tr>
<tr>
<td>1995</td>
<td>570,834</td>
<td>92,720</td>
<td>16.24%</td>
</tr>
<tr>
<td>1996</td>
<td>589,279</td>
<td>96,331</td>
<td>16.35%</td>
</tr>
<tr>
<td>1997</td>
<td>610,037</td>
<td>101,269</td>
<td>16.60%</td>
</tr>
<tr>
<td>1998</td>
<td>628,848</td>
<td>106,003</td>
<td>16.86%</td>
</tr>
<tr>
<td>1999</td>
<td>646,191</td>
<td>110,393</td>
<td>17.08%</td>
</tr>
<tr>
<td>2000</td>
<td>650,719</td>
<td>115,160</td>
<td>17.70%</td>
</tr>
<tr>
<td>2001</td>
<td>663,220</td>
<td>123,492</td>
<td>18.62%</td>
</tr>
<tr>
<td>2002</td>
<td>675,332</td>
<td>130,183</td>
<td>19.28%</td>
</tr>
<tr>
<td>2003</td>
<td>681,980</td>
<td>136,086</td>
<td>19.95%</td>
</tr>
<tr>
<td>2004</td>
<td>681,969</td>
<td>141,673</td>
<td>20.77%</td>
</tr>
<tr>
<td>2005</td>
<td>683,178</td>
<td>146,961</td>
<td>21.51%</td>
</tr>
<tr>
<td>2006</td>
<td>679,648</td>
<td>150,601</td>
<td>22.16%</td>
</tr>
<tr>
<td>2007</td>
<td>677,875</td>
<td>156,454</td>
<td>23.08%</td>
</tr>
<tr>
<td>2008</td>
<td>678,105</td>
<td>163,366</td>
<td>24.09%</td>
</tr>
<tr>
<td>2009</td>
<td>680,164</td>
<td>170,409</td>
<td>25.05%</td>
</tr>
<tr>
<td>2010</td>
<td>678,929</td>
<td>175,956</td>
<td>25.92%</td>
</tr>
<tr>
<td>2011</td>
<td>686,352</td>
<td>180,211</td>
<td>26.26%</td>
</tr>
<tr>
<td>2012</td>
<td>695,173</td>
<td>186,865</td>
<td>26.88%</td>
</tr>
</tbody>
</table>
Growth in Services to Students With Disabilities

California Special Education – Enrollment
December Counts by Significant Disability and Autism

Significant Disability
3.3% Average Annual Growth since 2005

Autism
11.2% Average Annual Growth since 2005

Source: Coalition for Adequate Funding for Special Education – CDE December Counts, California School Funding Coalition
Special Education Has Increased

In 2017-18, about 12.5 percent of California students received special education. Share of California students receiving sped was virtually flat from 1997-98 through 2007-08, then grew notably over the last ten years.
• Staffing
• Services
• Transportation
• Increase in Special Education Students
• Decrease in total ADA
• Litigation
• Shifts in ADA due to Charter Schools
Special Ed Taskforce
Recommendations - Fiscal

1. Equalize SELPA rates
2. Preschool/Early Intervention
3. Transportation
4. Facilities
5. Growth/Decline
6. Update electronic Special Education Fiscal system
7. Utilize Federal Definition for “low incidence”
8. Increase WorkAbility
9. Federal Share
10. Fund Alternative Dispute Resolution
11. Medi-Cal/Medicaid
Helpful Web Links

• CDE – Federal Awards:
  •  www.cde.ca.gov/fg/au/ag/fedprogcfa.asp

• CDE – Master List of SACS Resource Codes:
  •  http://www.cde.ca.gov/fg/ac/ac/documents/resourcelist122115.pdf

• CDE – PCAs and Associated Resources:
  •  http://www.cde.ca.gov/fg/ac/ac/resource.asp

• CDE – Local Education Agency (LEA) Grants:
  •  http://www.cde.ca.gov/sp/se/as/leagrnts.asp

• CDE – Standardized Account Code Structure (SACS):
  •  http://www.cde.ca.gov/fg/ac/ac
Helpful Web Links

- CDE – Principal Apportionment:

- CDE – Data and Statistics:
  - [http://www.cde.ca.gov/ds/](http://www.cde.ca.gov/ds/)

- CDE – DataQuest: For information by State/County/District/School/SELPA/Other and Includes School Performance/Demographics/Testing/Student Misconduct and Interventions/Other:
  - [http://da.cde.ca.gov/Dataquest/](http://da.cde.ca.gov/Dataquest/)

- CDE – Private Schools Directory:
  - [http://www.cde.ca.gov/ds/si/ps/](http://www.cde.ca.gov/ds/si/ps/)

- Ed Data: For a variety of types of financial information by State/County/District/School/SELPA and coming soon, a Charter School section
  - [http://www.ed-data.k12.ca.us/welcome.asp](http://www.ed-data.k12.ca.us/welcome.asp)
Questions

?????
CA Special Education Structure

SELPA → LEA → SCHOOLS
Charter schools have a choice...

School of the District
Ed. Code §47641(b)

Local Educational Agency for Special Education
Ed. Code §47641(a)
School of the District or LEA?

- Cannot be forced to become its own LEA*
- Cannot have added fiscal requirements*
- Charter can apply to any SELPA**

*Ed. Code 46747, 56207.5
**Language in local plan
A Charter School CANNOT deny admission to any student on the basis of a disability, or the nature of or extent of a disability.

A student with disabilities must be afforded the opportunity to participate in a charter school.

Section 504/Title II prohibits charter schools from denying admission to a student with a disability based on his/her need for special education and related aids and services.
Charter as School of the District

- Supports service delivery for students at school site
- SELPA or authorizer (LEA) of the SELPA oversees FAPE, provision of services and staffing
Charter as LEA

- Participates in SELPA governance
- Carries legal responsibility for special education and for FAPE
- Receives and determines how to spend/allocate restricted special education revenue
Models that provide LEA-like status:
- LAUSD SELPA Reorganization (Option 3)
- El Dorado Charter SELPA
- Desert Mountain SELPA
- Sonoma Charter SELPA
- LA County Charter SELPA
- Fresno County Charter SELPA

I choose LEA...now where do I go?

