SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD
Regular Meeting
Monday, March 2, 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 February 3, 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. Second Interim Report for Fiscal Year 2019-2020,  
Materials to be Distributed  
Presenter Kim Hernandez

VII. **ITEMS SCHEDULED FOR ACTION/CONSIDERATION**

A. Certification of Second Interim Report for Fiscal Year 2019 – 2020  
REF: VII-A

1. First and Second Interim Comparison

2. Revenue and Expenditure Multi-Year Comparison


4. Second Interim Report

It is recommended that the JPA Board certify the Second Interim Report for Fiscal Year 2019-2020 as presented.

Motion:__________

Second:__________

In Favor: _________

Opposed:_________

Abstained:_________

B. SBCSELPA Employee 1% COLA Salary Increase for 2020-2021  
REF: VII-B

1. SBCSELPA 20-21 Salary Data

It is recommended that the JPA Board approve a 2020-2021 1% COLA salary increase for SBCSELPA staff as presented.

Motion:__________

Second:__________

In Favor: _________

Opposed:_________

Abstained:_________
### VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (Continued)

#### C. Santa Barbara County Education Office (SBCEO) Regional Program Operator
**Ref: VII-C**

Request for Additional Paraprofessional Support for Hapgood Preschool Program

1. SBCEO Request
2. Projected Increase

<table>
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<tr>
<th>It is recommended that the JPA Board approve the SBCEO request for additional Paraprofessional support for Hapgood Preschool Program as presented.</th>
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#### D. Santa Barbara County Education Office (SBCEO) Regional Program Operator
**Ref: VII-D**

Request for Funding for Program Expansion for Preschool SDC / “Preschool Plus”

1. SBCEO Request
2. “Preschool Plus” SDC Projections
3. Projected Increase

<table>
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<tr>
<th>It is recommended that the JPA Board approve the SBCEO request for funding for program expansion for Preschool SDC / “Preschool Plus” as presented.</th>
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#### E. Santa Barbara County Education Office (SBCEO) Regional Program Operator
**Ref: VII-E**

Request for Funding of Additional Paraprofessional Support for Lompoc LEAP Program

1. SBCEO Request
2. Projected Increase

<table>
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<tr>
<th>It is recommended that the JPA Board approve the SBCEO request for additional Paraprofessional support for Lompoc LEAP Program as presented.</th>
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#### F. Santa Barbara County Education Office (SBCEO) Regional Program Operator
**Ref: VII-F**

Request for Funding of Additional Paraprofessional Support for Orcutt Academy Preschool

1. SBCEO Request
2. Projected Increase

<table>
<thead>
<tr>
<th>It is recommended that the JPA Board approve the SBCEO request for additional Paraprofessional support for Orcutt Academy Preschool as presented.</th>
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VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION
   A. SBCSELPA Local Plan Revision (First Reading)  REF: VIII-A
   B. SBCEO First Interim Report Analysis and Recommendations  REF: VIII-B
   C. SBCSELPA Office Lease Renewal  REF: VIII-C
   D. Santa Barbara Charter School Notice of Termination of MOU  REF: VIII-D
   E. Resignation Notification from Amanda Palen, SBCSELPA Youth Support Specialist (YSS)  REF: VIII-E
   F. Terms of 2020-2021 Employment Contract for Rosy Matos-Bucio as SBCSELPA Board Certified Behavior Analyst (BCBA)  REF: VIII-F
   G. SBCSELPA Special Education Parent Handbook Revisions/Updates  REF: VIII-G
   H. JPA Board Membership Term Expirations  REF: VIII-H
   I. SBCSELPA Professional Development  REF: VIII-I
   J. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances  REF: VIII-J
   K. SBCSELPA Legal Fees Year-to-Date Reserve  REF: VIII-K
   L. Nonpublic School (NPS) Year-to-Date Placement Expenditures  REF: VIII-L

IX. MISCELLANEOUS AGENDA ITEMS
   A. Items Proposed for Future Action or Discussion
   B. Next Scheduled JPA Board Meeting: Date: May 4, 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. Confidential Nonpublic School (NPS) Student Updates
   B. Evaluation of the SBCSELPA Executive Director

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

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

March 2, 2020

1) Due Process/Dispute Updates County-Wide -

Three Due Process filings in progress and one pending. Two CDE Investigations.

2) Non Public School (NPS) Placement Update -

We have a total of (9) SBCSELPA funded NPS placements and (0) district funded placements, and no placements pending.

3) Proposed Legislation that Supports Special Education Funding -

The much-anticipated proposed new special education funding formula language was released on Friday, February 14, 2020. As summarized by the Administration on January 10, the proposal would create a new special education funding formula based on a three-year rolling average of average daily attendance (ADA) at the local educational agency (LEA) level, while continuing the distribution method of sending special education dollars to Special Education Local Plan Areas (SELPAs).

The proposed trailer bill sunsets Education Code sections 56836.06, 56836.08, 56836.11, and 56836.15, ending the core of the Assembly Bill (AB) 602 formula on July 1, 2020. What replaces the calculation is much like this year’s new two-prong calculation that equalized two-thirds of SELPAs to the statewide target rate. For each LEA (district, charter, and/or county office of education): (1) calculate a per-ADA amount at $660 per P-2 ADA average for the current and past two years and (2) calculate a per-ADA amount in the 2019–20 fiscal year based on the LEA’s SELPA AB 602 rate, plus cost-of-living adjustment (COLA). Whichever calculation results in a higher rate, that is what the LEA will generate starting in 2020–21, with the funds continuing to flow to the LEA’s SELPA in either scenario.

For those LEAs that would be funded at the proposed $660 rate, a COLA would be applied in future years. For those LEAs that are funded at their historic, “hold harmless” rate, no COLA is provided. If a “hold harmless” LEA leaves its current SELPA, it defaults to the $660 rate.

The Administration’s proposal is able to significantly raise the per-ADA special education funding rate due to the repurposing of this year’s two pots of funds: $152 million in AB 602 equalization and $493 million to districts based on preschoolers with disabilities counts.

As a reminder, the Administration also proposes to provide a second year of one-time funding to districts based on preschoolers with disabilities, this year at a total of $250 million statewide.
Analysis

The per-ADA rate of the proposed funding formula is very close to the 95th percentile rate proposed by the Coalition’s AB 2291, which makes for a strong starting point for State Budget deliberations, especially compared to years past when leveling up special education funding was not put on the table by the Administration.

As a proposal that has been fully vetted and supported over the years by the Legislature, we will continue to push for our version of special education funding reform—AB 2291—of equalization, ongoing funding based on preschoolers with disabilities, and additional funding for students with moderate to severe disabilities.

Please see the attached “EDUCATION AND ADVOCACY TOOLKIT” (REF: I-E.1) information from the Coalition for Adequate Funding for Special Education (CAFSE) in support of this proposed legislation. This toolkit information was shared with the Special Education Directors throughout Santa Barbara County.

4) State SELPA Director’s Update -
There was no State SELPA Directors meeting for February 2020.

5) CDE COMPLIANCE Updates -

- **“Mega-Letter”** from CDE was sent to LEA’s on Jan 31, 2020 (This is based on 18-19 Data)
- **“Intensive Monitoring”** - School Based and Preschool Indicators (falling into the lowest 10%) and includes mandatory Technical Assistance. **There is ONE (1) LEA in SB County in this status.**
- **“Targeting Monitoring”** - **There are nineteen (19) LEA’s in SB County in this status.**
  The PIR plan has been expanded to become the **Special Education Plan** (SEP) which includes Disproportionality, PIR and DINC compliance items.
- 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 SEP.
- **TWO (2) LEA’s in SB County** are in **“Significant Disproportionality”** Status... aka “SIG DIS”!
Coalition for Adequate Funding for Special Education
EDUCATION AND ADVOCACY TOOLKIT

2020 SPECIAL EDUCATION FUNDING ADVOCACY PLAN

The new special education base grant funding proposal by Governor Gavin Newsom places special education once again at the forefront of the 2020–21 State Budget and policy education debate in the State Capitol. The proposal would provide significant additional equity resources to special education funding, but with much uncertainty and many unknowns. Therefore, the Coalition continues to advocate for equitable funding in the existing funding structure.

This toolkit is intended to help with the effort to get increased funding for special education for all students and to inform state policy makers why special education funding should be increased for all students to ensure students with disabilities receive the educational programs and related services they are entitled to under state and federal law. We also call for additional, ongoing resources for those areas most in need: preschool and moderate-severe disabilities.

The State Budget will be adopted by June 15, 2020, so timing is critical! We need you to share a common message with your communities, fellow administrators, school board members, schools, parents, and students, letting them know this is the year to fight for more funding for all students with disabilities. Talking points are provided to help you with this effort.

We also provide a sample letter in support of Assembly Bill (AB) 2291 (Medina), which proposes equalizing and increasing AB 602, providing funding for preschoolers with disabilities, and additional funding for students with the most costly needs. Please distribute it to your SELPA member districts, stakeholders, including your Community Advisory Committee members, and ask them to join in a letter writing campaign in support of the legislation. Instructions for electronic letter submittal are also included.

A sample resolution is provided for use with your governing boards that reinforces the common message of asking for increased special education funding for all students and those areas in most need. The board-approved resolution should be sent to your local legislators and the Governor.

As a Coalition member, you are urged to send an invitation to your local legislators and staff as soon as possible to arrange for them to visit your programs and to share the important work you do on behalf of children with disabilities.

To locate the contact information for your local legislators, visit the California State Legislature website at: http://www.legislature.ca.gov/legislators_and_districts/legislators/your_legislator.html. This link allows you to search by zip code. The Governor’s address is noted in the Key Legislator roster included in this toolkit.

Good Luck! The future of special education funding depends on your efforts.
KEY BENCHMARKS DURING THE LEGISLATIVE SESSION

January 10—Governor’s proposed State Budget released

February—Legislative Analyst releases Analysis of the Governor’s Budget
Actions needed:
  o Send letters to policy committee supporting AB 2291 (Medina)

March—policy committee to hear public testimony on AB 2291 on March 18
Actions needed:
  o Send SELPA, district, and community member letters to policy committee supporting AB 2291 (Medina)
  o Adopt School Board Resolutions supporting funding for special education for all students—send to your legislators and the Governor
  o Attend and testify at March 18 Committee hearing (additional details to follow)

March and April—budget subcommittees to hear public testimony on special education funding proposals
Actions needed:
  o Letter writing campaign supporting the inclusion of AB 2291 language in the 2020–21 State Budget
  o Continue to communicate with local legislators, ask them to visit your programs
  o Attend and testify at State Budget hearings (you will receive alerts at key times)

May—Governor’s revised State Budget (May Revision) proposal released
Actions needed:
  o Continue to contact local legislators, budget committee members, and the Governor
  o Attend and testify at State Budget hearings

June—State Budget approved by Legislature on June 15, signed by Governor on June 30
Actions needed:
  o Continue to contact local legislators, budget committee members, and the Governor

Throughout—Outreach campaign
  o Invite your local legislators to visit your special education programs
  o Make appointments locally with legislators on a Friday in the district office—ask superintendents, business officers, school board members, teachers, parents, and students to do the same
  o Mobilize your member districts and Community Advisory Committees
  o Send letters to the Editor about the need to increase funding for special education for all students
  o Send letters to the Editor in response to local articles that discuss funding for special education for all students
Date

Via: Electronic Submittal: https://calegislation.lc.ca.gov/Advocates/

The Honorable Patrick O’Donnell, Chair
Assembly Education Committee
1020 N Street, Room 159
Sacramento, CA 95814

Re: AB 2291 (Medina, et al.) as Introduced Position: Support

Dear Assemblymember O’Donnell:

On behalf of ______________, we are writing to express support for Assembly Bill (AB) 2291, which would significantly address special education funding issues in the state for its most vulnerable student population—children with disabilities. This bill will be heard by the Assembly Education Committee on March 18, 2020.

We concur with several of the findings contained in the 2015 California Special Education Task Force report and recommendations from the Legislative Analyst’s Office, which acknowledge the significant special education program fiscal challenges faced by school agencies and provide recommendations and actions to improve the system and student outcomes. Both reports include these undisputable facts:

- Special education expenditures have increased faster than special education funding
- Special Education Local Plan Area (SELPA) base rates are not equitable throughout the state
- The state needs to better support local preschool special education programs

AB 2291 would address several of these key fiscal issues, including addressing special education funding equity by:

- Leveling up AB 602 base funding rates to the 95th percentile over a multi-year period
- Establishing a funding formula within AB 602 for programs serving preschoolers with disabilities
- Amending the current AB 602 formula to allow school districts the ability to calculate a declining enrollment adjustment based on individual school district average daily attendance (ADA) instead of aggregated SELPA ADA
Additionally, AB 2291 provides a mechanism within AB 602 that provides additional funding for students with significant high-cost disabilities.

All school agencies grapple with increasing mandated special education expenditures and decreasing state and federal funding. We believe the changes proposed in AB 2291 would assist every school agency to help them meet the educational needs of students with disabilities.

Therefore, we strongly support AB 2291, and ask for your support when it is heard by the Assembly Education Committee.

Sincerely,

Your Signature

Name and Title
Agency

cc: Members, Assembly Education Committee
   The Honorable Jose Medina
Instructions for Uploading a Position Letter to Website (Policy Committees, i.e. Assembly Ed.)

https://calegislation.lc.ca.gov/Advocates/

Constituent/Organization Account

Create an Account

1. Go to the Registration Page (https://calegislation.lc.ca.gov/Advocates/)
2. Click on Create an Account
3. Select the No bubble next to “Are you a registered lobbyist?”
4. Complete the required fields in the User Details box.
5. Select the box labeled “I am affiliated with an organization,” if applicable.
6. Begin typing the name of your Organization. Select your Organization from the dropdown menu that will appear as you type.
7. If your Organization does not return in the dropdown menu select “Create a new Organization” and enter your position in the Organization.
8. Complete the Account Detail fields.
9. Complete the Captcha and Click “Register.”

You will receive an email with your user name and a temporary password. Once you log in, you will be prompted to enter a new password. Your password must be between 8 and 20 characters, contain at least one digit, one uppercase character, and one lower case character.

Submitting Notes or Position Letter

1. Select measure type (i.e., AB), measure number (i.e., 2291) and Session Type (i.e., Regular).
2. Click on the Search button.
3. Select the appropriate Committee that the letter is addressed to.
4. Select Stance (i.e., Support).
5. Input note message in the note box or check the Submit a letter (below the note box) to upload a letter.
7. Check the “I’m not a robot” box.
8. Select Submit Letter to send the letter.

Edit Account

Select Edit Account from top-right navigation menu. Modify account information and select Submit.

Change Password

Click Change password link in top-right navigation menu. Input the Old password. Input the New Password twice and select Change Password.

Instructions for Submitting a Position Letter (Budget Committees)

1. Once the completed letter has been placed on letterhead, dated, and signed, Coalition members can send an email to KellyS@ssscal.com and ask for her to distribute to the chairs of the budget subcommittees and all cc’s.