Hybrid Highway
Via Memorandum of Understanding:
- Funding
- Service-delivery
- Responsibility/Operations

LEA-Like Lane

Charter SELPA Street

Non Geographic SELPAs:
Charter SELPAs

- Unique application process
- Specific local plan and allocation plan
- Unique Governance Structure
Charter schools must give a year and one-day notice of intent to leave their current SELPA by June 30th of the previous year (for existing charters.) Notice must be to the SELPA, not just the authorizer unless it’s a single district SELPA. 

Follow the Charter SELPA application process and deadlines. 

Communicate and collaborate with current LEA (authorizer) and SELPA on any fiscal and programmatic items that may impact current and future status of SPED program and services.
Charter as School of the District

Most important components:

- Special education program design & services
- Division of responsibility/operations
- Mechanics of funding
DETAILS

MATTER
The LEA and District agree on ....

**Division of Responsibility:**
Who, What, When, & Where

**Funding:**
Allocation plan details; charters part of it?; distribution/accounting of funds; distribution and use of materials/services

**Policies and Procedures:**
Part of Governance, same rules apply?

**Staffing:**
Selection, Oversight, scheduling of staff, services?

**FAPE:**
Assessments, IEPs, services, compliance responsibility, transportation, service providers

**Professional Development:**
Requirements to participate, fees, resources

**Complaints and Due Process:**
Oversight, responsibility, costs

A strong MOU makes for good neighbors!
Local Education Agency

The LEA knows and can speak to....

Division of Responsibility:
Who, What, When, & Where

Funding:
Knowledge of SELPA Allocation plan details; allocation of funds; materials/services; meeting MOE; sound audit; on-going monitoring of program

Policies and Procedures:
Follow SELPA Local Plan; Policies/Procedures

Staffing:
Selection and Oversight; HR Practices in place; Providers-CDE Certified?

FAPE:
Assessments; IEPs; Service model, continuum of services

Professional Development:
Who, What, When, & Where-Data?

Complaints and Due Process:
Oversight and responsibility; Annual outcomes?

Discipline:
Policies/Procedures; Systematic discipline practices-Data?

Annual Performance Indicators (API) and Quality Assurance Process (QAP):
Compliance and Performance Outcomes
https://www.cde.ca.gov/sp/se/qa/index.asp
### Charter SELPA Funding Streams

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<td><strong>AB 602</strong> (State Allocation/Federal Grant)</td>
<td><strong>Mental Health Services</strong> (ERMHS)</td>
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<td><strong>Low Incidence</strong> (Services &amp; Materials)</td>
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<tr>
<td><strong>NPS Extraordinary Cost Pool</strong> (NPS/LCI)</td>
<td><strong>Infant</strong> (Based on Personnel Units)</td>
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</table>
Charter schools are **not required to** use SACS or the SACS reporting software. The optional Charter Alternative Form reports by Object only.

However, minimum tracking requirements for special education reporting are needed to effectively manage the program and accurately report.
Provision of Services

Services may be provided by:

• Employees of the LEA
• Nonpublic Agency (NPA), with the exception of SAI services
• Agreement with another LEA (District, COE, Charter)
• “Buying a seat”
## Sound SPED Program Indicators

### Active Participation
- Participation in SELPA meeting and events
- Professional Development

### Quality Programs
- State Performance Indicators
  - Student Outcomes
  - Compliance
- Complaints filed
- Continuum of services
- Processes and Procedures in place including discipline
- Site visits & observations

### Strong Operations
- Timely reports filed for program and business
- Expenditure of funds
- Maintenance of effort reporting
- Audit reports
- Fiscal solvency
- Site visits & observations
Differentiated Assistance (DA)

- The 2019 Dashboard is the first year that charter schools are officially identified for differentiated assistance.
- The Dashboard data identified 32 charter schools where at least three student groups (or all student groups if the charter school has less than three student groups) did not meet the performance standard for any Local Control Funding Formula priority area over the past three years, thus meeting the eligibility for differentiated assistance.
- Under current law, charter school authorizers are responsible for ensuring that charter schools identified for differentiated assistance are taking the necessary steps to improve.
- AB 1505 shifts this responsibility to county offices of education and geographical lead agencies, for charter schools authorized by a county, beginning with the 2020–21 school year.
• Most provisions set to go into effect on July 1, 2020
• 2-year moratorium on NEW non-classroom-based charters effective January 1, 2020

• Highlights of changes to charter law include:
  • Petition review timelines
  • Petition approval and renewal criteria
  • Appeal process
  • Teacher credentialing
  • Charter school locations and resource centers

https://drive.google.com/file/d/1Rk-jnN4YNBKS_LbkgXhZFyKosiNbwoFl/view
Resources

California Charter Schools Association (CCSA)
http://www.ccsa.org/sections/library/#topics-special_education

Charter Schools Development Center (CSDC)
https://www.chartercenter.org/

National Center for Special Education In Charter Schools
http://www.ncsecs.org/special-education-toolkit/

National Association of Charter School Authorizers
https://www.qualitycharters.org/for-authorizers/tools-for-authorizers/

Charter Accountability and Resource and Support Network (CARSNet)
http://carsnet.org/

El Dorado Charter SELPA
https://charterselpa.org/

Sonoma County Charter SELPA
https://www.sonomaselpa.org/

Desert Mountain Charter SELPA
https://cahelp.org/cms/One.aspx?portalId=1092688&pageId=45850602
QUESTIONS?
I. PUBLIC SESSION
   A. Call to Order
      The regular meeting of the Santa Barbara County Special Education Local Plan Area
      (SBCSELPA) Joint Powers Agency Board was called to order by Cary Matsuoka at 12:00 p.m.
      at the Jonata School Library, Buellton, CA.

   B. Roll Call
      Lindsay MacDonald took membership roll call.

      Members Present: Amy Alzina, Clerk
                       Debbie Blow
                       Antonio Garcia
                       Randy Haggard
                       Anne Hubbard, Vice Chairperson
                       Cary Matsuoka, Chairperson
                       Susan Salcido

      Members Absent: Trevor McDonald

      Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board,
                       and other SBCSELPA staff:
                       Lindsay MacDonald, SBCSELPA Executive Secretary
                       Jennifer Connolly, SBCSELPA Coordinator

   C. Flag Salute
      Cary Matsuoka led the assembly in the Pledge of Allegiance.

   D. Welcome Guests
      There were no guests.

   E. Oath of Office for New Board Member Antonio Garcia
      Ray Avila introduced Antonio Garcia, Superintendent for Santa Maria Joint Union High
      School District, who will be replacing John Davis on the JPA Board, as his position was
      interim. Ray delivered the oath of office and swearing in of Antonio Garcia. Antonio
      introduced himself and briefly shared some background information about himself.
F. **SBCSELPA Executive Director’s Report**
Ray Avila highlighted item #5 SELPA Association White Paper in his report, explaining that the purpose of this paper it to explain the role that school districts currently play in the provision of California Children Services (CCS) and Medical Therapy Programs. It also discusses CCS comparative to back in the day before AB 114 came into play, the White Paper describes that in the future they would like SELPA and CCS to be autonomous from each other, as CCS is medical and SELPA is education. The hope is that SELPA can be relieved of some of the CCS responsibilities, specifically medical therapy units. Ray will continue to monitor this topic an keep the Board informed of any developments and future discussion. The Board was satisfied; there were no comments or questions.