Please note, this process may change in spring 2020—the budget committees are working towards electronic delivery.
SPECIAL EDUCATION FUNDING RESOLUTION

RESOLUTION NO. _____

BEFORE THE GOVERNING BOARD OF THE _________________ SCHOOL DISTRICT

FUNDING FOR CHILDREN WITH DISABILITIES

WHEREAS, special education is a federal and state mandated education program that entitles children with disabilities to receive a free appropriate public education; and

WHEREAS, California provides educational services to more than 700,000 children with identified disabilities; and

WHEREAS, California’s neutral funding formula (Assembly Bill [AB] 602) does not adequately or equitably provide the necessary funding to pay for the increasing costs of providing educational services to students with disabilities; and

WHEREAS, special education AB 602 funding rates among Special Education Local Plan Areas (SELPAs) vary considerably without justification; and

WHEREAS, the Legislative Analyst’s Office has consistently recommended that the Legislature equalize special education AB 602 funding rates; and

WHEREAS, there has been a significant increase in the population of preschool-age children with autism, many of whom require intensive services; and

WHEREAS, California does not fund average daily attendance (ADA) or special education services for preschool-aged children with disabilities; and

WHEREAS, preschool-age children with disabilities who receive high-quality care and education before kindergarten are 40% to 60% less likely to need special education interventions when they reach school age; and

WHEREAS, funding preschool programs for children with disabilities provides educational and social benefits that results in significant future cost savings to state and local educational agencies (LEAs); and

WHEREAS, in March 2015, the California Statewide Special Education Task Force issued a report recommending the state establish a new preschool funding mechanism and equalize AB 602 base funding rates; and

WHEREAS, the current amount of funding for students with significant disabilities, such as autism, blindness, deafness, or severe orthopedic impairments, is far below amounts necessary to support their education; and

WHEREAS, the cost of materials, equipment, technology, and/or specialized services necessary for these students far exceed the per-ADA amount provided, with the average costs estimated at $26,000 and can be as high as $100,000; and
WHEREAS, the Governor’s 2020-21 State Budget proposes to address the needs for students with disabilities for a small subset of LEAs, but does not propose any additional funding for these critical special education funding issues statewide; and

WHEREAS, AB 2291 (Medina, D-Riverside) would increase and equalize AB 602 base funding rates, establish a funding mechanism for preschool programs for children with disabilities, provide additional funding for students with the most intensive needs, and address declining enrollment SELPAs; and

WHEREAS, the _____________ School District supports increased funding for special education equalization, the creation of a preschool funding mechanism for children with disabilities, and additional resources for students with high-cost disabilities as proposed in AB 2291 (Medina); and

THEREFORE, be it Resolved that the Governing Board of the _____________ School District urges Governor Gavin Newsom and the California State Legislature to support and fund AB 2291 (Medina).

THE FOREGOING RESOLUTION was adopted at a regular meeting of the Governing Board of the _____________ School District held this _____ day of ________, 2020, by the following vote:

AYES:  _____
NOES:  _____
ABSENT:  _____
ABSTAIN:  _____

_______________, President, Governing Board
_______________ School District
_______________ County, California

I, _______________, Clerk of the Governing Board of the _____________ School District, County of _____________, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

_______________, Clerk, Governing Board
_______________ School District
_______________ County, California
Special Education Equity (Equalization):

• It had been well over a decade since California added any meaningful funding increases for special education programs before the 2019–20 State Budget leveled Special Education Local Plan Areas (SELPAs) up to the statewide target rate, even though our school district faces a growing funding need to provide students with exceptional needs his or her federally mandated guarantee to a free and appropriate public education to students from the age of 0 to 22.

• The current special education funding model, also called Assembly Bill (AB) 602, was enacted in the late nineties and was designed using a census-based average daily attendance (ADA) funding allocation method. The intent was that a census-based funding model removed financial incentives for school agencies to over-identify students with disabilities, which existed under the previous special education model. However, when AB 602 was implemented, the funding was based on previous special education expenditures by school agencies. Therefore, the funding amounts varied and have continued to vary widely throughout the state.

• We pride ourselves of offering quality services to our students, however, we are experiencing some alarming trends:
  o The inequity and inadequacy of the base special education funding rate. For example, in 2019–20, the base funding rates varied between $557 to $942 per ADA. There is no rationale for the disparate funding rates, and we believe all SELPA rates should be funded at the same rate.
  o This is exacerbated when the overall number of students (ADA) in our district is declining, while at the same time our special education population is increasing, and the cost to serve them is growing at an alarming rate.
  o The number of the students who need high-cost services is growing at a faster pace than the number of students who have milder disabilities, such as learning challenges and, therefore, the overall cost of the services being provided is growing.

• In 2015, the Special Education Task Force Report outlined distinct reforms necessary for a successful special education system, which included a call for additional funding earmarked for services required under the Individuals with Disabilities Education Act (IDEA).

• The Legislative Analyst’s Office (LAO) has consistently recommended that the Legislature provide additional state funding to level up each SELPA’s AB 602 base funding rates. This additional ADA funding would help offset the rising costs associated with providing services to students with exceptional needs without creating placement incentives. Last year, the 2019–20 State Budget provided some equity funding, which should serve as a model to achieve equity through the current funding formula.
Coalition for Adequate Funding for Special Education  
EDUCATION AND ADVOCACY TOOLKIT

- **In Your Own Words:** Why is equity and adequacy of special education funding important? What services would be enhanced in your local educational agency (LEA)/SELPA? How would this improve student achievement?

**Special Education Preschool Talking Points:**

- Under federal law (the IDEA), it is the responsibility of LEAs to provide services for preschoolers with disabilities beginning at age three. In California, the only funding designated specifically for preschool-age children with disabilities are two small federal preschool grants, which amounted to $34 million in 2018-19. In 2018–19, LEAs reported expenditures totaling in excess of $660 million to pay for services provided to preschool-age children with disabilities—a deficit of nearly $630 million.

- One of the continuing challenges we face locally in special education is access to state preschool programs because of inadequate federal and state funding.

- Research shows that intensive, early intervention services significantly increase a student with disabilities’ ultimate educational success. Statistics show early learning programs, such as preschool, result in significant educational and social gains and allow students with disabilities to be educated in the least restricted environment in classrooms with their peers when they enter primary grades.

- According to the California Resource and Referral Network and California Childcare Portfolio, Children Now Data book, only 8% to 10% of three- to four-year olds receive Head Start or State preschool services. Three out of every four children who are eligible for State Preschool or Head Start are not able to access these programs due to limited capacity issues.

- California can begin addressing this issue by providing funding through the AB 602 funding system for preschoolers with disabilities as proposed in AB 2291 and as recommended by the LAO.

**In Your Own Words:** Why is increased funding for preschool good for students in your school districts/SELPA? How has inadequate funding for preschoolers with disabilities limited available services to students with disabilities?

**Special Education Significant Disability Add On Talking Points:**

The current amount of funding for students with significant and high-cost disabilities, such as autism, blindness, deafness, or severe orthopedic impairments is far below amounts necessary to provide the materials, equipment, technology, or specialized services needed to support the education of these students. This population has grown significantly and that trend is expected to continue.

- These students often need significant support such as additional services and staff to meet their educational and related services needs while in school such as interpreters, specialized equipment (walkers, standers, lifts, changing tables), assistive technology, assistive communication devices, and real-time captioning services, etc.
• The current cost for providing services for students with significant disabilities can range up to $100,000 or more. The cost of materials, equipment, placement, and services necessary for these students far exceed that amount.

• Given the additional needs of students with significant disabilities, funding of approximately $140 million should be added and adjusted annually for growth. This would provide approximately $557 per student with a high-cost disability.

**In Your Own Words:** How would an increase in funding for significant high cost students help your school district/SELPA? How has inadequate funding for students with significant disabilities limited available services to students with disabilities?
Governor and Legislative Leadership

**Governor of California**
The Honorable Gavin Newsom
State Capitol
1303 10th Street, Suite 1173
Sacramento, CA 95814
(916) 445-2841
Fax: (916) 558-3160

**Speaker of the Assembly**
Anthony Rendon (D-Lakewood)
State Capitol, Room 219
Sacramento, CA 95814
(916) 319-2063
Fax: (916) 319-2163

**Senate President pro Tempore**
Toni G. Atkins (D-San Diego)
State Capitol, Room 205
Sacramento, CA 95814
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**Assembly Minority Floor Leader**
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**Senate Minority Floor Leader**
Patricia Bates (R-Laguna Hills)
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Assembly Education Committee

Patrick O’Donnell, Chair (D-Long Beach)
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Kevin McCarty (D-Sacramento), Member
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Kevin Kiley, Vice Chair (R-Granite Bay), Member
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Christy Smith (D-Santa Clarita), Member
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Fax: (916) 319-2138

Megan Dahle (R-Redding), Member
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Phone: (916) 319-2001
Fax: (916) 319-2101

Shirley Weber (D-San Diego), Member
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Phone: (916) 319-2079
Fax: (916) 319-2179

Ash Kalra (D-San Jose), Member
State Capitol, Room 2196
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Phone: (916) 319-2027
Fax: (916) 319-2127
Coalition for Adequate Funding for Special Education
EDUCATION AND ADVOCACY TOOLKIT

Senate Education

Connie Leyva (D-Chino), Chair
State Capitol, Room 2083
Sacramento, CA 95814
(916) 651-4020
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Steve Glazer (D-Antioch), Member
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Fax: (916) 651-4907

Scott Wilk (R-Lancaster), Vice Chair
State Capitol, Room 3063
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(916) 651-4021
Fax: (916) 651-4921

Mike McGuire (D-Santa Rosa), Member
State Capitol, Room 5061
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Fax: (916) 651-4902

Ling Ling Chang (R-Brea), Member
State Capitol, Room 4062
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(916) 651-4029
Fax: (916) 651-4929

Richard Pan (D-Sacramento), Member
State Capitol, Room 5114
Sacramento, CA 95814
(916) 651-4006
Fax: (916) 651-4906

Maria Elena Durazo (D-Los Angeles), Member
State Capitol, Room 5066
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(916) 651-4024
Fax: (916) 651-4924
Assembly Budget Subcommittee No. 2 on Education Finance

Kevin McCarty (D-Sacramento), Chair
State Capitol, Room 6026
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(916) 319-2007
Fax: (916) 319-2107

Jose Medina (D-Riverside), Member
State Capitol, Room 2141
Sacramento, CA 95814
(916) 319-2061
Fax: (916) 319-2161

William Brough (R-San Juan Capistrano)
State Capitol, Room 3141
Sacramento, CA 95814
(916) 319-2073
Fax: (916) 319-2173

Al Muratsuchi (D-Torrance), Member
State Capitol, Room 2179
Sacramento, CA 95814
(916) 319-2066
Fax: (916) 319-2166

James Gallagher (R-Chico), Member
State Capitol, Room 3147
Sacramento, CA 95814
(916) 319-2003
Fax: (916) 319-2103

Patrick O'Donnell (D-Long Beach), Member
State Capitol, Room 4001
Sacramento, CA 95814
(916) 319-2070
Fax: (916) 319-2170

Monique Limón (D-Santa Barbara), Member
State Capitol, Room 6031
Sacramento, CA 95814
(916) 319-2037
Fax: (916) 319-2137

Senate Budget and Fiscal Review Subcommittee No. 1 on Education

Richard Roth (D-Riverside), Chair
State Capitol, Room 2080
Sacramento, CA 95814
(916) 651-4031
Fax: (916) 651-4931

Brian Dahle (R-Bieber), Member
State Capitol, Room 2054
Sacramento, CA 95814
(916) 651-4001
Fax: (916) 651-4901

Connie Leyva (D-Chino), Member
State Capitol, Room 4061
Sacramento, CA 95814
(916) 651-4020
Fax: (916) 651-4920
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 12:01 p.m. at the Jonata School Library, Buellton, CA.

   B. Roll Call
      Lindsay MacDonald took membership roll call.

      Members Present: Debbie Blow
                       Antonio Garcia
                       Randy Haggard
                       Anne Hubbard, Vice Chairperson
                       Cary Matsuoka, Chairperson
                       Trevor McDonald
                       Susan Salcido

      Members Absent: Amy Alzina, Clerk

      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
                       Kim Hernandez, SBCSELPA Chief Business Official

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

   D. Welcome Guests
      Cary Matsuoka welcomed guests: Kirsten Escobedo, Assistant Superintendent, Special Education, Santa Barbara County Education Office; and Beverly Sherman, SYVSEC Coordinator of Special Education Programs.
E. **SBCSELPA Executive Director’s Report**

Ray Avila shared that when he prepared his report he only had the preliminary data on CDE Compliance (item #5), however on January 31, 2020 the Mega Letters were sent out. Ray shared that County wide we have nineteen (19) districts going through targeted review (PIR), one (1) district going through comprehensive review, and two (2) districts going through significant disproportionality (result of 3 years in a row in disproportionality). No districts are in review for preschool and many districts are in review for the same items as last year. Ray also reminded everyone of the upcoming SELPA-bration and shared that we received 55 nominations to honor staff. 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:** Debbie Blow  
**Second:** Susan Salcido

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

V. **CONSENT AGENDA**

The JPA Board took action on Items A - C:

A. **Minutes of January 13, 2020 Regular Meeting**

B. **Ratification of Payment of Claims:** 01-5991 79 – 01-599222.

C. **2019 – 2020 Nonpublic School (NPS) Master Contract Rates**

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

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

The Board was satisfied; there were no questions or comments.

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

VI. **PRESENTATION**

A. **Governor’s Budget, Presenter Kim Hernandez**

Kim Hernandez, CBO, MSSM, SBCSELPA Business Official presented on the Governors 20-21 Budget. Beginning with a brief overview, she explains that she is sharing the 20-21 budget with some discussion of the 19-20 budget. Our districts are currently working on Second Interim for 19-20, multi-year projection. There is a budget surplus this year but it is much smaller than last year. The Governor is doing several one (1) time funding disbursements to pay down some debts. 2.29% COLA, lower than last year but glad that it is still there, Special Education is seeing the same funding. Some groups are seeing if they can bump up COLA and contribute to CalSTRS.
VI. PRESENTATION (Continued)

Moving on to a pie chart that shows 20-21 General Fund Revenues, it shows that majority of funding comes from personal income tax. The overall economic outlook is on a National level we continue to grow, but at a slower rate of growth and the stock market slows down, it is risky. The State of California is mirroring the national economy. Kim then reviewed the education proposal overview highlighting that $74 billion for K-12, anytime you take surplus and use for one time funding you have to mitigate for future years; also more money coming to special education 3-5 years-olds. Next, was discussion of employer contribution rates to CalSTRS and CalPERS, the Governor paid down last year and if there is any more money in the budget they would like to push him to do the same this year.

For the 2020-21 fiscal year, the Budget proposes to use the $645 million from the 2019-20 State Budget to add to the existing AB 602 base funding for a new special education base formula that uses a three-year rolling average of the LEA ADA. With the information currently available we estimate an extra $5.4M to $7.9M for SBCSELPA. Approximately 100 LEAs with base rates higher than the proposed base rate will be held harmless. It is unknown whether these hold harmless LEAs will receive a COLA. The new proposal will repeal base formula and eliminate special education deficit. The Board was satisfied; there were no further questions or comments.

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. 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

Recommendation: 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 to Approve: Anne Hubbard Second: Randy Haggard

Ray Avila reviews the SBCSEO request to eliminate the DHH SDC Program housed at Orcutt Jr. High School for the 2020-21 school year due to a projection of low enrollment. Kirsten Escobedo further clarifies that this program elimination does result in a reduction to staff; however, currently it is NPA staff. Debbie Blow comments that is a common request; the issue comes and goes in cycles. Kirsten confirms that this will continue to be revisited annually to ensure students are being served. The Board was satisfied; there were no further questions or comments.

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

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

Recommendation: 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 to Approve: Debbie Blow Second: Anne Hubbard

Kirsten Escobedo reviews the SBCEO request to maintain staffing and itinerant support at the current 50% despite an increase in student enrollment that warrants full-time staffing. Cary Matsuoka asks a process question regarding if this item needs to be brought to the JPA Board. After discussion, it was clarified that it should be on record because the request is to go over the staffing ratio outlined in the Local Plan. Antonio Garcia inquires if this is at all grievable, Kirsten responds that the SBCEO contract with the staff does not specify a caseload number. Ray Avila commented that we should just remain mindful if the staff changes at all. The Board was satisfied; there were no further questions or comments.

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

VIII. ITEMS FOR INFORMATION AND DISCUSSION

A. SBCSELPA Office Lease Renewal

Ray Avila shared that we have been diligent in following up with the property management regarding providing the SBCSELPA with 1-3-5 year lease comparisons; however, ownership has not provided any proposed numbers. Ray is hopeful to have the information to provide to the JPA Board at the March meeting. Cary Matsuoka comments that it seems that Goleta is a hot area for new technology company’s and hopefully this stall doesn’t mean high numbers will be coming back to us. The Board was satisfied; there were no further questions or comments.