II. **PUBLIC COMMENTS**
There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**
There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**
**Recommendation:** The JPA Board approve the Action Agenda as presented.

**Motion to Approve:** Susan Salcido  **Second:** Randy Haggard

**Vote:** 7 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

V. **CONSENT AGENDA** The JPA Board took action on Items A - E:

A. **Minutes of December 2, 2019 Regular Meeting**
B. **Procedural Handbook, Section 12, Alternative Dispute Resolution (ADR)**
C. **Ratification of Payment of Claims:** 01-592920 – 01-592948; 01-594160 – 01-594184; 01-595348 – 01-595366; 01-596509 – 01-596526.
D. **2019 – 2020 Nonpublic School (NPS) Master Contract Rates**
E. **Santa Barbara County Education Office (SBCEO) School Business Advisory Services (SBAS) Request for Authorized Signatures**

**Recommendation:** The JPA Board approve Consent Agenda Items A through E as presented.

**Motion to Approve:** Debbie Blow  **Second:** Amy Alzina
The Board was satisfied; there were no questions or comments.

**Vote:** 7 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VI. **PRESENTATION**
There was no presentation.
VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION
   A. SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2019
      Recommendation: The JPA Board approve the SBCSELPA Annual Audit Report for Fiscal Year ending June 30, 2019 as presented.
      
      Motion to Approve: Randy Haggard  Second: Anne Hubbard
      Ray Avila stated that the SBCSELPA had a great audit and the audit process went well. Ray clarified one item in the board memo regarding the “Auditee qualified as low-risk auditee – No.” He explained that Kim Hernandez contacted the auditors for further explanation of this because last year the answer was “Yes – Auditee qualified as low-risk,” despite the fact that not much had changed. The auditors clarified that we are not high-risk but we are not considered low-risk because of the substantial amount of funds we receive that are mental health. They believe it could have been a mistake that it said “yes” last year, but they reassured us that we are not doing anything wrong that makes us not low-risk. The Board was satisfied; there were no further questions or comments.

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (Continued)
      Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VIII. ITEMS FOR INFORMATION AND DISCUSSION
   A. SBCSELPA Professional Development
      Ray Avila reviewed the upcoming professional development calendar and shared that he feels our relationship with CCASP has rejuvenated this year and they are a great resource for us. Jennifer Connolly highlighted an upcoming legal training she is scheduling in March and an ADOS training in April. The Board was satisfied; there were no further questions or comments.

   B. SBCSELPA Office Lease Renewal
      Ray Avila shares that we have requested a 1-3-5 year lease rate comparison from the property management company and we hope to have that information for the February board meeting. Ray further shares that we are very appreciative of the new office space and look forward to staying in this location. Cary Matsuoka comments that there seems to be business growth occurring in our County, especially in the Goleta area. He sees the Hollister corridor, where the new SBCSELPA office is currently located, as a prime spot for upcoming business office growth so as the lease renewal is being discussed it may be to our advantage to lock in a longer lease to secure a lower rate as it is assumed that rental rates will only continue to increase. The Board was satisfied; there were no further questions or comments.

   C. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances
      The Board was satisfied; there were no questions or comments.

   D. SBCSELPA Legal Fees Year-to-Date Reserve
      The Board was satisfied; there were no questions or comments.

   E. Nonpublic School (NPS) Year-to-Date Placement Expenditures
      The Board was satisfied; there were no questions or comments.
IX. MISCELLANEOUS AGENDA
   A. Items Proposed for Future Action or Discussion
      Amy Alzina requested that Ray provide some thoughts and/or comments on Special
      Education budget. Ray responded by sharing an email he had brought with him regarding
      highlights of the Governor’s Budget. The Governor’s Special Education budget summary
      was released and discusses continuing the preschool funding, confirmed for one more year
      with an effort to make it ongoing. In addition, there is the continuing effort to make the cost
      per SELPA equitable. Cary Matsuoka commented on some items that were in his County
      Superintendent Report regarding the budget and the focus on dyslexia. There were no other
      items proposed for future action or discussion.

   B. Next Scheduled JPA Board Meeting: February 3, 2020, 12:00 p.m.
      Jonata Middle School Library, Buellton, CA

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS
   There were no public comments.

XI. CLOSED SESSION The JPA Board adjourned to Closed Session at 12:29 p.m.
    A. Confidential Nonpublic School (NPS) Student Updates
    B. Evaluation of the SBCSELPA Executive Director

XII. RECONVENE TO PUBLIC SESSION: Cary Matsuoka called the meeting back into Public
    Session at 12:35 p.m. The Board took action as appropriate.

XIII. ADJOURNMENT
      Cary Matsuoka adjourned the meeting at 12:35 p.m.

Cary Matsuoka, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date
## Checks Dated 01/07/2020 through 01/14/2020

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The preceding Checks have been issued in accordance with the District’s Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
## Checks Dated 01/07/2020 through 01/14/2020

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<td>01-5910</td>
<td>155.20</td>
<td></td>
</tr>
<tr>
<td>01-599221</td>
<td>01/14/2020</td>
<td>West Shield Adolescent Service</td>
<td>01-5890</td>
<td>10,930.53</td>
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</tr>
<tr>
<td>01-599222</td>
<td>01/14/2020</td>
<td>X Tech Laser Printing Inc.</td>
<td>01-5860</td>
<td>101.86</td>
<td></td>
</tr>
</tbody>
</table>

**Total Number of Checks** | 44 | **166,315.26**

## Fund Recap

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Check Count</th>
<th>Expensed Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>General Fund</td>
<td>44</td>
<td>166,315.26</td>
</tr>
</tbody>
</table>

**Total Number of Checks** | 44 | **166,315.26**

Less Unpaid Tax Liability | 0.00

Net (Check Amount) | **166,315.26**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
Date: February 3, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2019-2020 Nonpublic School (NPS) Individual Service Agreements (ISAs)

BACKGROUND:

- The following ISAs for services provided to NPS students currently in placement reflect the rates negotiated in the JPA Board approved 2019-2020 Nonsectarian, Nonpublic School/Agency Master Contract.

<table>
<thead>
<tr>
<th>Nonpublic School</th>
<th>Case Number</th>
<th>100% Contract Cost</th>
<th>Effective Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Points Center</td>
<td>NPS 2019-20-60</td>
<td>$72,000.00</td>
<td>1/2/2020 – 6/30/2020</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$72,000.00</td>
<td></td>
</tr>
</tbody>
</table>

FISCAL IMPACT: The contracted cost for these 2019-2020 SBCSELPA NPS placements are $72,000.00.

RECOMMENDATION: The JPA Board approve the above NPS ISAs for 2019-2020 as presented.

RA:lm
INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on January 2, 2020, or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency: Santa Barbara County SELPA
Nonpublic School: Three Points Center

LEA Case Manager: Name: Ray Avila
Phone Number: 805-683-1424

Pupil Name: NPS 2019-20-60
Sex: ☑ M ☐ F Grade: 6

Address: (Last) (First) City: Buellton (M.I.) State/Zip: CA 93428

DOB: Residential Setting: ☑ Home ☐ Foster ☑ LCI # ☐ OTHER

Parent/Guardian: Phone (805): (Residence) (Business)

Address: (if different from student)

AGREEMENT TERMS:
1. Nonpublic School: The average number of minutes in the instructional day will be: during the regular school year
during the extended school year

2. Nonpublic School: The number of school days in the calendar of the school year are: during the regular school year
during the extended school year

3. Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.
   A. INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only): Daily Rate:

      Estimated Number of Days ______ x Daily Rate ______ = PROJECTED BASIC EDUCATION COSTS

      Estimated Number of Months 6 x Monthly Rate $1,200 = PROJECTED MONTH TREATMENT EDUCATION COSTS (A) $7,200

B. RELATED SERVICES:

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>LEA</th>
<th>NPS</th>
<th>OTHER Specify</th>
<th># of Times per w/t/m/o/y, Duration; or per IEP; or as needed</th>
<th>Cost per session</th>
<th>Maximum Number of Sessions</th>
<th>Estimated Maximum Total Cost for Contracted Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive individual Services (340)</td>
<td></td>
<td></td>
<td></td>
<td>6 months</td>
<td>$1,200</td>
<td>6</td>
<td>$7,200</td>
</tr>
<tr>
<td>Language/Speech Therapy (415)</td>
<td>a. Individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Adapted Physical Ed. (425)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Nursing: Specialized Physical Health Care (435)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Nursing Services: Other (436)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Assistive Technology Services (445)</td>
<td></td>
<td></td>
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<tr>
<td>Occupational Therapy (450)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Physical Therapy (460)</td>
<td></td>
<td></td>
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<tr>
<td>Individual Counseling (510)</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Counseling and guidance (515)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SERVICE</td>
<td>LEA</td>
<td>NPS</td>
<td>OTHER Specify</td>
<td># of Times per week/day, Duration; or per IEP; or as needed</td>
<td>Cost per session</td>
<td>Maximum Number of Sessions</td>
<td>Estimated Maximum Total Cost for Contracted Period</td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Parent Counselling (520)</td>
<td></td>
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<tr>
<td>Social Work Services (525)</td>
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<td></td>
<td></td>
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<tr>
<td>Psychological Services (530)</td>
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<tr>
<td>Behavior Intervention Services (535)</td>
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<td></td>
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<tr>
<td>Other Transition Services (890)</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Residential Treatment Housing</td>
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<td>6 Months</td>
<td>$6,300</td>
<td>6</td>
<td>$37,800</td>
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<tr>
<td>Residential Treatment Therapy</td>
<td>X</td>
<td></td>
<td>6 months</td>
<td>$4,300</td>
<td>6</td>
<td>$25,800</td>
<td></td>
</tr>
<tr>
<td>Management Fee</td>
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<td></td>
<td>6 Months*</td>
<td>$200</td>
<td>6</td>
<td>$1,200</td>
<td></td>
</tr>
</tbody>
</table>

**ESTIMATED MAXIMUM RELATED SERVICES COSTS**: $72,000

**TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS**: $72,000

4. Other Provisions/Attachments:

____________________________________________________________________________________________________________________________________

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON 8/26/19

6. Progress Reporting Requirements: XX Quarterly Monthly Other (Specify)

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-  
(Name of Nonpublic School/Agency)
(Signature)  (Date)  
(Name and Title)

-LEA/SELPA-  
Santa Barbara County SELPA  
(Name of LEA/SELPA)
(Signature)  (Date)  
Dr. Ray Avila, SELPA Executive Director  
(Name of Superintendent or Authorized Designee)
Date: February 3, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Reduction to Regional Deaf-Hard of Hearing (DHH) Special Day Class (SDC) Program at Orcutt Junior High School

BACKGROUND:

➤ The Local Plan requires that the regional provider notify the SELPA Executive Director when a regional program will fall below sixty percent (60%) of the recommended SELPA Plan caseload for the upcoming school year.

➤ SBCEO has indicated that current projections for the regional DHH-SDC program on the Orcutt Junior High School campus will have one (1) SDC student enrolled for the 2020-2021 school year. The recommended caseload for this program is nine to twelve (9-12) students; sixty percent (60%) of nine (9) students is five (5).

➤ SBCEO consulted district special education administrators and recommended eliminating the regional junior high school DHH-SDC program housed on the Orcutt Junior High School campus for the 2020-2021 school year.

➤ The one (1) student to be served by either Orcutt Union School District or Santa Maria-Bonita School District in a district program.

➤ This plan will be reviewed in future years to ensure students’ IEPs are implemented with fidelity.

➤ District/LEA business officials and special education administrators are in agreement with the request.

FISCAL IMPACT: The estimated overall cost savings to the regional DHH Program by eliminating this DHH-SDC program is anticipated to be $205,255.