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

Ray Avila explains that the request to increase the grade spans for both Regional K-12+ Moderate/Severe programs in Lompoc at Manzanita and Cabrillo High Schools is a proposed solution to keeping students in their home city despite low middle school enrollment numbers. Cary Matsuoka inquired about the current growth in Lompoc and Trevor McDonald responded that there is slow growth. Cary further inquired about Santa Maria growth and Debbie Blow commented that both Santa Maria and Orcutt have been in decline. The Board was satisfied; there were no further questions or comments.

C. SB-PIC (SBCSELPA/UCSB) APPIC Doctoral School Psychologist Intern 20-21

Ray Avila reviews what the SB-PIC Program is and that this year a district pulled out of the process at the last minute, allowing SBCSELPA to have the opportunity to get an SB-PIC intern. There is a need for this level of support within our GROW Program. Currently the SBCSELPA spends about $30,000 a year contracting with UCSB for data collection related to TLP “GROW” classrooms and Pearson Review 360. By hiring an SB-PIC intern, we would eliminate the need for those two contracts, as the intern would be responsible for this process. Additionally, the intern can provide support to the GROW classrooms, which is exciting because they come with experience in this area. Cary Matsuoka comments that this
C. **SB-PIC (SBCSELPA/UCSB) APPIC Doctoral School Psychologist Intern 20-21 (Continued)**

   has been a great program for Santa Barbara Unified. Ray states that he is hopeful we will have matches in four (4) districts by February. The Board was satisfied; there were no further questions or comments.

D. **Resignation Notification from SBCSELPA Wraparound Services Facilitator, Natalie Thurmond**

   Ray Avila shares that change in these positions is common as the individuals often move on to other positions to further develop their skill set and broaden their scope of practice. With the departure of Natalie Thurmond, the SBCSELPA has promoted Natalie Facio-Leon to Bilingual Wraparound Services Facilitator; bilingual support was previously lacked in this area. The SBCSELPA looks forward to hiring a bilingual YSS to allow us to serve the need for that in our districts. The Board was satisfied; there were no questions or comments.

E. **SBCSELPA Professional Development**

   Ray Avila reviewed the upcoming professional development calendar, highlighting the DBT training scheduled for the first week in February, which is much needed in our districts. The Board was satisfied; there were no questions or comments.

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

   The Board was satisfied; there were no questions or comments.

G. **SBCSELPA Legal Fees Year-to-Date Reserve**

   The Board was satisfied; there were no questions or comments.

H. **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**
      
      There were no items proposed for future action or discussion.

   B. **Next Scheduled JPA Board Meeting:**
      
      March 2, 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 12:55 p.m.

   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:** Cary Matsuoka called the meeting back into Public Session at 1:06 p.m. The Board took action as appropriate.

A. **REF: XI-A, CONFERENCE WITH LABOR NEGOTIATOR**  
   *(Government Code § 54957.6)*  
   Agency Designated Representative: Ray Avila  
   SBCSELPA Unrepresented Employees: Classified and Certified Staff  
   The Board took no action; there were no questions or comments.

XIII. **ADJOURNMENT**  
Cary Matsuoka adjourned the meeting at 1:06 p.m.

____________________________________  
Cary Matsuoka, Chairperson  
Santa Barbara County SELPA  

____________________________________  
Ray Avila, Secretary  
Santa Barbara County SELPA  

Date  

Date
# Board Report

## Checks Dated 01/21/2020 through 02/04/2020

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<td>General Fund</td>
<td>39</td>
<td>166,746.57</td>
</tr>
</tbody>
</table>

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 01/21/2020 through 02/04/2020

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund-Object</th>
<th>Expensed Amount</th>
<th>Check Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39</td>
<td>166,746.57</td>
</tr>
</tbody>
</table>

### Calculations

- **Total Number of Checks**: 39
- **Less Unpaid Tax Liability**: .00
- **Net (Check Amount)**: 166,746.57

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: March 2, 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 2019-20-61</td>
<td>$63,870.90</td>
<td>1/22/2020 – 6/30/2020</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$63,870.90</strong></td>
<td></td>
</tr>
</tbody>
</table>

FISCAL IMPACT: The contracted cost for this 2019-20202 SBCSELPA NPS placement is $63,870.90.

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

RA: lm
INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56355 et seq.)

This agreement is effective on January 22, 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: Rev Avila Phone Number: 805-683-1424

Pupil Name: NPS 2019-20-61 Sex: □ M □ F Grade: □

DOB: (M.I.) City: Santa Barbara State/Zip: CA 93101

Residential Setting:  □ Home □ Foster □ LCI # □ Other

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

Address: (If different from student) City: 

PHONE: Projected Daily Rate: $65.45

AGREEMENT TERMS:

1. Nonpublic School: The average number of minutes in the instructional day will be: 330 during the regular school year 330 during the extended school year

2. Nonpublic School: The number of school days in the calendar of the school year are: 180 during the regular school year 40 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: $65.45

Estimated Number of Months: 5 & 10 days x Monthly Rate: $1,200 = PROJECTED DAY TREATMENT EDUCATION COSTS (A) $6,387.10

B. RELATED SERVICES:

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>Provider</th>
<th>LEA</th>
<th>NPS</th>
<th>OTHER Specify</th>
<th>% of Times per week/month, 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></td>
<td>5 months/10 days</td>
<td>$1,200/month</td>
<td>5 months/10 days</td>
<td>$6,387.10</td>
</tr>
<tr>
<td>Language/Speech Therapy (415)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted Physical Ed. (425)</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Health and Nursing Services: Other (435)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Assistive Technology Services (445)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Occupational Therapy (450)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Physical Therapy (460)</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling (510)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>5 months/10 days</td>
<td>$940</td>
<td>5 months/10 days</td>
<td>$5,003.20</td>
</tr>
<tr>
<td>Counseling and guidance (515)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>5 months/10 days</td>
<td>$2,420</td>
<td>5 months/10 days</td>
<td>$12,480.60</td>
</tr>
<tr>
<td>SERVICE</td>
<td>Provider</td>
<td>LEA</td>
<td>NPS</td>
<td>OTHER Specify</td>
<td>% of Times per Week/month/year, 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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<td>---------------------------------------------------------------------</td>
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<td>----------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Parent Counseling (520)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>5 months/10 days</td>
<td>$640</td>
<td>5 months/10 days</td>
<td>$5,003.20</td>
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<tr>
<td>Social Work Services (625)</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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</tr>
<tr>
<td>Other Transition Services (894)</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Residential Treatment Housing</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>5 months/10 days</td>
<td>$6,300</td>
<td>5 months/10 days</td>
<td>$33,532.30</td>
</tr>
<tr>
<td>Residential Treatment Therapy</td>
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<td></td>
</tr>
<tr>
<td>Management Fee</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>5 months/10 days</td>
<td>$200</td>
<td>5 months/10 days</td>
<td>$1,084.50</td>
</tr>
</tbody>
</table>

**ESTIMATED MAXIMUM RELATED SERVICES COSTS $63,870.90**

**TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $63,870.90**

4. Other Provisions/Attachments:

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

6. Progress Reporting Requirements: X 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: March 2, 2020
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: Certification of Second Period Interim Report for the Fiscal Year 2019-2020

BACKGROUND:
Fiscal information for revenues, expenses, and ending balance is included.

➢ Revenue Accounts
  • 8100-8299 – Federal Preschool Staff Development, Preschool Regionalized Services & Federal Mental Health Funding
  • 8300-8599 – AB 602 Funding, Regionalized Services Funding, and State Mental Health Funding
  • 8600-8799 – Interest Income and SELPA-Wide Staff Development Funding
  • COLA applied to AB602 revenue only based on the Governor’s Budget (3.46% in 19-20, 2.29% in 20-21, 2.71% in 21-22)

➢ Expenditure Accounts
  • Step and Column but no COLA on salaries in the multi-year projections.
  • COLA of 7% applied to benefits in 20-21, 5% in 21-22.
  • Books and Supplies (4000’s) and Services and Other Operating (5000’s) include carryovers from 18-19 ending fund balance that were approved at First Interim.
  • Reserve Accounts:
    5% Economic Uncertainties (excludes Mental Health): $152,765
    Deferred Maintenance for Regional Programs: $ 25,000
    MTU Site improvement: $250,000
    SELPA Legal Reserve: $325,000

➢ Criteria and Standards Review Summary for Items “Not Met”
  • Deficit Spending – Current year expenditures include carryovers from 18-19.
  Recognition of prior year carryover items in $746,814 Mental Health paid to districts early 19-20, $426,219 district legal allocation and carryover, $45,529 MAA carryover, $129,486 professional development held for districts, $99,031 balance paid to districts, and $46,499 SIRAs training causes the SELPA to appear to be deficit spending. These items were identified in the Unaudited Actuals report as ending fund balance to be budgeted at First Interim.
  • Reserves – The SELPA does meet its reserve requirement for the current and two subsequent years. The SACS software does not allow for use of funds in Resource 6500, Special Education, to be used to meet this requirement. SELPA’s AB602 funding is all accounted for in Reserve 6500 and is therefore used to meet reserve requirements.

FISCAL IMPACT: None

RECOMMENDATIONS: The JPA Board approve and certify the Second Period Interim Report for the Fiscal Year 2019-2020 as presented.
## Santa Barbara County SELPA
### FY19-20 Second Interim Compared to FY19-20 First Interim

<table>
<thead>
<tr>
<th></th>
<th>19-20 First Interim</th>
<th>19-20 Second Interim</th>
<th>Change from Prior</th>
<th>Explanations and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Balance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3,351,683</td>
<td>3,351,683</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Revenue:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>8100-8299</td>
<td>768,243</td>
<td>775,071</td>
<td>6,828</td>
</tr>
<tr>
<td></td>
<td>19-20 FED MH grant increase from estimate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Revenue</td>
<td>8300-8599</td>
<td>2,168,355</td>
<td>2,212,355</td>
<td>44,000</td>
</tr>
<tr>
<td></td>
<td>UCSB 3 yrd year interns Paid by Districts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Revenue</td>
<td>8600-8799</td>
<td>2,918,902</td>
<td>2,940,427</td>
<td>21,525</td>
</tr>
<tr>
<td></td>
<td>Housing funding increase paid by districts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s/total Revenue</td>
<td>5,855,500</td>
<td>5,927,853</td>
<td>72,353</td>
<td></td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated</td>
<td>1000-1999</td>
<td>333,525</td>
<td>333,525</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>COLA Increase not included</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>2000-2999</td>
<td>709,412</td>
<td>709,412</td>
<td>-</td>
</tr>
<tr>
<td>Benefits</td>
<td>3000-3999</td>
<td>305,671</td>
<td>322,670</td>
<td>26,999</td>
</tr>
<tr>
<td></td>
<td>Increase for retiree PERS, H&amp;W costs not previously in budget $26,999</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>4000-4999</td>
<td>594,659</td>
<td>583,059</td>
<td>(11,600)</td>
</tr>
<tr>
<td></td>
<td>Reduction in MH supplies and computer equipment based on actuals $11,600</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services &amp; Other Operating</td>
<td>5000-5999</td>
<td>4,188,780</td>
<td>4,218,742</td>
<td>29,962</td>
</tr>
<tr>
<td></td>
<td>* Fire Alarm installation required in Regional Portable on Hollister campus $9,100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Current estimates rent cost reduction $617</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Increased travel for WRAP team based on current expenses $11,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Increased phones/internet $984</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Cleaning costs not previously projected $3,005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* SB Pic Interns paid to UCSB $44,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* SB Pic late bill from FY 18-19 for Director of Clinical Training stipend $3,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Increase in 3327 funding and reduction of EFB reserves to cover all increased $40,510</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s/total Expenditures</td>
<td>7,808,946</td>
<td>7,881,299</td>
<td>72,353</td>
<td></td>
</tr>
<tr>
<td>Capital outlay</td>
<td>6000-6999</td>
<td>-</td>
<td>4,850</td>
<td>4,850</td>
</tr>
<tr>
<td></td>
<td>SM-Bonita MTU. Ramp for wheelchair access required removal/replacement of shed $4,850</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Outgo</td>
<td>7300-7399</td>
<td>1,676,899</td>
<td>1,699,041</td>
<td>22,142</td>
</tr>
<tr>
<td></td>
<td>Housing expense for Regional Housing, reduction in rent $22,142</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s/total Expenditures</td>
<td>7,808,946</td>
<td>7,881,299</td>
<td>72,353</td>
<td></td>
</tr>
<tr>
<td><strong>Ending Balance June 30</strong></td>
<td>1,398,237</td>
<td>1,398,237</td>
<td>-</td>
<td></td>
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<tr>
<td><strong>Reserves:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Regional Deferred Maintenance reserve</td>
<td>52,702</td>
<td>25,000</td>
<td>Regional Deferred Maintenance reserve</td>
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</tr>
<tr>
<td>MTU Site Improvement Fund</td>
<td>250,000</td>
<td>250,000</td>
<td>SELPA Designated Legal Reserve</td>
<td></td>
</tr>
<tr>
<td>SELPA Designated Legal Reserve</td>
<td>325,000</td>
<td>325,000</td>
<td>SELPA Designated Legal Reserve</td>
<td></td>
</tr>
<tr>
<td>5% Set aside for Economic Contingencies</td>
<td>134,605</td>
<td>152,765</td>
<td>5% Set aside for Economic Contingencies (5% of 6500 Resource only. MH not included)</td>
<td></td>
</tr>
<tr>
<td>Reserve office fees to be repaid if move in one year</td>
<td>15,821</td>
<td>15,821</td>
<td>SIPE Rebate set aside for office fees to be repaid if move in one year</td>
<td></td>
</tr>
<tr>
<td>s/total Reserves</td>
<td>778,128</td>
<td>768,586</td>
<td>-</td>
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<tr>
<td>Unassigned</td>
<td>620,109</td>
<td>629,651</td>
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</table>
# Santa Barbara County SELPA