RECOMMENDATIONS: The JPA Board approve the SBCEO request for reduction to Regional DHH Program by eliminating the DHH-SDC program that is currently housed on the Orcutt Junior High School campus for the 2020-2021 school year as presented.

RA:Im
Memo

TO: Ray Avila, SELPA Executive Director and the JPA Board
FROM: Kirsten Escobedo, Assistant Superintendent, Special Education, SBCEO
DATE: January 2020
RE: Orcutt Junior High School Deaf-Hard of Hearing (DHH) Program 2020-2021 School Year

Based on current projections, our regional DHH-SDC program on the Orcutt Junior High School campus will have one Special Day Class (SDC) student enrolled for the 2020-2021 school year. The Local Plan requires that the regional provider notify the SELPA Executive Director when a regional program will fall below sixty percent of the recommended SELPA Plan caseload for the upcoming school year. The recommended caseload for this program is 9-12; sixty percent of 9 students is 5.

We respectfully request your consideration for the following modifications to support students that are deaf-hard of hearing in junior high school:

- Eliminate the regional junior high school DHH-SDC program that is housed on the Orcutt Junior High School campus for the 2020-2021 school year.
- The one student to be served by either Orcutt Union School District or Santa Maria-Bonita School District in a district program.
  - SBCEO DHH Itinerant teacher to provide DHH services that are on the student’s IEP.
  - SBCEO Regional staff (ASL Interpreter/Paraprofessional) supports the student in the district program for the school day.
  - The school/district of attendance to be determined in collaboration with districts and parents.
- This plan will be reviewed in future years to ensure students’ IEPs are implemented with fidelity. At this point, the projections for the next couple of years are as follows:
  - 2021-2022 school year: The anticipated enrollment is one student and this proposed plan will support this student.
  - 2022-2023 school year: The anticipated student enrollment is 6 junior high students; therefore, the need for a fully staffed DHH-SDC program and staff will be reviewed.

This option has been reviewed with district directors impacted:

- Kathy Long, Executive Director of the Orcutt Union School District, the current DHH-SDC program is located on the Orcutt Junior High School campus.
- Rusty Gordon, Director of the Santa Maria-Bonita School District, the student’s District of Residence.

Interpreter services will remain at current levels to support all DHH students in the mainstream classes.

The overall cost savings to the DHH Program is anticipated to be approximately $205,255 (please see attached).
<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>$43,996</td>
</tr>
<tr>
<td>Interpreter</td>
<td>61,325</td>
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<tr>
<td>Speech</td>
<td>17,815</td>
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<tr>
<td>Psych</td>
<td>33,735</td>
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<tr>
<td>Admin</td>
<td>6,745</td>
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<tr>
<td>Admin Benefits</td>
<td>2,427</td>
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<tr>
<td>Clerical Support</td>
<td>4,549</td>
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<tr>
<td>Benefits 5750</td>
<td>14,241</td>
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<tr>
<td>Supplies</td>
<td>892</td>
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<tr>
<td>All other</td>
<td>3,451</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>189,175</td>
</tr>
<tr>
<td>Indirect</td>
<td>16,080</td>
</tr>
<tr>
<td><strong>Savings for Closure</strong></td>
<td>$205,255</td>
</tr>
</tbody>
</table>
Based on January 2020 estimates:

<table>
<thead>
<tr>
<th>Program</th>
<th>SBCEO Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHOH Program</td>
<td>1,448,589</td>
</tr>
</tbody>
</table>

Total DHOH SDC Programs: 1,448,589

Estimated cost for the year. Enrollment July 1 - current report period and annualized for the year.

100% Pay as You Go Assessment:

<table>
<thead>
<tr>
<th>SBCEO</th>
<th>Percentages of Days and District Dollars</th>
<th>2020-2021 Reduction for elimination of Orcutt Junior High Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SBCEO</td>
<td>$ (205,255)</td>
</tr>
<tr>
<td></td>
<td>Permanence of Days and District Dollars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pupils</td>
<td>Days in Program</td>
</tr>
<tr>
<td>Lompoc</td>
<td>4 720</td>
<td>14.81%</td>
</tr>
<tr>
<td>Manzanita</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orcutt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SM-Bonita</td>
<td>19 3,420</td>
<td>70.37%</td>
</tr>
<tr>
<td>SM High</td>
<td>4 720</td>
<td>14.81%</td>
</tr>
<tr>
<td>Carpinteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goleta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB Unified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB Charter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adelante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBCEO - Direct Svc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blochman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Partner. Charter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Ynez Val Consort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guadalupe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>27 4,860</td>
<td>100%</td>
</tr>
</tbody>
</table>
Date: February 3, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator Request to Continue Righetti High School Deaf-Hard of Hearing (DHH) Program

BACKGROUND:

- According to SBCEO, the regional DHH program on the Righetti High School campus has four (4) students in the DHH-SDC program this year, 2019-2020. The program is currently staffed at 50% since these enrollment numbers are below the Local Plan requirements for full-time staffing.

- SBCEO has indicated that current projections for the regional DHH-SDC program on the Righetti High School campus will have six (6) SDC students enrolled for the 2020-2021 school year. This projection warrants full-time staffing per the Local Plan; however, they propose to keep the current fifty percent (50%) staffing.

- SBCEO consulted the district special education administrator and recommended that this staffing level will support all of the students that are DHH on the Righetti High School campus.

- District/LEA business officials and special education administrators are in agreement with the request.

FISCAL IMPACT: The estimated overall cost savings to continue the 50% staffing for the regional DHH Program is anticipated to be $240,000.

RECOMMENDATIONS: The JPA Board approve SBCEO request to continue the current 50% staffing for the Righetti High School DHH Program for 2020-2021 school year as presented.

RA:lm
Based on current projections, our regional DHH program on the Righetti campus is projected to have six Special Day Class (SDC) students enrolled for the 2020-2021 school year. This current year (2019-2020), there are four SDC students in this program; thus we are currently are staffed at 50% since these numbers fall below the Local Plan requirements for full-time staff. Although the projection for 2020-2021 warrants full-time staff per the Local Plan, we respectfully propose to keep the current 50% staffing as this level will support the regional DHH SDC students for 2020-2021.

We reviewed this option with Frances Evans, Director of the Santa Maria Joint Union High School District, and she agrees that this staffing level will support all of her students that are deaf-hard of hearing on the Righetti High School campus.