## 2019-20 Second Interim With Multi-Year Projection

<table>
<thead>
<tr>
<th></th>
<th>FY 18-19</th>
<th>FY 19-20</th>
<th>FY 20-21</th>
<th>FY 21-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Balance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adopted Budget</td>
<td>3,892,527</td>
<td>3,324,968</td>
<td>1,398,237</td>
<td>1,400,447</td>
</tr>
<tr>
<td>First Interim</td>
<td>3,892,527</td>
<td>3,351,683</td>
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</tr>
<tr>
<td>Second Interim</td>
<td>3,187,883</td>
<td>3,351,683</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unaudited Actuals</td>
<td>3,187,883</td>
<td>3,351,683</td>
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</tr>
<tr>
<td><strong>Revenue:</strong></td>
<td></td>
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</tr>
<tr>
<td>Federal Revenue</td>
<td>8100-8299</td>
<td>772,424</td>
<td>764,731</td>
<td>775,071</td>
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<td></td>
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<td>787,364</td>
<td>768,243</td>
<td>775,071</td>
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<td></td>
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<td>804,459</td>
<td>775,071</td>
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<td>787,657</td>
<td>775,071</td>
<td>775,071</td>
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<tr>
<td>State Revenue</td>
<td>8300-8599</td>
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<td>2,236,214</td>
<td>2,212,355</td>
</tr>
<tr>
<td></td>
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<td>2,185,783</td>
<td>2,168,355</td>
<td>2,212,355</td>
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<tr>
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<td>2,185,783</td>
<td>2,168,355</td>
<td>2,212,355</td>
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<td></td>
<td>1,730,716</td>
<td>2,212,355</td>
<td>2,257,100</td>
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<tr>
<td>Local Revenue</td>
<td>8600-8799</td>
<td>2,659,991</td>
<td>2,942,307</td>
<td>2,940,427</td>
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<tr>
<td></td>
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<td>2,738,934</td>
<td>2,918,902</td>
<td>2,940,427</td>
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<tr>
<td></td>
<td></td>
<td>2,744,777</td>
<td>2,940,427</td>
<td>2,940,427</td>
</tr>
<tr>
<td>s/total Revenue</td>
<td>5,590,544</td>
<td>5,943,252</td>
<td>5,927,853</td>
<td>5,972,598</td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified</td>
<td>1000-1999</td>
<td>328,433</td>
<td>333,525</td>
<td>336,355</td>
</tr>
<tr>
<td></td>
<td></td>
<td>322,950</td>
<td>333,525</td>
<td>339,256</td>
</tr>
<tr>
<td></td>
<td></td>
<td>326,191</td>
<td>333,525</td>
<td>339,256</td>
</tr>
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<td></td>
<td></td>
<td>326,191</td>
<td>333,525</td>
<td>339,256</td>
</tr>
<tr>
<td>Classified</td>
<td>2000-2999</td>
<td>556,025</td>
<td>726,684</td>
<td>717,132</td>
</tr>
<tr>
<td></td>
<td></td>
<td>664,051</td>
<td>709,412</td>
<td>723,113</td>
</tr>
<tr>
<td></td>
<td></td>
<td>666,294</td>
<td>709,412</td>
<td>723,113</td>
</tr>
<tr>
<td></td>
<td></td>
<td>546,816</td>
<td>709,412</td>
<td>723,113</td>
</tr>
<tr>
<td>Benefits</td>
<td>3000-3999</td>
<td>307,525</td>
<td>315,093</td>
<td>355,957</td>
</tr>
<tr>
<td></td>
<td></td>
<td>294,139</td>
<td>305,671</td>
<td>380,408</td>
</tr>
<tr>
<td></td>
<td></td>
<td>290,563</td>
<td>327,662</td>
<td>380,408</td>
</tr>
<tr>
<td></td>
<td></td>
<td>290,563</td>
<td>327,662</td>
<td>380,408</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>4000-4999</td>
<td>290,051</td>
<td>273,570</td>
<td>279,041</td>
</tr>
<tr>
<td></td>
<td></td>
<td>335,447</td>
<td>594,659</td>
<td>284,622</td>
</tr>
<tr>
<td></td>
<td></td>
<td>306,657</td>
<td>594,659</td>
<td>284,622</td>
</tr>
<tr>
<td></td>
<td></td>
<td>225,804</td>
<td>583,059</td>
<td>284,622</td>
</tr>
<tr>
<td>Services &amp; Other Operating</td>
<td>5000-5999</td>
<td>3,185,832</td>
<td>3,270,780</td>
<td>3,245,174</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4,015,693</td>
<td>4,188,780</td>
<td>3,310,682</td>
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<tr>
<td></td>
<td></td>
<td>4,034,120</td>
<td>4,218,742</td>
<td>3,310,682</td>
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<tr>
<td>Capital outlay</td>
<td>6000-6999</td>
<td>1,207,741</td>
<td>1,699,041</td>
<td>952,227</td>
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<tr>
<td></td>
<td></td>
<td>930,085</td>
<td>1,676,899</td>
<td>952,227</td>
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<tr>
<td>Other Outgo</td>
<td>7000-7399</td>
<td>971,161</td>
<td>1,207,741</td>
<td>952,227</td>
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<tr>
<td></td>
<td></td>
<td>989,673</td>
<td>1,676,899</td>
<td>952,227</td>
</tr>
<tr>
<td>s/total Expenditures</td>
<td>5,633,495</td>
<td>5,849,737</td>
<td>7,881,299</td>
<td>5,990,308</td>
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<td><strong>Ending Balance June 30</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Adopted Budget</td>
<td>3,849,575</td>
<td>3,418,483</td>
<td>1,398,237</td>
<td>1,400,447</td>
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<tr>
<td>First Interim</td>
<td>3,001,167</td>
<td>3,351,683</td>
<td>1,398,237</td>
<td>1,400,447</td>
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<tr>
<td>Second Interim</td>
<td>2,309,404</td>
<td>1,398,237</td>
<td></td>
<td></td>
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<tr>
<td><strong>Reserves:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Regional Deferred Maintenance reserve</td>
<td>72,316</td>
<td>94,764</td>
<td>94,764</td>
<td>94,764</td>
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<tr>
<td>MTU Site Improvement Fund Reserve</td>
<td>800,000</td>
<td>800,000</td>
<td>800,000</td>
<td>800,000</td>
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<tr>
<td>SELPA Designated Legal Reserve</td>
<td>325,000</td>
<td>325,000</td>
<td>325,000</td>
<td>325,000</td>
</tr>
<tr>
<td>5% Set aside for Economic Contingencies</td>
<td>234,893</td>
<td>136,686</td>
<td>139,374</td>
<td>134,605</td>
</tr>
<tr>
<td>Additional SELPA WRAP</td>
<td>566,059</td>
<td>566,059</td>
<td>790,000</td>
<td>566,059</td>
</tr>
<tr>
<td>MH EFB carryover to districts</td>
<td>1,432,209</td>
<td>1,922,509</td>
<td>1,925,197</td>
<td>1,925,197</td>
</tr>
<tr>
<td>Reserve for office repair fees if move before 3 years</td>
<td>1,432,209</td>
<td>1,922,509</td>
<td>1,925,197</td>
<td>1,925,197</td>
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<tr>
<td>Unassigned</td>
<td>2,417,366</td>
<td>2,022,733</td>
<td>1,368,395</td>
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<tr>
<td></td>
<td>1,078,658</td>
<td>620,109</td>
<td>679,359</td>
<td>659,625</td>
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<tr>
<td></td>
<td>384,207</td>
<td>629,651</td>
<td>679,359</td>
<td>659,625</td>
</tr>
</tbody>
</table>
Multi-Year Projections Assumptions
2019-20 Second Interim

REVENUE
Kept Federal funding flat

Assume SPED COLA increases for AB602 to SELPA from SSC Dartboard 1-15-20

AB602 change every two years to pay for CPI with off the top AB602 funds

EXPENSES

1xxx's salary step-column increase and 0% COLA each year

2xxx's salary step-column increase and 0% COLA each year

3xxx's Benefits Added 5% increase for all benefits each year

<table>
<thead>
<tr>
<th>Rate</th>
<th>Rate</th>
<th>% change</th>
<th>% change</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-20</td>
<td>20-21</td>
<td>20-21</td>
<td>21-22</td>
<td>21-22</td>
</tr>
<tr>
<td>PERS % increase</td>
<td>17.1</td>
<td>18.4</td>
<td>1.30</td>
<td>18.10</td>
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<tr>
<td>STRS % increase</td>
<td>19.721</td>
<td>22.8</td>
<td>3.08</td>
<td>24.90</td>
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<tr>
<td>7% increase</td>
<td>23,287</td>
<td>24,451</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 3xxx's percentage increase 7.00 5.00

4xxx's Add 2% COLA for cost of supplies
Removal of Low Incidence Carryover from FY 18-19

5xxx's Removal of one-time ending Fund balance items allocated by JPA Board for 19-20
Wrap Estimated step in column and COLA increases for Wrap teams at 2%
Prof Dev CPI Expenses every two years

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>918,968</td>
<td>0</td>
<td>5,400</td>
<td>5,508</td>
<td></td>
</tr>
<tr>
<td>(60,000)</td>
<td>60,000</td>
<td>(973,568)</td>
<td>65,508</td>
<td></td>
</tr>
</tbody>
</table>

7xxx's MH Removal of one-time ending Fund balance items allocated by JPA Board for 19-20

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>746,814</td>
<td>0</td>
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</table>

REF: VII-A.3
NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129, 41023, and 42130)

Signed: ___________________________ Date: ___________________________

JPA Administrator or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:
This interim report and certification of financial condition are hereby filed by the governing board of the JPA. (Pursuant to EC sections 41023 and 42131)

Meeting Date: March 02, 2020
Signed: ___________________________

President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X  POSITIVE CERTIFICATION
As President of the Governing Board of this JPA, I certify that based upon current projections this JPA will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

— QUALIFIED CERTIFICATION
As President of the Governing Board of this JPA, I certify that based upon current projections this JPA may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

— NEGATIVE CERTIFICATION
As President of the Governing Board of this JPA, I certify that based upon current projections this JPA will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Kim Hernandez
Title: Accountant/Business Official
Telephone: 805-683-1424
E-mail: khernandez@sbcoe.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

<table>
<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Average Daily Attendance</td>
<td>This criterion is not checked for JPAs.</td>
<td>n/a</td>
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</table>
### CRITERIA AND STANDARDS (continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Enrollment</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>3</td>
<td>ADA to Enrollment</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>4</td>
<td>Local Control Funding Formula (LCFF) Revenue</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>5</td>
<td>Salaries and Benefits</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6a</td>
<td>Other Revenues</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6b</td>
<td>Other Expenditures</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Ongoing and Major Maintenance Account</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>8</td>
<td>Deficit Spending</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9a</td>
<td>Fund Balance</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9b</td>
<td>Cash Balance</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>Reserves</td>
<td></td>
<td>X</td>
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</table>

### SUPPLEMENTAL INFORMATION

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Contingent Liabilities</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S2</td>
<td>Using One-time Revenues to Fund Ongoing Expenditures</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S3</td>
<td>Temporary Interfund Borrowings</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S4</td>
<td>Contingent Revenues</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S5</td>
<td>Contributions</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

- **CRITERIA AND STANDARDS (continued)**
  - **Enrollment**: This criterion is not checked for JPAs.
  - **ADA to Enrollment**: This criterion is not checked for JPAs.
  - **Local Control Funding Formula (LCFF) Revenue**: This criterion is not checked for JPAs.
  - **Salaries and Benefits**: Projected ratio of total salaries and benefits to total general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.
  - **Other Revenues**: Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.
  - **Other Expenditures**: Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.
  - **Ongoing and Major Maintenance Account**: This criterion is not checked for JPAs.
  - **Deficit Spending**: Deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.
  - **Fund Balance**: Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.
  - **Cash Balance**: Projected general fund cash balance will be positive at the end of the current fiscal year.
  - **Reserves**: Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.

- **SUPPLEMENTAL INFORMATION**
  - **Contingent Liabilities**: Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?
  - **Using One-time Revenues to Fund Ongoing Expenditures**: Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?
  - **Temporary Interfund Borrowings**: Are there projected temporary borrowings between funds?
  - **Contingent Revenues**: Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?
  - **Contributions**: Have transfers to or from the general fund to cover operating deficits changed since first interim by more than $20,000 and more than 5% for any of the current or two subsequent fiscal years?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>
| S6 | Long-term Commitments | Does the JPA have long-term (multiyear) commitments or debt agreements?  
• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2016-19) annual payment?  
• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources? | X | n/a |
| S7a | Postemployment Benefits Other than Pensions | Does the JPA provide postemployment benefits other than pensions (OPEB)?  
• If yes, have there been changes since first interim in OPEB liabilities? | X | n/a |
| S7b | Other Self-insurance Benefits | Does the JPA operate any self-insurance programs (e.g., workers' compensation)?  
• If yes, have there been changes since first interim in self-insurance liabilities? | X | n/a |
| S8 | Status of Labor Agreements | As of second interim projections, are salary and benefit negotiations still unsettled for:  
• Certificated? (Section S8A, Line 1b)  
• Classified? (Section S8B, Line 1b)  
• Management/Supervisor/confidential? (Section S8C, Line 1b) | n/a | n/a |
| S9 | Status of Other Funds | Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year? | X |   |

### ADDITIONAL FISCAL INDICATORS

<table>
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<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Negative Cash Flow</td>
<td>Do cash flow projections show that the JPA will end the current fiscal year with a negative cash balance in the general fund?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Independent Position Control</td>
<td>Is personnel position control independent from the payroll system?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Declining Enrollment</td>
<td>Is enrollment decreasing in both the prior and current fiscal years?</td>
<td>n/a</td>
<td></td>
<td></td>
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<tr>
<td>A4</td>
<td>New Charter Schools Impacting JPA's Enrollment</td>
<td>Are any new charter schools operating in JPA boundaries that are impacting the JPA's enrollment, either in the prior or current fiscal years?</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>Salary Increases Exceed COLA</td>
<td>Has the JPA entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>Uncapped Health Benefits</td>
<td>Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>Independent Financial System</td>
<td>Is the JPA's financial system independent from the county office system?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>Fiscal Distress Reports</td>
<td>Does the JPA have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).</td>
<td>X</td>
<td></td>
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<tr>
<td>A9</td>
<td>Change of JPA Director or Financial Official</td>
<td>Have there been personnel changes in the JPA director or financial official positions within the last 12 months?</td>
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<td>Description</td>
<td>Resource Codes</td>
<td>Object Codes</td>
<td>Original Budget (A)</td>
<td>Board Approved Operating Budget (B)</td>
<td>Actuals To Date (C)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>---------------------</td>
<td>-------------------------------------</td>
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</tr>
<tr>
<td><strong>A. REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Local Sources</td>
<td>e910-8099</td>
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<td>0.00</td>
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<tr>
<td>2) Federal Revenue</td>
<td>8100-8299</td>
<td></td>
<td>764,731.00</td>
<td>764,731.00</td>
<td>1,638,911.00</td>
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<td>3) Other State Revenue</td>
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<td>2,236,214.00</td>
<td>2,236,214.00</td>
<td>1,861,759.76</td>
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<td>4) Other Local Revenue</td>
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<td>2,942,307.00</td>
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<td>1,370,215.77</td>
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<td>5) TOTAL REVENUES</td>
<td></td>
<td></td>
<td>5,943,252.00</td>
<td>5,943,252.00</td>
<td>4,511,666.53</td>
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<td><strong>B. EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Certificated Salaries</td>
<td>1000-1999</td>
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<td>333,525.00</td>
<td>333,525.00</td>
<td>194,555.83</td>
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<td>2) Classified Salaries</td>
<td>2000-2999</td>
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<td>728,664.00</td>
<td>728,664.00</td>
<td>413,358.76</td>
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<td>3) Employee Benefits</td>
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<td>315,092.99</td>
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<td>194,804.05</td>
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<tr>
<td>4) Supplies and Supplies</td>
<td>4000-4999</td>
<td></td>
<td>273,570.00</td>
<td>273,570.00</td>
<td>155,596.84</td>
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<tr>
<td>5) Services and Operating Expenses</td>
<td>5000-5999</td>
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<td>3,270,780.00</td>
<td>3,270,780.00</td>
<td>955,005.05</td>
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<tr>
<td>6) Capital Outlay</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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## 2019-20 Second Interim
### General Fund
#### Revenues, Expenditures, and Changes in Fund Balance

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<th>Projected Year Totals (D)</th>
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<td>Projected Year Totals (D)</td>
<td>Difference (E = D - B)</td>
<td>% Diff Column (F = E/B)</td>
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<td>930,085.00</td>
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<td>(799,566.00)</td>
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<td>Board Approved Operating Budget (B)</td>
<td>Actuals To Date (C)</td>
<td>Projected Year Totals (D)</td>
<td>Difference (Cop B &amp; D) (E)</td>
<td>% Diff Columns B &amp; D (F)</td>
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### INTERFUND TRANSFERS

#### INTERFUND TRANSFERS IN

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<th>Difference (Cols B &amp; D) (E)</th>
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### OTHER SOURCES/USES

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#### OTHER FINANCING SOURCES/USES

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### Description

(Enter projections for subsequent years 1 and 2 in Columns C and D; current year - Column A is extracted)

#### A. REVENUES AND OTHER FINANCING SOURCES

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<th>Object Codes</th>
<th>Projected Year Totals (Form 01)</th>
<th>% Change (Coln. C-A/A)</th>
<th>2020-21 Projection (C)</th>
<th>% Change (Coln. E-C/C)</th>
<th>2021-22 Projection (E)</th>
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<td>8100-8299</td>
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<td>775,071.00</td>
<td>0.06%</td>
<td>775,071.00</td>
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<tr>
<td>8300-8599</td>
<td>2,212,355.00</td>
<td>-3.79%</td>
<td>2,128,597.00</td>
<td>3.97%</td>
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<td>2,940,427.00</td>
<td>0.00%</td>
<td>2,940,427.00</td>
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</tbody>
</table>

#### B. OTHER FINANCING SOURCES

| a. Transfers In | 0.00 | 0.00% | 0.00 | 0.00 | 0.00 |
| b. Other Sources | 0.00 | 0.00% | 0.00 | 0.00 | 0.00 |
| c. Contributions | 0.00 | 0.00% | 0.00 | 0.00 | 0.00 |
| Total (Sum lines A1 thru A5c) | 5,927,853.00 | -1.41% | 5,844,095.00 | 1.45% | 5,928,598.00 |

#### B. EXPENDITURES AND OTHER FINANCING USES

| a. Base Salaries | 333,525.00 | 333,525.00 |
| b. Step & Column Adjustment | 2,830.00 | 2,830.00 |
| c. Cost-of-Living Adjustment | 0.00 | 0.00 |
| d. Other Adjustments | 0.00 | 0.00 |
| Total (Sum lines B1a thru B1d) | 336,355.00 | 0.86% | 336,355.00 |

#### C. NET INCREASE (DECREASE) IN FUND BALANCE

(Line A6 minus line B11) | 1,953,446.00 | (68,790.00) | (88,790.00) |

#### D. FUND BALANCE

| a. Net Beginning Fund Balance (Form 01, line F1e) | 3,351,682.84 | 1,398,236.84 | 1,329,446.84 |
| b. Ending Fund Balance (Sum lines C and D1) | 1,398,236.84 | 1,329,446.84 | 1,240,737.84 |

(Enter estimated projections for subsequent years 1 and 2 in Columns C and D; current year - Column A is extracted)

| a. Nonspendable | 9710-9719 | 0.00 | 0.00 | 0.00 |
| b. Restricted | 9740 | 1,194,684.70 | 1,194,684.70 |
| c. Committed | | | | |
| 1. Stabilization Arrangements | 9750 | 0.00 | 0.00 |
| 2. Other Commitments | 9760 | 0.00 | 0.00 |
| 3. Assigned | 9780 | 0.00 | 0.00 |
| d. Unassigned/Unappropriated | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 0.00 | 0.00 |
| 2. Unassigned/Unappropriated | 9790 | 203,552.14 | 1,329,446.84 | 1,240,737.84 |
| f. Total Components of Ending Fund Balance | 1,398,236.84 | 1,329,446.84 | 1,240,737.84 |
| (Line D3f must agree with line D2) | | | | |
### E. AVAILABLE RESERVES

**1. General Fund**
- a. Stabilization Arrangements: 9750
- b. Reserve for Economic Uncertainties: 9789
- c. Unassigned/Unappropriated: 9790
- d. Negative Restricted Ending Balances: 9792

(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted.)

**2. Special Reserve Fund - Noncapital Outlay (Fund 17)**
- a. Stabilization Arrangements: 9750
- b. Reserve for Economic Uncertainties: 9789
- c. Unassigned/Unappropriated: 9790

**3. Total Available Reserves - by Amount:**
- Sum lines E1a thru E2c: 203,552.14
- Column C: 1,329,446.84
- Column E: 1,240,737.84

**4. Total Available Reserves - by Percent:**
- (Line E3 divided by Line F2): 2.58%
- Column C: 22.48%
- Column E: 20.62%

### P. RECOMMENDED RESERVES

**1. JPA ADA**
- Used to determine the reserve standard percentage level on Line F3
- Column F: 0.00

**2. Total Expenditures and Other Financing Uses (Line B11)**
- Column F: 7,883,299.00
- Column C: 5,912,883.00
- Column A: 6,017,307.00

**3. Less: Special Education Pass-through (Not applicable for JPA's)**
- Column F: N/A
- Column C: N/A

**4. Sub-Total (Line F2 minus F3)**
- Column F: 7,883,299.00
- Column C: 5,912,883.00
- Column A: 6,017,307.00

**5. Reserve Standard Percentage Level**
- (Refer to Form 01CSC, Criterion 10 for calculation details)
- Column F: 5%

**6. Reserve Standard - By Percent (Line F4 times F5)**
- Column F: 394,064.95
- Column C: 295,644.25
- Column A: 300,865.33

**7. Reserve Standard - By Amount**
- (Refer to Form 01CSC, Criterion 10 for calculation details)
- Column F: 69,000.00
- Column C: 69,000.00

**8. Reserve Standard (Greater of Line F6 or F7)**
- Column F: 394,064.95
- Column C: 295,644.25
- Column A: 300,865.33

**9. Available Reserves (Line E3) Meet the Reserve Standard (Line F8)**
- Column F: Yes
- Column C: Yes

### G. ASSUMPTIONS
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.
### ACTUALS THROUGH THE MONTH OF (Enter Month Name)

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<td>Principal Apportionment</td>
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<td>Property Taxes</td>
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<td>Federal Revenue</td>
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<td>Interfund Transfers In</td>
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California Dept of Education  
SACS Financial Reporting Software - 2019.2.0  
File: cashi (Rev 08/17/2014)
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## Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. **Salaries and Benefits - Other General Administration and Centralized Data Processing**
   1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000)
   2. Contracted general administrative positions not paid through payroll
      a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5600.
      b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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B. **Salaries and Benefits - All Other Activities**
   1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000)

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<td>1,375,607.44</td>
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</tbody>
</table>

C. **Percentage of Plant Services Costs Attributable to General Administration**
   (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00%</td>
</tr>
</tbody>
</table>

## Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines require that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. **Normal Separation Costs (optional)**
   Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

Retain supporting documentation.

B. **Abnormal or Mass Separation Costs (required)**
   Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>
**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

### A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)  
   0.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)  
   0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)  
   0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)  
   0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)  
   0.00
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)  
   0.00
7. Adjustment for Employment Separation Costs  
   a. Plus: Normal Separation Costs (Part II, Line A)  
      0.00
   b. Less: Abnormal or Mass Separation Costs (Part II, Line B)  
      0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)  
   0.00
9. Carry-Forward Adjustment (Part IV, Line F)  
   0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)  
    0.00

### B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)  
   0.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)  
   6,137,091.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)  
   0.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)  
   0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)  
   0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)  
   0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)  
   7,065.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)  
   0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)  
   0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-5999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)  
    0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)  
    33,252.00
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)  
    0.00
13. Adjustment for Employment Separation Costs  
    a. Less: Normal Separation Costs (Part II, Line A)  
       0.00
    b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)  
       0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)  
    0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)  
    0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)  
    0.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)  
    0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)  
    6,177,408.00

### C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment  
(For information only - not for use when claiming/recovering indirect costs)  
(Line A8 divided by Line B18)  
0.00%

### D. Preliminary Proposed Indirect Cost Rate  
(For final approved fixed-with-carry-forward rate for use in 2021-22 see www.cde.ca.gov/ffg/aclic)  
(Line A10 divided by Line B18)  
0.00%
### Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<table>
<thead>
<tr>
<th>A. Indirect costs incurred in the current year (Part III, Line A8)</th>
<th>0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Carry-forward adjustment from prior year(s)</td>
<td></td>
</tr>
<tr>
<td>1. Carry-forward adjustment from the second prior year</td>
<td>0.00</td>
</tr>
<tr>
<td>2. Carry-forward adjustment amount deferred from prior year(s), if any</td>
<td>0.00</td>
</tr>
<tr>
<td>C. Carry-forward adjustment for under- or over-recovery in the current year</td>
<td></td>
</tr>
<tr>
<td>1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (0%) times Part III, Line B18); zero if negative</td>
<td>0.00</td>
</tr>
<tr>
<td>2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (0%) times Part III, Line B18) or (the highest rate used to recover costs from any program (0%) times Part III, Line B18); zero if positive</td>
<td>0.00</td>
</tr>
<tr>
<td>D. Preliminary carry-forward adjustment (Line C1 or C2)</td>
<td>0.00</td>
</tr>
<tr>
<td>E. Optional allocation of negative carry-forward adjustment over more than one year</td>
<td></td>
</tr>
</tbody>
</table>

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

- **Option 1.** Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation: not applicable
- **Option 2.** Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years: not applicable
- **Option 3.** Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years: not applicable

LEA request for Option 1, Option 2, or Option 3

| 1 |

| F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected) | 0.00 |
Second Interim  
Santa Barbara County SELPA JPA  
Santa Barbara County  
2019-20 Projected Year Totals  
Exhibit A: Indirect Cost Rates Charged to Programs  
42 40378 0000000  
Form ICR  

Approved indirect cost rate: 0.00%  
Highest rate used in any program: 0.00%  

<table>
<thead>
<tr>
<th>Fund</th>
<th>Resource</th>
<th>Eligible Expenditures (Objects 1000-5999 except Object 5100)</th>
<th>Indirect Costs Charged (Objects 7310 and 7350)</th>
<th>Rate Used</th>
</tr>
</thead>
</table>

California Dept of Education  
SACS Financial Reporting Software - 2019.2.0  
File: icr (Rev 03/16/2012)  
Page 1 of 1  
Printed: 2/13/2020 2:16 PM
Provide methodology and assumptions used to estimate revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments). Deviations from the standards must be explained and may affect the interim certification.

Note: This form is the same as the school district criteria and standards review except for the average daily attendance, enrollment, ADA to enrollment, LCFF revenue, and ongoing and major maintenance account criteria, which are not applicable to JPAs, and the salaries and benefits and deficit spending criteria which measure unrestricted expenditures for districts but total expenditures for JPAs. The criteria and standards review should be completed only to the extent that individual components apply to each JPA, and with concurrence from the reviewing agency.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance
   This criterion is not checked for JPAs.

2. CRITERION: Enrollment
   This criterion is not checked for JPAs.

3. CRITERION: ADA to Enrollment
   This criterion is not checked for JPAs.

4. CRITERION: Local Control Funding Formula (LCFF) Revenue
   This criterion is not checked for JPAs.
5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total salaries and benefits to total general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the JPA's required reserve percentage.

5A. Calculating the JPA's Historical Average Ratio of Salaries and Benefits to Total General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Salaries and Benefits (Form 01, Objects 1000-3999)</th>
<th>Total Expenditures (Form 01, Objects 1000-7499)</th>
<th>Ratio of Salaries and Benefits to Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Prior Year (2016-17)</td>
<td>1,008,456.01</td>
<td>5,671,165.82</td>
<td>17.2%</td>
</tr>
<tr>
<td>Second Prior Year (2017-18)</td>
<td>1,219,149.47</td>
<td>5,969,504.08</td>
<td>20.5%</td>
</tr>
<tr>
<td>First Prior Year (2018-19)</td>
<td>1,236,197.65</td>
<td>5,136,812.16</td>
<td>24.1%</td>
</tr>
<tr>
<td>Historical Average Ratio:</td>
<td></td>
<td></td>
<td>20.6%</td>
</tr>
</tbody>
</table>

JPA's Reserve Standard Percentage (Criterion 10B, Line 4):

Current Year (2019-20) 15.6% 1st Subsequent Year (2020-21) 15.6% 2nd Subsequent Year (2021-22) 15.6%

5B. Calculating the JPA's Projected Ratio of Salaries and Benefits to Total General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Salaries and Benefits (Form 01, Objects 1000-3999)</th>
<th>Total Expenditures (Form 01, Objects 1000-7499)</th>
<th>Ratio of Salaries and Benefits to Total Expenditures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year (2019-20)</td>
<td>1,375,607.44</td>
<td>7,881,299.00</td>
<td>17.5%</td>
<td>Met</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>1,409,444.00</td>
<td>5,912,885.00</td>
<td>23.8%</td>
<td>Met</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>1,442,777.00</td>
<td>6,017,307.00</td>
<td>24.0%</td>
<td>Met</td>
</tr>
</tbody>
</table>

5C. Comparison of JPA Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total salaries and benefits to total expenditures has met the standard for the current year and two subsequent fiscal years.

Explaination:
(required if NOT met)
6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating) for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

<table>
<thead>
<tr>
<th>JPA’s Other Revenues and Expenditures Standard Percentage Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5.0% to +5.0%,</td>
</tr>
</tbody>
</table>

**JPA’s Other Revenues and Expenditures Explanation Percentage Range:**

-5.0% to +5.0%

6A. Calculating the JPA’s Change by Major Object Category and Comparison to the Explanation Percentage Range

**DATA ENTRY:** First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for Current Year are extracted. If Second Interim Form MYPi exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the JPA’s explanation percentage range.

<table>
<thead>
<tr>
<th>Object Range / Fiscal Year</th>
<th>First Interim Projected Year Totals (Form 01CIS, Item 6A)</th>
<th>Second Interim Projected Year Totals (Fund 01) (Form MYPi)</th>
<th>Percent Change</th>
<th>Change is Outside Explanation Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPi, Line A2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year (2019-20)</td>
<td>768,243.00</td>
<td>775,071.00</td>
<td>0.9%</td>
<td>No</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>768,243.00</td>
<td>775,071.00</td>
<td>0.9%</td>
<td>No</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>768,243.00</td>
<td>775,071.00</td>
<td>0.9%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Explanation</strong> (required if Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPi, Line A3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year (2019-20)</td>
<td>2,168,355.00</td>
<td>2,123,355.00</td>
<td>2.0%</td>
<td>No</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>2,126,033.00</td>
<td>2,126,597.00</td>
<td>0.1%</td>
<td>No</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>2,195,049.00</td>
<td>2,213,160.00</td>
<td>0.8%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Explanation</strong> (required if Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Local Revenue (Fund 01, Objects 8600-8759) (Form MYPi, Line A4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year (2019-20)</td>
<td>2,918,902.00</td>
<td>2,940,427.00</td>
<td>0.7%</td>
<td>No</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>2,918,902.00</td>
<td>2,940,427.00</td>
<td>0.7%</td>
<td>No</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>2,918,902.00</td>
<td>2,940,427.00</td>
<td>0.7%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Explanation</strong> (required if Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPi, Line B4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year (2019-20)</td>
<td>594,659.00</td>
<td>583,059.00</td>
<td>-2.0%</td>
<td>No</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>279,041.00</td>
<td>279,041.00</td>
<td>0.0%</td>
<td>No</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>284,822.00</td>
<td>284,822.00</td>
<td>0.0%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Explanation</strong> (required if Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services and Other Operating Expenditures (Fund 01, Objects 6000-8999) (Form MYPi, Line B5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year (2019-20)</td>
<td>4,186,786.30</td>
<td>4,218,741.56</td>
<td>0.7%</td>
<td>No</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>3,219,763.00</td>
<td>3,272,173.00</td>
<td>1.8%</td>
<td>No</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>3,285,344.00</td>
<td>3,337,681.00</td>
<td>1.6%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Explanation</strong> (required if Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6B. Calculating the JPA’s Change in Total Operating Revenues and Expenditures

**DATA ENTRY:** All data are extracted or calculated.
### Object Range / Fiscal Year

<table>
<thead>
<tr>
<th>Total Federal, Other State, and Other Local Revenues (Section 6A)</th>
<th>First Interim Projected Year Totals</th>
<th>Second Interim Projected Year Totals</th>
<th>Percent Change</th>
<th>Explanation Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year (2019-20)</td>
<td>5,855,500.00</td>
<td>5,927,853.00</td>
<td>1.2%</td>
<td>Met</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>5,813,178.00</td>
<td>5,844,095.00</td>
<td>0.5%</td>
<td>Met</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>5,862,194.00</td>
<td>5,928,598.00</td>
<td>0.8%</td>
<td>Met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</th>
<th>First Interim Projected Year Totals</th>
<th>Second Interim Projected Year Totals</th>
<th>Percent Change</th>
<th>Explanation Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year (2019-20)</td>
<td>4,783,439.30</td>
<td>4,801,890.56</td>
<td>0.4%</td>
<td>Met</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>3,498,804.00</td>
<td>3,551,214.00</td>
<td>1.5%</td>
<td>Met</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>3,569,966.00</td>
<td>3,622,303.00</td>
<td>1.5%</td>
<td>Met</td>
</tr>
</tbody>
</table>

### 6C. Comparison of JPA Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is not met; no entry is allowed below.

1a. STANDARD MET - Projected total operating revenues have not changed since first interim projections by more than the standard for the current and two subsequent fiscal years.

**Explanation:**

- Federal Revenue
  - (Linked from 6A if NOT met)

- Other State Revenue
  - (Linked from 6A if NOT met)

- Other Local Revenue
  - (Linked from 6A if NOT met)

1b. STANDARD MET - Projected total operating expenditures have not changed since first interim projections by more than the standard for the current and two subsequent fiscal years.