We respectfully request your consideration to continue with the following plan to support students that are deaf-hard of hearing on the Righetti High School campus:

- SDC staffing at .5 FTE.
- Itinerant support at Righetti at .5 FTE.
  - The SDC teacher will continue to support the itinerant level students on the Righetti campus 50% of the time.
  - There are nine students projected to receive itinerant services for the 2020-2021 school year on the Righetti High School campus. This number of students (9) is within the Local Plan’s recommended caseloads for a .5 FTE itinerant teacher.
- Interpreter services to remain at current levels to support all DHH students in the mainstream classes.

This plan retains the DHH teacher on the Righetti campus all day and the students at the SDC level will be enrolled in mainstream classes for at least 50% of the day.

There is no fiscal impact associated with this request.
Based on January 2020 estimates:

<table>
<thead>
<tr>
<th>Program</th>
<th>SBCEO Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHOH Program</td>
<td>1,448,589</td>
</tr>
<tr>
<td>Total DHOH SDC Programs</td>
<td>1,448,589</td>
</tr>
</tbody>
</table>

Estimated cost for the year. Enrollment July 1 - current report period and annualized for the year.

<table>
<thead>
<tr>
<th>SBCEO</th>
<th>100% Pay as You Go Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ (240,000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentages of Days and District Dollars</th>
<th>Pupils</th>
<th>Days in Program</th>
<th>% of total days</th>
<th>Cost to District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lompoc</td>
<td>4</td>
<td>720</td>
<td>14.81%</td>
<td>214,606 $</td>
</tr>
<tr>
<td>Manzanita</td>
<td></td>
<td></td>
<td></td>
<td>$(35,556)</td>
</tr>
<tr>
<td>Orcutt</td>
<td></td>
<td></td>
<td></td>
<td>$(35,556)</td>
</tr>
<tr>
<td>SM-Bonita</td>
<td>19</td>
<td>3,420</td>
<td>70.37%</td>
<td>1,019,377 $</td>
</tr>
<tr>
<td>SM High</td>
<td>4</td>
<td>720</td>
<td>14.81%</td>
<td>214,606 $</td>
</tr>
<tr>
<td>Carpinteria</td>
<td></td>
<td></td>
<td></td>
<td>$(35,556)</td>
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<tr>
<td>Goleta</td>
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<td>$(35,556)</td>
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<tr>
<td>Hope</td>
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<td>$(35,556)</td>
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<td>SB Unified</td>
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<tr>
<td>SB Charter</td>
<td></td>
<td></td>
<td></td>
<td>$(35,556)</td>
</tr>
<tr>
<td>Adelante</td>
<td></td>
<td></td>
<td></td>
<td>$(35,556)</td>
</tr>
<tr>
<td>SBCEO - Direct Svc</td>
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<td>$(35,556)</td>
</tr>
<tr>
<td>Blochman</td>
<td></td>
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<td>$(35,556)</td>
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<tr>
<td>Family Partner. Charter</td>
<td></td>
<td></td>
<td></td>
<td>$(35,556)</td>
</tr>
<tr>
<td>Santa Ynez Val Consort.</td>
<td></td>
<td></td>
<td></td>
<td>$(35,556)</td>
</tr>
<tr>
<td>Guadalupe</td>
<td></td>
<td></td>
<td></td>
<td>$(35,556)</td>
</tr>
<tr>
<td>Totals</td>
<td>27</td>
<td>4,860</td>
<td>100%</td>
<td>1,448,589 $</td>
</tr>
</tbody>
</table>

Note: Estimated cost for the year. Enrollment July 1 - current report period and annualized for the year.
Date: February 3, 2020
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: SBCSELPA Office Lease Renewal

BACKGROUND:
- At the January 13, 2020 JPA Board Meeting this item was presented for information and discussion. At which time the JPA Board was informed that we were waiting for a 1-3-5 year lease comparison for our office space from the property management company.

- At the March 4, 2019 JPA Board Meeting the JPA approved the SBCSELPA South County office relocation with a 1-year lease term. The SBCSELPA office lease commenced on June 1, 2019 with a termination date of May 31, 2020.

- Our current monthly rent is $8,037.64, according to our lease the Base rent shall increase by 3% annually, that is $241.13, which would increase our monthly rent to $8,278.77.

- We have requested a 1-3-5 year lease comparison from our property management company for upcoming lease renewal, once available we will provide the information to the JPA Board.

FISCAL IMPACT: To Be Determined.
Based on current projections, our regional SDC moderate/severe programs in Lompoc continue to have low student enrollment numbers to justify a middle school regional moderate/severe program. During the past two school years (2018-2019 and 2019-2020) we did not have the enrollment numbers to justify the middle school program; consequently, we closed the middle school regional moderate/severe program. As a result of this closure, a Lompoc student in this grade span requiring this level of service was bused to another city to receive the level of support needed.

As a solution to the low middle school numbers and keeping students in their home city (Lompoc), we respectfully request to increase the grade spans for both Regional K-12+ Moderate/Severe programs in Lompoc. Our proposal is as follows:

- **Manzanita:** Kindergarten through seventh grade
- **Cabrillo High School:** Eighth grade through Community Based

If this request is approved, the enrollment numbers for the two programs would be as follows:

- **Manzanita:**
  - 8 students, with the potential of 2 preschool students enrolling, bringing the total to 10 students.
  - Of these 10 students, 4 are in sixth-seventh grades.

- **Cabrillo:**
  - 10 students, with 1 student exiting in December (turning 22)
  - Of these 10 students, 1 is in eighth grade.

There is no fiscal impact associated with this request.
Date: February 3, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SB-PIC (SBCSELPA /UCSB) APPIC Doctoral School Psychologist Intern 2020-2021

BACKGROUND:

➢ The Santa Barbara Psychology Internship Consortium’s (SB-PIC) mission is to train doctoral psychology interns dedicated to serving Santa Barbara County students and their families.

➢ SB-PIC represents the collaborative effort between SBCSELPA and UCSB to share resources and faculty for the purpose of providing an educational program for doctoral psychology interns. The training at SB-PIC is designed for pre-doctoral interns to develop skills in psychological assessment, evidence-based intervention, and clinical consultation. SB-PIC interns are placed throughout SB County in districts who commit to support this level of internship. Currently there are three interns placed in SB County.

➢ The SB-PIC intern shall provide approximately 35 hours of school psychologist and/or mental health related services per week.

➢ SBCSELPA was approached by UCSB to consider supporting an SB-PIC intern for the 2020-2021 school year. SBCSELPA made a tentative commitment in December 2019 to meet SB-PIC internship deadline requirements. Attached (REF: VIII-C.1) is a copy of the SBCSELPA Commitment to Hire letter that was submitted on December 20, 2019.

➢ If placed in an internship assignment within SBCSELPA, the SB-PIC intern would be under the supervision of Alison Lindsey, SBCSELPA Mental Health Specialist, and Dr. Deborah Umansky, SBCSELPA Supervisor of School Psychologists. The intern would support the 19 Therapeutic Learning Program “GROW” classrooms throughout SB County implementing the following internship duties:

• Reviewing the most up-to-date evidence-based practices in social-emotional learning, school-based interventions for mental health needs, PBIS, and UDL
• Identifying and creating dissemination tools (e.g. training materials, presentations) for the latest research practices for students with emotional and behavioral needs
• Disseminating and coaching evidence-based practices directly in classroom to school staff
• Administering assessments directly with students and training staff
• Developing and managing data collection systems
• Identifying and applying for research presentation opportunities
Currently, SBCSELPA contracts for service with UCSB for data collection related to the Therapeutic Learning Program “GROW” classrooms (JPA Board approved on June 10, 2019, COST: $19,429) and Pearson Review 360 (JPA Board approved on June 10, 2019, COST $10,700). This combined contract cost of $30,129 would no longer be required as SBCSELPA prepares for this level of work for the 2020-2021 school year being the SB-PIC Intern would be responsible for these duties in collaboration with UCSB faculty.

**FISCAL IMPACT:** $40,000.00 per placed candidate ($30,000.00 as an annual salary to the candidate and $10,000.00 for indirect costs to SB-PIC).

**RECOMMENDATION:** That this item return as a consent item on the March 2, 2020 JPA Board meeting agenda.

RA:lm
Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

DATE: December 20, 2019
TO: Shane Jimerson, Ph. D. University of California Santa Barbara (UCSB)
FROM: Ray Avila, Ed.D. Santa Barbara County SELPA (SBCSELPA)
RE: Commitment to Hire SB-PIC (SBCSELPA / UCSB) APPIC Doctoral School Psychologist Intern 2020-2021

As the Executive Director in the Santa Barbara County SELPA, I am writing to provide our District commitment and full support for the SB-PIC (UCSB/SBCSELPA) APPIC doctoral school psychologist program. I further confirm that the DIVISION AND DISTRICT fully commits to hiring one school psychologist doctoral level intern placed through the SB-PIC (SBCSELPA / UCSB) APPIC approved program during the 2020-2021 school year.

UCSB has been preparing school psychologists to work in the schools for many years and has made valued contributions to our local school districts throughout the years. The internship opportunities through the SB-PIC (through collaboration with the Santa Barbara County SELPA) are a mutually beneficial opportunity to both the candidates in terms of receiving a rich internship experience and the District in terms of receiving professional contributions to students and staff. We have reviewed the materials posted on the SB-PIC website (sb-pic.org) and we are delighted to commit to be a participating district to host a school psychology doctoral intern during the 2020-2021 academic year.

I understand that this program will begin in the fall of 2020-2021 and that the District commits to paying a total of $40,000 per candidate placed in our LEA ($30,000 as an annual salary to the candidate and $10,000 for indirect costs to SB-PIC, and in exchange each candidate shall provide approximately 35 hours of school psychologist services per week. It is our further understanding that the candidates will be provided doctoral level clinical and school psychologist supervision by the SB-PIC (including an average of 2 hours of individual and group supervision each week), and that each intern will participate in a monthly full-day didactic professional development training required for each intern in the SB-PIC, and the District agrees to provide ongoing oversight and supervision by a fully credentialed school psychologist. Given the required supervision, didactic training sessions, consultation, workshop participation, and conference participation, we understand that the intern will typically be on site within the district four full days each week.

Any concerns regarding intern conduct, performance, or activities will immediately be brought to the attention of Dr. Jimerson, Dr. Dowdy, and Dr. Umansky so that the SB-PIC leadership team may engage in due process and problem solving to collaborate with the site director and supervisor to address the situation.

Sincerely,

Ray Avila
Executive Director
Date: February 3, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Resignation Notification from Natalie Thurmond, SBCSELPA Wraparound Services Facilitator

BACKGROUND:

- Natalie Thurmond notified Ray Avila, Executive Director for SBCSELPA, in a letter dated January 29, 2020 (see attached) that she would resign from her position as SBCSELPA Wraparound Services Facilitator effective February 12, 2020, as she has accepted another position to further develop her skill set and broaden her scope of practice.

- Ms. Thurmond has been an exceptional employee in her position on the SBCSELPA Wraparound team. Her professionalism and strong skill set in the field of mental health services has been greatly appreciated.

- Ms. Thurmond’s resignation will result in a 1.0 FTE vacancy for a SBCSELPA Wraparound Services Facilitator.

- The SBCSELPA will promote Natalie Facio-Leon from her current position on the SBCSELPA Wraparound team as a 1.0FTE Bilingual Youth Support Specialist to a 1.0FTE Bilingual Facilitator.

- SBCSELPA will immediately activate the hiring process for a 1.0 FTE Bilingual Youth Support Specialist to fill this vacant position. The goal is to have the vacancy filled by March 2020.

FISCAL IMPACT: None
1/29/2020

To: Ray Avila
Santa Barbara County SELPA
5385 Hollister Ave., Bldg. 5, Santa Barbara, CA 93111

Dear Ray,

With a heavy heart, I am writing to inform you of my resignation from my position as Wraparound Facilitator at Santa Barbara County SELPA effective on 2/12/2020. It has been a truly rewarding experience in so many ways. I have gained knowledge, insight, and a deeper understanding for the struggles our youth and families endure.

Under the guidance of you and the amazing mental health specialists, I have been able to develop as a clinician in many areas. With respect to everything I have learned here, I am accepting another position to further develop my skill set and broaden my scope of practice.

Thank you for the opportunity to work for this amazing organization.