**Explanation:**

- Books and Supplies
  - (Linked from 6A if NOT met)

- Services and Other Exps
  - (Linked from 6A if NOT met)
7. **CRITERION: Facilities Maintenance**

**STANDARD:** Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the JPA is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

---

**Determining the JPA’s Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

This criterion is not checked for JPAs.
6. CRITERION: Deficit Spending

STANDARD: Deficit spending (total expenditures and other financing uses is greater than total revenues and other financing sources) as a percentage of total expenditures and other financing uses, has not exceeded one-third of the JPA’s available reserves\(^a\) as a percentage of total expenditures and other financing uses\(^b\) in any of the current fiscal year or two subsequent fiscal years.

\(^a\)Available reserves are the amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

\(^b\)A JPA that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the JPA’s Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

<table>
<thead>
<tr>
<th></th>
<th>Current Year (2019-20)</th>
<th>1st Subsequent Year (2020-21)</th>
<th>2nd Subsequent Year (2021-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPA’s Available Reserve Percentage (Criterion 10C, Line 9)</td>
<td>2.6%</td>
<td>22.5%</td>
<td>20.6%</td>
</tr>
<tr>
<td>JPA's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage)(^c)</td>
<td>0.9%</td>
<td>7.5%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

8B. Calculating the JPA’s Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second column.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Net Change in Fund Balance (Form 011, Section E) (Form MYPI, Line C)</th>
<th>Total Expenditures and Other Financing Use (Form 011, Objects 1000-999) (Form MYPI, Line B11)</th>
<th>Deficit Spending Level (If Net Change in Fund Balance is negative, enter N/A)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year (2019-20)</td>
<td>(1,953,446.00)</td>
<td>7,081,299.00</td>
<td>24.8%</td>
<td>Not Met</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>(68,790.00)</td>
<td>5,912,885.00</td>
<td>1.2%</td>
<td>Met</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>(68,709.00)</td>
<td>6,017,307.00</td>
<td>1.5%</td>
<td>Met</td>
</tr>
</tbody>
</table>

8C. Comparison of JPA Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing both the unrestricted and restricted budgets, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

**Explanation:** (required if NOT met)
As was reported in First Interim, the Current Year includes carryover funds from FY16-19 that the JPA Board has approved to be spent in FY19-20. Some of these expenditures are: $746,814 for allocation of Mental Health Funding Balance to districts, $425,219 held in an account for legal fees, $45,529 MAA carryover, $46,499 SRAAs carryover, Professional Development $129,486, $200,000 reserves for non-public school placement, WRAP, and special education, $99,031 payment to districts, one-time $2500 FIT software. CPI training is a cost that occurs every two years. Expenses are included in 19-20 and again in 21-22.
9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A.1. Determining if the JPA's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>General Fund Ending Balance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year (2019-20)</td>
<td>1,398,236.84</td>
<td>Met</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>1,329,446.84</td>
<td>Met</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>1,240,737.84</td>
<td>Met</td>
</tr>
</tbody>
</table>

9A.2. Comparison of the JPA's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B.1. Determining if the JPA's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>General Fund Ending Cash Balance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year (2019-20)</td>
<td>1,398,236.84</td>
<td>Met</td>
</tr>
</tbody>
</table>

9B.2. Comparison of the JPA's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)
### 10. CRITERION: Reserves

**STANDARD:** Available reserves for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses:

<table>
<thead>
<tr>
<th>Percentage Level</th>
<th>JPA ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% or $69,000 (greater of)</td>
<td>0 to 300</td>
</tr>
<tr>
<td>4% or $69,000 (greater of)</td>
<td>301 to 1,000</td>
</tr>
<tr>
<td>3%</td>
<td>1,001 to 30,000</td>
</tr>
<tr>
<td>2%</td>
<td>30,001 to 400,000</td>
</tr>
<tr>
<td>1%</td>
<td>400,001 and over</td>
</tr>
</tbody>
</table>

* Available reserves are the amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

* Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42236) and then rounded to the nearest thousand.

* A JPA that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

#### 10A. Calculating the JPA’s Special Education Pass-through Exclusions (only for JPAs that serve as the AU of a SELPA)

Special education pass-through exclusions are not applicable for JPAs.

#### 10B. Calculating the JPA’s Reserve Standard

**DATA ENTRY:** All data are extracted or calculated.

<table>
<thead>
<tr>
<th>Current Year Projected Year Totals</th>
<th>1st Subsequent Year</th>
<th>2nd Subsequent Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2019-20)</td>
<td>(2020-21)</td>
<td>(2021-22)</td>
</tr>
<tr>
<td>7,881,299.00</td>
<td>5,912,885.00</td>
<td>6,017,307.00</td>
</tr>
<tr>
<td>Net Expenditures and Other Financing Uses (Line B1 plus Line B2)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Reserve Standard - by Percent (B3 times Line B4)</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Reserve Standard - by Amount ($69,000 for JPAs with less than 1,001 ADA, else 0)</td>
<td>394,064.95</td>
<td>295,644.25</td>
</tr>
<tr>
<td>JPA’s Reserve Standard (Greater of Line B5 or Line B6)</td>
<td>69,000.00</td>
<td>69,000.00</td>
</tr>
<tr>
<td>394,064.95</td>
<td>295,644.25</td>
<td>300,865.35</td>
</tr>
</tbody>
</table>
### 10C. Calculating the JPA’s Available Reserve Amount

**DATA ENTRY:** All data are extracted from fund data and Form MYPi. If Form MYPi does not exist, enter data for the two subsequent years.

<table>
<thead>
<tr>
<th>Reserve Amounts</th>
<th>Current Year Projected Year Totals (2019-20)</th>
<th>1st Subsequent Year (2020-21)</th>
<th>2nd Subsequent Year (2021-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPi, Line E1a)</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPi, Line E1b)</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPi, Line E1c)</td>
<td>203,552.14</td>
<td>1,329,446.84</td>
<td>1,240,737.84</td>
</tr>
<tr>
<td>4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 978Z, if negative, for each of resources 2000-9999) (Form MYPi, Line E1d)</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPi, Line E2a)</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPi, Line E2b)</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPi, Line E2c)</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. JPA’s Available Reserve Amount (Lines C1 thru C7)</td>
<td>203,552.14</td>
<td>1,329,446.84</td>
<td>1,240,737.84</td>
</tr>
<tr>
<td>9. JPA’s Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)</td>
<td>2.68%</td>
<td>22.48%</td>
<td>20.62%</td>
</tr>
</tbody>
</table>

**JPA’s Reserve Standard (Section 10B, Line 7):**

| Status: | Not Met | Met | Met |

### 10D. Comparison of JPA Reserve Amount to the Standard

**DATA ENTRY:** Enter an explanation if the standard is not met.

1a. **STANDARD NOT MET** - Available reserves are below the standard in one or more of the current year or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to increase reserves to, or above, the standard.

**Explanation:**

The SACS software does not recognize Resource 6500 or 6512 funds as being available to meet reserve requirements. Much of the SELPA funding is classified in these two resources. Further, the SACS software calculates 5% reserve based on the total expenses. Mental Health expenditures are not required to carry a reserve. The total 5% reserve should be calculated on the non-mental health expenses. SELPA does meet the standard for the current and subsequent years.
SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities
1a. Does your JPA have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget? No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures
1a. Does your JPA have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent? No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings
1a. Does your JPA have projected temporary borrowings between funds? (Refer to Education Code Section 42903) No

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues
1a. Does your JPA have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel tax, forest reserves)? No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than $20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than $20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

JPA's Contributions and Transfers Standard: -6.0% to +6.0% or -$20,000 to +$20,000

SSA. Identification of the JPA's Projected Contributions, Transfers, and Capital Projects that may impact the General Fund

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the Second Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

<table>
<thead>
<tr>
<th>Description / Fiscal Year</th>
<th>First Interim (Form 91CSI, Item SSA)</th>
<th>Second Interim (Form 91CSI, Item SSA)</th>
<th>Percent Change</th>
<th>Amount of Change</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Contributions, Unrestricted General Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This item is not applicable for JPA's.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Transfers In, General Fund *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year (2019-20)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>1c. Transfers Out, General Fund *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year (2019-20)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>1st Subsequent Year (2020-21)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>2nd Subsequent Year (2021-22)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0%</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>1d. Capital Project Cost Overruns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Include transfers used to cover operating deficits in either the general fund or any other fund.

SSB. Status of the JPA's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for Items 1b-1c or if Yes for Item 1d.

1a. This item is not applicable for JPA's.

1b. MET - Projected transfers in and not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)
1c. MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**
(required if NOT met)

1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

**Project Information:**
(required if YES)

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### S6. Long-term Commitments

Identify all existing and new multiyear commitments\(^*\) and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease in funding sources used to pay long-term commitments will be replaced.

\(^*\) Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

#### S6A. Identification of the JPA's Long-term Commitments

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your JPA have long-term (multiyear) commitments?
   
   (If No, skip Items 1a and 2 and sections S6B and S6C)

   - [ ] No

2. b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections?

   - [ ] n/a

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

<table>
<thead>
<tr>
<th>Type of Commitment</th>
<th># of Years Remaining</th>
<th>SACS Fund and Object Codes Used For: Funding Sources (Revenues)</th>
<th>Debt Service (Expenditures)</th>
<th>Principal Balance as of July 1, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Leases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Obligation Bonds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supp Early Retirement Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State School Building Loans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compensated Absences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Long-term Commitments (do not include OPEB):

<table>
<thead>
<tr>
<th>Type of Commitment</th>
<th>Prior Year (2018-19) Annual Payment</th>
<th>Current Year (2019-20) Annual Payment</th>
<th>1st Subsequent Year (2020-21) Annual Payment</th>
<th>2nd Subsequent Year (2021-22) Annual Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Leases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Obligation Bonds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supp Early Retirement Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State School Building Loans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compensated Absences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Long-term Commitments (continued):

<table>
<thead>
<tr>
<th>Type of Commitment</th>
<th>Prior Year (2018-19) Annual Payment</th>
<th>Current Year (2019-20) Annual Payment</th>
<th>1st Subsequent Year (2020-21) Annual Payment</th>
<th>2nd Subsequent Year (2021-22) Annual Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has total annual payment increased over prior year (2018-19)?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
S6B. Comparison of the JPA's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent years.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1, if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

   n/a

2. Yes - Funding sources will decrease or expire prior to the end of the commitment period, or one-time funding sources are being used for long-term commitment annual payments. Provide an explanation for how those funds will be replaced to continue annual debt service commitments.
S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the JPA's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your JPA provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)
   - Yes [ ]
   - No [ ]

   b. If Yes to item 1a, have there been changes since first interim in OPEB liabilities?
   - Yes [ ]
   - No [ ]
   - n/a [ ]

   c. If Yes to item 1a, have there been changes since first interim in OPEB contributions?
   - Yes [ ]
   - No [ ]
   - n/a [ ]

2. OPEB Liabilities
   a. Total OPEB liability
   b. OPEB plan(s) fiduciary net position (if applicable)
   c. Total/Net OPEB liability (Line 2a minus Line 2b)

   First Interim
   Second Interim
   - 0.00
   - 0.00

   d. Is total OPEB liability based on the JPA's estimate or an actuarial valuation?
   - Yes [ ]
   - No [ ]

   e. If based on an actuarial valuation, indicate the date of the OPEB valuation

3. OPEB Contributions
   a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method
      Current Year (2019-20)
      1st Subsequent Year (2020-21)
      2nd Subsequent Year (2021-22)

   b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)
      (Funds 01-70, objects 3701-3752)
      Current Year (2019-20)
      1st Subsequent Year (2020-21)
      2nd Subsequent Year (2021-22)

   c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
      Current Year (2019-20)
      1st Subsequent Year (2020-21)
      2nd Subsequent Year (2021-22)

   d. Number of retirees receiving OPEB benefits
      Current Year (2019-20)
      1st Subsequent Year (2020-21)
      2nd Subsequent Year (2021-22)

4. Comments:

   [Blank space for comments]

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California Dept of Education  
SACS Financial Reporting Software - 2019.2.0  
File: ca-aj (Rev 02/25/2019)  
Page 15 of 23   
Printed: 2/13/2020 2:11 PM
S7B. Identification of the JPA's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for Items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in Items 2-4.

1. a. Does your JPA operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which will be covered in Section S7A) (If No, skip Items 1b-4)
   - No

   b. If Yes to Item 1a, have there been changes since first interim in self-insurance liabilities?
   - n/a

   c. If Yes to Item 1a, have there been changes since first interim in self-insurance contributions?
   - n/a

2. Self-insurance Liabilities
   a. Accrued liability for self-insurance programs
   b. Unfunded liability for self-insurance programs

3. Self-insurance Contributions
   a. Required contribution (funding) for self-insurance programs
      Current Year (2019-20)
      1st Subsequent Year (2020-21)
      2nd Subsequent Year (2021-22)
   b. Amount contributed (funded) for self-insurance programs
      Current Year (2019-20)
      1st Subsequent Year (2020-21)
      2nd Subsequent Year (2021-22)

4. Comments:
S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since the last periodic report, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and all local compensation), for new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The JPA must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the JPA governing board and superintendent.

S8A. Cost Analysis of JPA's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of first interim projections?

If Yes or n/a, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

<table>
<thead>
<tr>
<th>Prior Year (2nd Interim)</th>
<th>Current Year (2019-20)</th>
<th>1st Subsequent Year (2020-21)</th>
<th>2nd Subsequent Year (2021-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certificated (non-management) full-time-equivalent (FTE) positions</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
</tr>
</tbody>
</table>

1a. Have any salary and benefit negotiations been settled since first interim projections?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete question 2.

If No, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-4.

If Yes, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 5 and 6.

Negotiations Settled Since First Interim Projections

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

   Begin Date: [ ]

   End Date: [ ]

4. Salary settlement:

   Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

   One Year Agreement
   Total cost of salary settlement

   % change in salary schedule from prior year

   Multiyear Agreement
   Total cost of salary settlement

   % change in salary schedule from prior year (may enter text, such as "Reopener")

   Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

   Current Year (2019-20)

   1st Subsequent Year (2020-21)

   2nd Subsequent Year (2021-22)

6. Amount included for any tentative salary schedule increases

   Current Year (2019-20)

   1st Subsequent Year (2020-21)

   2nd Subsequent Year (2021-22)
Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

<table>
<thead>
<tr>
<th>Current Year (2019-20)</th>
<th>1st Subsequent Year (2020-21)</th>
<th>2nd Subsequent Year (2021-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Certificated (Non-management) Attrition ( layoffs and retirements)

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Certificated (Non-management) - Other

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):
S&8. Cost Analysis of JPA's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of first interim projections?
- If Yes or n/a, complete number of FTEs, then skip to section S9C.
- If No, continue with section S8B.

**Classified (Non-management) Salary and Benefit Negotiations**

<table>
<thead>
<tr>
<th>Number of classified (non-management) FTE positions</th>
<th>Prior Year (2nd Interim)</th>
<th>Current Year (2019-20)</th>
<th>1st Subsequent Year (2020-21)</th>
<th>2nd Subsequent Year (2021-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8.7</td>
<td>8.8</td>
<td>8.8</td>
</tr>
</tbody>
</table>

1a. Have any salary and benefit negotiations been settled since first interim projections?
- If Yes, and the corresponding public disclosure documents have been filed with the COE, complete question 2.
- If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-4.
- If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?
- If Yes, complete questions 5 and 6.

**Negotiations Settled Since First Interim Projections**

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting: [__]  

3. Period covered by the agreement:  
   - Begin Date: [__]  
   - End Date: [__]

4. Salary settlement:  
   - Is the cost of salary settlement included in the interim and multiyear projections (MYPs)? [__]  
   - Current Year (2019-20)  
   - 1st Subsequent Year (2020-21)  
   - 2nd Subsequent Year (2021-22)

   **One Year Agreement**  
   - Total cost of salary settlement: [__]  
   - % change in salary schedule from prior year: [__]

   **Multyear Agreement**  
   - Total cost of salary settlement: [__]  
   - % change in salary schedule from prior year (may enter text, such as "Reopener"): [__]

   Identify the source of funding that will be used to support multiyear salary commitments: [__]

5. Cost of a one percent increase in salary and statutory benefits:  
   - Current Year (2019-20)  
   - 1st Subsequent Year (2020-21)  
   - 2nd Subsequent Year (2021-22)

6. Amount included for any tentative salary schedule increases:  
   - Current Year (2019-20)  
   - 1st Subsequent Year (2020-21)  
   - 2nd Subsequent Year (2021-22)
**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

**Classified (Non-management) Prior Year Settlements Negotiated Since First Interim**

Are any new costs negotiated since first interim for prior year settlements included in the interim?
- If Yes, amount of new costs included in the interim and MYPs
- If Yes, explain the nature of the new costs:

**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

<table>
<thead>
<tr>
<th></th>
<th>Current Year (2019-20)</th>
<th>1st Subsequent Year (2020-21)</th>
<th>2nd Subsequent Year (2021-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### S8C. Cost Analysis of JPA’s Labor Agreements - Management/Supervisor/Confidential Employees

**DATA ENTRY:** Click the appropriate Yes or No button for “Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period.” There are no extractions in this section.

#### Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

- **Were all manager/confidential labor negotiations settled as of first interim projections?**
  - If Yes or n/a, complete number of FTEs, then skip to S9.
  - If No, continue with section S10.

#### Management/Supervisor/Confidential Salary and Benefit Negotiations

<table>
<thead>
<tr>
<th>Prior Year (2nd Interim)</th>
<th>Current Year</th>
<th>1st Subsequent Year</th>
<th>2nd Subsequent Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of management, supervisor, and confidential FTE positions</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

1a. **Have any salary and benefit negotiations been settled since first interim projections?**
   - If Yes, complete question 2.
   - If No, complete questions 3 and 4.

1b. **Are any salary and benefit negotiations still unsettled?**
   - If Yes, complete questions 3 and 4.

#### Negotiations Settled Since First Interim Projections

2. **Salary settlement:**
   - Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?
   - Total cost of salary settlement
   - Change in salary schedule from prior year (may enter text, such as "Reopener")

#### Negotiations Not Settled

3. **Cost of a one percent increase in salary and statutory benefits**

4. **Amount included for any tentative salary schedule increases**

#### Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

1. **Are costs of H&W benefit changes included in the interim and MYPs?**
2. **Total cost of H&W benefits**
3. **Percent of H&W cost paid by employer**
4. **Percent projected change in H&W cost over prior year**

#### Management/Supervisor/Confidential Step and Column Adjustments

1. **Are step & column adjustments included in the interim and MYPs?**
2. **Cost of step & column adjustments**
3. **Percent change in step & column over prior year**

#### Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

1. **Are costs of other benefits included in the interim and MYPs?**
2. **Total cost of other benefits**
3. **Percent change in cost of other benefits over prior year**
S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?
   - No

   If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.
**ADDITIONAL FISCAL INDICATORS**

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

**DATA ENTRY:** Click the appropriate Yes or No button for items A2 through A9 except items A3 and A4, which are not applicable for JPAs; Item A1 is automatically completed based on data from Criterion B.

A1. Do cash flow projections show that the JPA will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

   Yes  No

   No

A2. Is the system of personnel position control independent from the payroll system?

   Yes  No

   No

A3. Is enrollment decreasing in both the prior and current fiscal years?

   Yes  No

   r/A

A4. Are new charter schools operating in JPA boundaries that impact the JPA's enrollment, either in the prior or current fiscal year?

   Yes  No

   r/A

A5. Has the JPA entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

   Yes  No

   No

A6. Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?

   Yes  No

   No

A7. Is the JPA's financial system independent of the county office system?

   Yes  No

   No

A8. Does the JPA have any reports that indicate fiscal distress pursuant to Education Code Section 42127.5(a)? (If Yes, provide copies to the county office of education.)

   Yes  No

   No

A9. Have there been personnel changes in the JPA director or financial official positions within the last 12 months?

   Yes  No

   No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments: (optional)

End of Joint Powers Agency Second Interim Criteria and Standards Review
Following is a chart of the various types of technical review checks and related requirements:

- **F** - Fatal (Data must be corrected; an explanation is not allowed)
- **W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- **O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**IMPORT CHECKS**

**GENERAL LEDGER CHECKS**

**SUPPLEMENTAL CHECKS**

**EXPORT CHECKS**

Checks Completed.
Following is a chart of the various types of technical review checks and related requirements:

- **F** - Fatal (Data must be corrected; an explanation is not allowed)
- **W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- **O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

### IMPORT CHECKS

### GENERAL LEDGER CHECKS

### SUPPLEMENTAL CHECKS

### EXPORT CHECKS

Checks Completed.
Following is a chart of the various types of technical review checks and related requirements:

F  -  Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O  -  Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.
Following is a chart of the various types of technical review checks and related requirements:

- **F** - Fatal (Data must be corrected; an explanation is not allowed)
- **W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
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**IMPORT CHECKS**

**GENERAL LEDGER CHECKS**

**SUPPLEMENTAL CHECKS**

**EXPORT CHECKS**

Checks Completed.
Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Employee 1% COLA Salary Increase for 2020-2021

BACKGROUND:

➢ At the January 14, 2019 SBCSELPA JPA Board Meeting Ray Avila was appointed the Labor Negotiator for SBCSELPA Unrepresented Employees, Classified and Certified Staff.

➢ Ray Avila, the designated labor negotiator for the SBCSELPA employees, presented the COLA/salary increase data at the February 3, 2020 meeting in Closed Session.

➢ With consideration to the current COLA of 3.26% for 2019-2020 and a proposed COLA of 2.29% for 2020-2021, and surveying districts in Santa Barbara County in regards to current negotiations of salary increases, a 1% salary increase for SBCSELPA staff is being requested.

➢ Provided for the Board is a chart (attachment, REF: VII-B.1) that shows how much each one percent of a salary increase for all SBCSELPA staff (excluding the SELPA Executive Director) would cost projected for 2020-2021 and the fiscal impact over the next three consecutive years.

➢ This 1% COLA salary increase for SBCSELPA staff would be effective July 1, 2020.

Fiscal Impact: An increase of $10,193 to the cost of SBCSELPA staff.

Recommendation: The JPA Board approve a 2020-2021 1% COLA salary increase for SBCSELPA staff as presented.

RA: lm
## Santa Barbara County SELPA 20-21 Salary Data
### 1% Increase July 1, 2020 - June 30, 2021
Includes Step and Column Increases

<table>
<thead>
<tr>
<th>Current Salary Schedules 20-21</th>
<th>FY 20-21</th>
<th>With 1% Increase on 20-21</th>
<th>Current Salary Schedules 21-22</th>
<th>FY 21-22</th>
<th>With 1% Increase on 20-21</th>
<th>Current Salary Schedules 22-23</th>
<th>FY 22-23</th>
<th>With 1% Increase on 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Total Increase</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Total Increase</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
</tr>
<tr>
<td>Coordinator, Jennifer</td>
<td>$110,045</td>
<td>$117,206</td>
<td>$130,755</td>
<td>$141,153</td>
<td>$130,755</td>
<td>$141,153</td>
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<td>Audiologist, Taryn</td>
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<td>$58,190</td>
<td>$80,486</td>
<td>$81,179</td>
<td>$80,486</td>
<td>$81,179</td>
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<td>$81,179</td>
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<tr>
<td>MH Specialist, Alison</td>
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<td>$96,984</td>
<td>$124,000</td>
<td>$125,074</td>
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<tr>
<td>Rick</td>
<td>$105,873</td>
<td>$106,932</td>
<td>$147,454</td>
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<td>Stephan</td>
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<tr>
<td>Deborah, stipend not included</td>
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<td>$24,493</td>
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<tr>
<td>Accountant/</td>
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<td>$79,694</td>
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<tr>
<td>Office Manager, Margaret</td>
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<tr>
<td>Clerk, Brian</td>
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<td>$67,454</td>
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</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td>$707,268</td>
<td>$714,341</td>
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<tr>
<td><strong>% INCREASE</strong></td>
<td></td>
<td>1.01</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The following SELPA positions are funded by the districts that the employees serve:

<table>
<thead>
<tr>
<th>Current Salary Schedules 20-21</th>
<th>FY 20-21</th>
<th>With 1% Increase on 20-21</th>
<th>Current Salary Schedules 21-22</th>
<th>FY 21-22</th>
<th>With 1% Increase on 20-21</th>
<th>Current Salary Schedules 22-23</th>
<th>FY 22-23</th>
<th>With 1% Increase on 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Total increase</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Total increase</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
<td><strong>Salary With 1% COLA</strong></td>
</tr>
<tr>
<td>BCBA, Rosy, stipend not included</td>
<td>$96,024</td>
<td>$96,984</td>
<td>$127,368</td>
<td>$128,842</td>
<td>$127,368</td>
<td>$128,842</td>
<td>$127,368</td>
<td>$128,842</td>
</tr>
<tr>
<td><strong>Total Increase</strong></td>
<td></td>
<td>2,047</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grand Total Increase Including District Funded Positions**

<table>
<thead>
<tr>
<th>FY 20-21</th>
<th>Total Increase</th>
<th>FY 21-22</th>
<th>Total Increase</th>
<th>FY 22-23</th>
<th>Total Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$10,193</td>
<td></td>
<td>$10,410</td>
<td></td>
<td>$10,519</td>
</tr>
</tbody>
</table>
Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Paraprofessional Support for Hapgood Preschool Program

BACKGROUND:

➢ As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers or classroom demands necessitate that a new program be opened or expanded.

➢ Student enrollment in the preschool special day class (SDC) at Hapgood Preschool in Lompoc School District is at eight (8) students. SELPA’s Local Plan recommends two (2) aids for this type of regional program, Preschool SDC, with a cap of 8-9 students for a 1/2 day class.

➢ Many of the students have needs that require a high level of support because of their behavioral skill deficits paired with elopement there is a need to for these students to be consistently monitored to keep them on site and safe.

➢ To meet the needs of the preschool special day class program effectively, the regional program operator, SBCEO, is requesting funding for additional paraprofessional support at 6.75 hours per day.

➢ An observation team recently visited the classroom and deemed the request for additional paraprofessional support necessary as requested.

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

FISCAL IMPACT: The estimated cost of 6.75 hours of additional paraprofessional support per day for the remainder of the 2019-20 school year in this preschool SDC at Hapgood Preschool is $10,600.

RECOMMENDATIONS: The JPA Board approve the SBCEO request for additional Paraprofessional support for Hapgood Preschool Program as presented.

RA:lm
Regional Program Operator Request for Funding of Additional Support Staff

Demographics

<table>
<thead>
<tr>
<th>Program Operator: SBCEO</th>
<th>Program-Wide Support □ Specific Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Program Type: Special Day Class PS</td>
<td></td>
</tr>
<tr>
<td>District: SBCEO</td>
<td>School: Lompoc SDC Hapgood</td>
</tr>
<tr>
<td>Teacher Name: JulieMcElroy</td>
<td>Current Class Size: 8</td>
</tr>
</tbody>
</table>

Reason for additional request (check all appropriate boxes):
☐ To meet the needs of a student with a low incidence disability ☐ The need is associated with legal issues
☒ To assist a student with severe behavioral problems ☒ Staff ratio in individual classroom(s)

Support staff being requested: ☒ Aide Time ☐ Signing Aide ☐ Signing Interpreter ☐ Transcriber ☐ Other

Number of additional support staff hours requested per day: 6.75
Estimated cost for requested support staff: $10,600

(complete this student information chart if request is for a specific student)

<table>
<thead>
<tr>
<th>Student First Name :</th>
<th>Last Initial:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB:</td>
<td>☐ Male ☐ Female</td>
</tr>
</tbody>
</table>

Current Local Plan staffing ratio guidelines for this program: 1 Teacher/2 Paraprofessionals

<table>
<thead>
<tr>
<th>Current Support Staff (ex: program aide, additional aide, one on one, etc)</th>
<th>Hours</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Assistant</td>
<td>6.75</td>
<td>Assist teacher in best practices for students with behavior and learning challenges</td>
</tr>
<tr>
<td>Instructional Assistant-bilingual</td>
<td>7.00</td>
<td>Assist teacher in best practices for students with behavior and learning challenges</td>
</tr>
</tbody>
</table>

Provide a narrative explanation of the reason for the additional support staff request:
SELPA’s Local Plan recommends 2 aides for this type of regional program (Pre. SDC) with a cap of 8-9 students for a ½ day class, this program is currently at 8 students.

Of the 8 students, 1 student with a Behavior Intervention Plan (V.P.) transitioned from private PS setting. Due to his age(4), size and significant behaviors, explosive outbursts, paired with elopement. This student demonstrates extreme behavior escalations and needs a variety of intensive strategies (e.g. prompting, positive reinforcements and sensory input) to help him participate in directed tasks in an effort to maintain skills and meet IEP goals. In addition to providing this student with inclusive opportunities with peers he requires continual monitoring in the inclusive setting to be safe and successful.
In addition, there are 3 other students (L.P., W.W. & M.W.) with elopement/escape behaviors/strong sensory seeking behaviors and climbing to get what they want as well as physically acting out when transitioning from preferred to nonpreferred tasks; they need to be consistently monitored to keep them on site and safe, both in classroom and outside. Remaining students, while making progress and responding to...
positive reinforcement strategies will present with a variety of behaviors. Out of the 8 students, only 1 is independent in toileting but needs staff present so he does not elope into the other classroom and/or outside.

<table>
<thead>
<tr>
<th>Regional Program Operator Request for Funding of Additional Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Staff will continue to implement the IEP BIP to fade out the need for additional support.</td>
</tr>
</tbody>
</table>
### Regional Program Operator Request for Funding of Additional Support Staff Rubric

Check the box of the number that best describes the student in each category that is appropriate.

<table>
<thead>
<tr>
<th>Health/Personal Care Rating</th>
<th>Behavior Rating</th>
<th>Instruction Rating</th>
<th>Inclusion/Mainstreaming Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 General good health. No specialized health care procedure, medications taken or time for health care. Independently maintains all age appropriate personal care.</td>
<td>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</td>
<td>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</td>
<td>Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</td>
</tr>
<tr>
<td>1 Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete age appropriate personal care activities.</td>
<td>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</td>
<td>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to: stay on task, follow directions and to remain engaged in learning.</td>
<td>Participates with modification and accommodation. Needs an occasional reminder of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</td>
</tr>
<tr>
<td>2 Chronic health issues, generic specialized health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents.</td>
<td>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation.</td>
<td>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</td>
<td>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</td>
</tr>
<tr>
<td>3 Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Health related interventions 15-45 min. daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toileting schedule, training, direct help, diapering.</td>
<td>Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement the BIP. Medication for ADD/ADHD or other behaviors.</td>
<td>Requires a lower than class-norm student-staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs Discrete Trial ABA Structured Teaching PECS. Requires signing over 80% of the time.</td>
<td>Participation may require additional staff for direct instructional and behavior support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</td>
</tr>
<tr>
<td>4 Specialized health care procedure requiring care by specially trained employee (G-tube, tracheotomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 min. daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes or more daily.</td>
<td>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification not typical for the class group.</td>
<td>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and to remain in close proximity at all times.</td>
<td></td>
</tr>
</tbody>
</table>

*Attach description of interventions used to support referred student in EACH of the areas marked above. Provide data that documents the prior success or failure of interventions.

* If mostly ratings of 3’s & 4’s, in two or more areas, continue with summary pg.3
## Regional Program Operator Request for Funding of Additional Support Staff

### School Day Description:

- **Time**: 8:15-8:45
- **Program Activity**: Meet arrival of students on bus and with parents. Transition to State PS setting to facilitate social skill development and transition skills.
- **Behavior Exhibited**: Various behaviors are exhibited throughout all the transitions noted throughout the day. We use a variety of positive reinforcement strategies for individual students but this is an intensive process and individualized for each student's needs. Transitions and directed tasks are where most intensive behaviors escalations occur.
- **# of other students**: 8
- **What are the other support staff doing?**: Teacher is busy with 4 students and 4 parents bringing students which requires at least 2 staff to meet remaining students arriving on bus and supervising them to classroom setting.
- **Additional Support Needed at this time because…**: After all students arrive and have transitioned into State PS setting, Teacher and Para staff are providing student learning in Inclusive setting. All staff continue to be involved in facilitating active cooperation and appropriate behavior for inclusive environment. Teacher and Para Educators are working with each child and providing support/redirect when off task/behavior escalation occurs.