Sincerely,

Natalie Thurmond
### Professional Development
#### February 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>February 5-6</td>
<td>DBT Training</td>
<td>Santa Ynez Valley Marriott</td>
</tr>
<tr>
<td>February 5</td>
<td>Behavior</td>
<td>For Manzanita Charter School</td>
</tr>
<tr>
<td>February 13</td>
<td>Diagnostic Center LA</td>
<td>SMB Souza Center</td>
</tr>
<tr>
<td></td>
<td>“The ABC’s of Preschool Assessment”</td>
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<td>February 18</td>
<td>FBA / BIP</td>
<td>SBC SELPA</td>
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<tr>
<td>February 19</td>
<td>FBA / BIP</td>
<td>SMB Souza Center</td>
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<td>February 19</td>
<td>Behavior</td>
<td>For Carpinteria USD</td>
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<td>February 20</td>
<td>Self-Care for the Educator</td>
<td>For Santa Maria Bonita</td>
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<tr>
<td>February 24</td>
<td>Inclusion Network</td>
<td>SBCEO</td>
</tr>
<tr>
<td>February 25</td>
<td>IEP Boot Camp for Parents</td>
<td>For Santa Maria Bonita</td>
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</tbody>
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JC:lm
# 2019-20 LEA/District Cost Associated with Due Process

## SBCSELPA Account Balances

<table>
<thead>
<tr>
<th>Institution</th>
<th>Carryover Funding</th>
<th>2019-20 Allocation</th>
<th>Expended to Date 2019-20</th>
<th>Balance</th>
</tr>
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<tbody>
<tr>
<td>Adelante Charter</td>
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<td>$5,772.00</td>
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<tr>
<td>Blochman</td>
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<td>Carpinteria</td>
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<td>Family Partnership Charter</td>
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<td>Hope</td>
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<tr>
<td>Lompoc</td>
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<td>Manzanita Charter</td>
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<tr>
<td>Orcutt</td>
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<td>SBCEO - Direct Service</td>
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<td>$1,220.00</td>
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<td>Santa Barbara Unified</td>
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<td>Santa Barbara Charter</td>
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<td>Santa Maria JUHSD</td>
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<td>$15,675.00</td>
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<td>Santa Maria-Bonita</td>
<td>$89,672.23</td>
<td>$50,946.00</td>
<td>$140,618.23</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$128,219.19</strong></td>
<td><strong>$300,000.00</strong></td>
<td><strong>$392,382.79</strong></td>
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<table>
<thead>
<tr>
<th>Institution</th>
<th>Carryover Funding</th>
<th>2019-20 Allocation</th>
<th>Expended to Date 2019-20</th>
<th>Balance</th>
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</table>

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<thead>
<tr>
<th>Institution</th>
<th>Carryover Funding</th>
<th>2019-20 Allocation</th>
<th>Expended to Date 2019-20</th>
<th>Balance</th>
</tr>
</thead>
</table>

- **Total balances as of 2/3/20**: $35,836.40
- **Total balances reported 1/6/20**: $392,382.79
- **Difference as of 2/3/20**: $0.00

**Payments to date to individual legal firms:**
- Dannis Wolfer: $-
- Fagen Friedman Fulfrost: $-
- Leibert Cassidy: $-
- Hatch & Cesario: $18,941.40
- Lozano Smith: $-
- Peter Sansom: $-
- Ruderman & Knox: $-
- SISC Voluntary Coverage: $1,220.00
- Reimbursements to Districts: $15,675.00

1/16/2020
## 2019-20

### YEAR TO DATE SELPA LEGAL FEES (RESERVE)

<table>
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<tr>
<th>Month</th>
<th>Beginning Balance</th>
<th>YTD Expenditures</th>
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</thead>
<tbody>
<tr>
<td>July</td>
<td>$325,000.00</td>
<td>$234.50</td>
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<tr>
<td>August</td>
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<tr>
<td>September</td>
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<tr>
<td>October</td>
<td>$</td>
<td>$2,140.00</td>
</tr>
<tr>
<td>November</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>December</td>
<td>$</td>
<td>$3,865.00</td>
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<tr>
<td>January</td>
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<td>$3,535.00</td>
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<tr>
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<td>March</td>
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<tr>
<td>May</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>June</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$</td>
<td>$9,774.50</td>
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<tr>
<td><strong>ENDING BALANCE</strong></td>
<td>$</td>
<td>$315,225.50</td>
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</table>

### Payments to Law Firms:

- Dannis Woliver Kelley: $-
- Fagen Friedman Fulfrost: $7,374.50
- Law Office of Melissa Hatch: $-
- Liebert Cassidy Whitmore: $-
- Lozano Smith: $-
- Musick, Peeler & Garrett: $-
- Lana Clark: $-
- Atkinson, Andelson, Loya: $-
- Payments to Districts: $2,400.00

### TOTAL 2019-20 LEGAL SETTLEMENTS TO DATE

- Settlement Agreements: $3,220.00
# 2019-20 Year to Date

## Nonpublic School Placement Costs

<table>
<thead>
<tr>
<th>District</th>
<th># Students Currently Placed</th>
<th># Students Cumulative Placements</th>
<th>Mental Health Placements Total SELPA Paid</th>
<th>Non-Mental Health Placements SELPA 70% Cost</th>
<th>Total Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpinteria Unified - Mental Health Placement</td>
<td>1</td>
<td>2</td>
<td>$95,819.25</td>
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<td>4</td>
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<td>Santa Maria Jl. Union - Mental Health Placements</td>
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<td>$33,420.46</td>
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<td>$155,000.00</td>
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<tr>
<td>Santa Ynez Valley Consortium - Mental Health Placements</td>
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<td>1</td>
<td>$90,895.83</td>
<td></td>
<td>$272,603.00</td>
</tr>
</tbody>
</table>

**TOTAL**

| 9 | 13 | $560,563.47 | $ | $1,591,799.39 |

- **2019-20 Mental Health NPS Placement Budget**
  - $1,910,000.00
- **TOTAL YTD Mental Health Placement Costs**
  - $560,563.47
  - Balance Available
    - $1,349,436.53

- **2019-20 Non Mental Health NPS Placement Budget**
  - $360,000.00
- **TOTAL YTD Non Mental Health Placement Costs**
  - $360,000.00
  - Balance Available
    - $360,000.00

**Mental Health Placements** - Students with an eligibility of emotionally disturbed placed in a nonpublic school pursuant to an IEP and funded by State Mental Health funding.

**Non-Mental Health Placements** - Students in these placements are fully paid by the SELPA office with 30% of the costs being billed back to the district at year-end. These are placements that are made through Settlement Agreements for students who do not qualify for Clinical Mental Health services.

**Reflects all invoices paid as of 1/14/20**