- **Time**: 8:45-9:45
- **Program Activity**: Come to class, unpack backpacks, direct students to center rotation activities (4)
- **Behavior Exhibited**: Various behaviors arise when nonpreferred tasks are required. Students who exhibit these behaviors require 1:1 intervention and supervision for safety and redirection.
- **# of other students**: 8
- **What are the other support staff doing?**: All staff are assisting the students in their assigned area to participate in each activity and make appropriate center choices, language development skills, taking turns with peers, and communicating request to transition when activity is completed.
- **Additional Support Needed at this time because…**: At least students need 1:1 support to cooperate & participate in the clean-up/transition process.

- **Time**: 9:45-10:10
- **Program Activity**: Bathrooming 1 by 1 Transition to outdoor classroom time
- **Behavior Exhibited**: Various students need 1:1 assistance throughout group. to facilitate interactions and maintain appropriate attention and cooperative play. At least 3 students attempt to elope on a consistent basis which requires continual supervision.
- **# of other students**: 8
- **What are the other support staff doing?**: Assisting in maintaining students participating and appropriate peer interactions. Teacher continues taking students 1 by 1 for personal hygiene.
- **Additional Support Needed at this time because…**: Not enough support is present at this time for helping students within the large group play setting. Each student is required to maintain personal space while, participating in the play area group which includes communication/social skills instruction. All students are developing/learning to understand the various activities presented for the play(anticipatory set), and meet...
## Regional Program Operator Request for Funding of Additional Support Staff

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Staffing and Support Details</th>
<th>IEP goals for focus/attention and reciprocal interactions</th>
<th>Additional Support Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:10-10:45</td>
<td>Large group circle and transition to Work Centers focusing on Pre-K academics and IEP goals.</td>
<td>Small Group As noted, behaviors regularly occur when students are participating in directed, non-preferred tasks and various supports and strategies are needed to avoid behaviors. Each staff person (teacher &amp; 2 assistants) are assigned a center. Students use a visual schedule and rotate to a new center every 7-8 minutes.</td>
<td>Most students are not able to transition from center to center independently and need individualized supports to successfully transition and work toward independence.</td>
<td></td>
</tr>
<tr>
<td>10:45-11:15</td>
<td>Transition to outside to large playground area. Inclusion time with state PS peers occurs. Transition to bus/parents for end of school day.</td>
<td>Facilitation of cooperative play, appropriate peer interactions and monitoring children who elope. All staff must be present to supervise, redirect and maintain safety. Due to large number of children present consistent observation of all children are required. When behaviors occur one staff is required to facilitate problem solving with student(s). This takes a staff person from overall supervision of the whole group.</td>
<td>Not enough support for safety, participation in classroom, integration activities, work on individual goals and health/hygiene needs.</td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td>Bus and parent pick up</td>
<td>All staff are required to be present to safely deliver students to parent/bus. Student(s) are dismissed through gates that are located on highly traveled street. Elopement and behavior escalations often occur. This requires 1:1 dismissal for safety. All staff present for dismissal. Due to high needs students are released one at a time to ensure overall safety.</td>
<td>When behaviors arise which are typical, not enough support is available with 1 teacher and 2 Para Educators. Additional staff is required to meet all student needs and safety requirements.</td>
<td></td>
</tr>
</tbody>
</table>
## FY 19-20 Funding Model Update (Feb '20)

100% Pay As You Go By Program - By District of Residence
Preschool SDC

### SBCEO Program Total Cost

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>5,859,703</td>
</tr>
</tbody>
</table>

Includes Off-site housing 90,578

Total Preschool Programs 5,950,281

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>District</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>54</td>
<td>8,466</td>
<td>27.32%</td>
<td>1,625,894</td>
</tr>
<tr>
<td>Manzanita</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orcutt</td>
<td>27</td>
<td>4,413</td>
<td>14.24%</td>
<td>847,516</td>
</tr>
<tr>
<td>SM-Bonita</td>
<td>93</td>
<td>15,199</td>
<td>49.06%</td>
<td>2,918,966</td>
</tr>
<tr>
<td>SM High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpinteria</td>
<td>1</td>
<td>180</td>
<td>0.58%</td>
<td>34,569</td>
</tr>
<tr>
<td>Goleta</td>
<td></td>
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<tr>
<td>Hope</td>
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<tr>
<td>SB Unified</td>
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<tr>
<td>SB Charter</td>
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<tr>
<td>Adelante</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBCEO - Direct Svc</td>
<td>0</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
</tr>
<tr>
<td>Blochman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Partner. Charter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Ynez Val Consort.</td>
<td>15</td>
<td>2,545</td>
<td>8.21%</td>
<td>488,767</td>
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<tr>
<td>Guadalupe</td>
<td>1</td>
<td>180</td>
<td>0.58%</td>
<td>34,569</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>191</td>
<td>30,983</td>
<td>100%</td>
<td>5,950,281</td>
</tr>
</tbody>
</table>

**Proposed Increase**

<table>
<thead>
<tr>
<th>District</th>
<th>Pupils</th>
<th>Days in Program</th>
<th>% of total days</th>
<th>Cost to District</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUELLTON</td>
<td>6</td>
<td>1040</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLEGE</td>
<td>3</td>
<td>540</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOS OLIVOS</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLVANG</td>
<td>6</td>
<td>965</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>15</td>
<td>2545</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding for Program Expansion for Preschool SDC / “Preschool Plus”

BACKGROUND:

➢ As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers or classroom demands necessitate that a new program be opened or expanded.

➢ SBCEO is requesting an additional teacher (0.50 FTE) program expansion for the North County regional preschool SDC program for the remainder of this year due to the current number of students as well as anticipated enrollments in the coming weeks.

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

FISCAL IMPACT: The estimated increase in cost for .5 FTE program expansion for the current school year is $12,500.00.

RECOMMENDATIONS: The JPA Board approve the SBCEO request for funding for program expansion for Preschool SDC / “Preschool Plus” as presented.

RA:lm
Regional Program Operator:
Request for Funding
for
Program Expansion

Please complete one form for each request being submitted

Date: 2/19/2020

School Year for Which Request Applies:

1. Program Operator: Santa Barbara County Education Office
2. Regional Program Type: Preschool SDC/"Preschool Plus"
3. School: TBD
4. Current Class Size: See attached chart
5. Age Range: 3 - 5
6. Current number of Instructional Aides assigned to class: N/A
7. Total number of hours per day of aide time assigned to class: N/A
8. Describe specifics of this request:
   An increase of .50 FTE for Preschool SDC teacher through the remainder of this school year.

9. Please provide a narrative explanation of the reason for this request:
   Some preschoolers with special needs require more than Speech/Language services only, but less than an SDC-level of support. We serve these students through a program we refer to as "Preschool Plus." This model provides a Special Education teacher who either serves the student in their current preschool setting (not a Regional SDC) or in a group setting at a central location.

   (continued on page 2)
We currently have .75 FTE SDC teacher allocated to the Preschool Plus program. We currently serve 34 students through this program. Using the SELPA recommended caseload level for Preschool Specialist/Inclusion of 32, we are already 10 over the recommended cap (.75 x 32 = 24). We project to add at least an additional 7 students in the coming weeks, bringing the total to 17 over cap (see attached data).

We are requesting an increase of .50 FTE for a teacher through the remainder of this school year.

10. Estimate cost of this request for the remainder of the current school year:
.50 FTE Teacher - $12,500
This assumes we have a retired teacher take this half-time position for the remainder of this school year. A long-term substitute (not a retired SBCEO teacher) would be less.

11. Estimate increase in cost for the next school year:
TBD, based on numbers of students for the next school year.
"Preschool Plus" SDC Projections

**ASSESSMENT RESULTS TO DATE 2019-20**

<table>
<thead>
<tr>
<th>SDC</th>
<th>0.46</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS Specialist</td>
<td>0.15</td>
</tr>
<tr>
<td>DNQ</td>
<td>0.17</td>
</tr>
<tr>
<td>&quot;Preschool Plus&quot; (from PS-SDC)</td>
<td>0.15</td>
</tr>
<tr>
<td>Declined assessment/moved</td>
<td>0.07</td>
</tr>
</tbody>
</table>

**PRESCHOOL PLUS**

<table>
<thead>
<tr>
<th>Current FTE for &quot;Preschool Plus&quot;</th>
<th>0.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current number of students served through Preschool Plus</td>
<td>34</td>
</tr>
<tr>
<td>SELPA Recommended Caseload (Preschool Specialist/Inclusion)</td>
<td>32</td>
</tr>
<tr>
<td>0.75 FTE x Caseload (0.75 X 32)</td>
<td>24</td>
</tr>
<tr>
<td><strong>Number Currently Over SELPA Recommended Cap</strong></td>
<td>10</td>
</tr>
<tr>
<td>Projected Assessments remaining through June (these are assessments we currently know about)</td>
<td>42</td>
</tr>
<tr>
<td>Additional number expected to require Preschool Plus through June (.15 x 42)</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Expected number over SELPA cap by June</strong></td>
<td>17</td>
</tr>
</tbody>
</table>
### Program Total Cost

**Preschool SDC**

<table>
<thead>
<tr>
<th>Program</th>
<th>SBCEO Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>5,927,194</td>
</tr>
<tr>
<td>Includes Off-site housing</td>
<td>87,620</td>
</tr>
<tr>
<td><strong>Total Preschool Programs</strong></td>
<td><strong>6,014,814</strong></td>
</tr>
</tbody>
</table>

**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>Location</th>
<th>Pupils</th>
<th>Days in Program</th>
<th>% of total days</th>
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<td>27.29%</td>
<td>1,641,353</td>
<td>3,411</td>
</tr>
<tr>
<td>Manzanita</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orcutt</td>
<td>27</td>
<td>4,488</td>
<td>14.36%</td>
<td>863,473</td>
<td>1,794</td>
</tr>
<tr>
<td>SM-Bonita</td>
<td>93</td>
<td>15,318</td>
<td>48.99%</td>
<td>2,946,802</td>
<td>6,124</td>
</tr>
<tr>
<td>SM High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpinteria</td>
<td>1</td>
<td>180</td>
<td>0.58%</td>
<td>34,628</td>
<td>72</td>
</tr>
<tr>
<td>Goleta</td>
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<td>Hope</td>
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<tr>
<td>SBCEO - Direct Svc</td>
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</tr>
<tr>
<td>Blochman</td>
<td></td>
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</tr>
<tr>
<td>Family Partner Charter</td>
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<td>Santa Ynez Val Consort.</td>
<td>15</td>
<td>2,568</td>
<td>8.21%</td>
<td>493,930</td>
<td>1,026</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>1</td>
<td>180</td>
<td>0.58%</td>
<td>34,628</td>
<td>72</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>191</td>
<td>31,266</td>
<td>100%</td>
<td>6,014,814</td>
<td>12,500</td>
</tr>
</tbody>
</table>

**Per Pupil Cost**

<table>
<thead>
<tr>
<th>Location</th>
<th>Pupils</th>
<th>Days in Program</th>
<th>% of total days</th>
<th>Cost to District</th>
<th>12,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUELLTON</td>
<td>6</td>
<td>1040</td>
<td>22.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLEGE</td>
<td>3</td>
<td>540</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOS OLIVOS</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLVANG</td>
<td>6</td>
<td>965</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>15</td>
<td>2545</td>
<td>22.5</td>
<td>2567.5</td>
<td></td>
</tr>
</tbody>
</table>
Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Paraprofessional Support for Lompoc LEAP Program

BACKGROUND:

➢ As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers or classroom demands necessitate that a new program be opened or expanded.

➢ Student enrollment in the LEAP program in Lompoc School District is ten (10) students. SELPA’s Local Plan recommended staffing for this program is 2:1; the number of recommended student level is eight (8). This program is currently at ten (10) students with the staffing recommended for eight (8) students.

➢ To meet the needs of the LEAP program effectively, the regional program operator, SBCEO, is requesting funding for additional paraprofessional support at 6.00 hours per day.

➢ An observation team recently visited the classroom and deemed the request for additional paraprofessional support necessary as requested.

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

FISCAL IMPACT: The estimated cost of 6.0 hours of additional paraprofessional support per day for the remainder of the 2019-20 school year in the Lompoc LEAP Program is $7,500.

RECOMMENDATIONS: The JPA Board approve the SBCEO request for additional Paraprofessional support for the Lompoc LEAP Program as presented.

RA:lm
Sant Barbara County
Special Education Local Plan Area…….. A Joint Powers Agency

Regional Program Operator Request for Funding of Additional Support Staff

Demographics

Program Operator: SBCEO  ☒ Program-Wide Support  ☐ Specific Student

Regional Program Type: Learning Enrichment Autism Program (LEAP)

District: SBCEO  School: Lompoc LEAP  For 2019-2020 School Year

Teacher Name: Donna Todaro  Current Class Size: 10  Age Range: 3-5

Reason for additional request (check all appropriate boxes):
☐ To meet the needs of a student with a low incidence disability
☐ The need is associated with legal issues
☒ To assist a student with severe behavioral problems
☒ Staff ratio in individual classroom(s)

Support staff being requested: ☒ Aide Time  ☐ Signing Aide  ☐ Signing Interpreter  ☐ Transcriber
☐ Other

Number of additional support staff hours requested per day: 6.0  Estimated cost for requested support staff: $7,500.00

(please complete this student information chart if request is for a specific student)

<table>
<thead>
<tr>
<th>Student First Name :</th>
<th>Last Initial:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DOB:
[ ] Male  [ ] Female  Age:  Grade:

Current Local Plan staffing ratio guidelines for this program: 1 Teacher/3 IAs

<table>
<thead>
<tr>
<th>Current Support Staff (ex: program aide, additional aide, one on one, etc)</th>
<th>Hours</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Assistant</td>
<td>6.0</td>
<td>Assist teacher in best practices for students with autism.</td>
</tr>
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</tr>
</tbody>
</table>

Provide a narrative explanation of the reason for the additional support staff request:
The Local Plan’s recommended staffing for this program is 2:1 - the number of recommended student level is 8, this program is currently at 10 students with the staffing recommended for 8 students.

Of the 10 students, 1 student S.C. transitioned from out of the area (LA County). Due to his age(4), size and significant action out behaviors, explosive outbursts paired with elopement, he came with a Behavior Plan. The 2 new incoming students—one with a start date of 2/10 and one with IEP date 2/11 students (M.L. & C.H) have elopement/escape behaviors/strong sensory seeking behaviors such as eating non-edibles and climbing to get what they want as well as physical acting out when transitioning from preferred to nonpreferred tasks and need to be consistently monitored to keep them on site and safe, both in classroom and outside. Another student, I.V. is severely Autistic and needs a variety of intensive strategies (prompting, positive reinforcements and sensory input) to help him participate in directed tasks in an effort to maintain skills and meet IEP goals, other students, while making progress and responding to positive reinforcement strategies will present with a variety of behaviors. Out of the 10 students, 2 (S.C & L.K.) are somewhat...
Regional Program Operator Request for Funding of Additional Support Staff

Independent in toileting (not in diapers) but they both need staff present so they do not elope into the other classroom and/or outside, as well as support with clothing, making sure (L.K) he does not flush too many times to overflow the toilet and/or overdo the soap on his hands and not wash off-making it sensory time. 3 are involved in potty training and the other 5 remain in diapers and need changing a minimum of 3 times per 5 hour day.

We also have 3 students on restricted diets due to food allergies, with 1 (I.G) having a severe peanut allergy requiring an Epi-Pen if exposed. Maintaining food safety at breakfast or lunch is imperative for all these students and requires constant monitoring.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Additional staff would not be required once student numbers drop to 8 students or below.
# Regional Program Operator Request for Funding of Additional Support Staff

**Rubric**

Check the box of the number that best describes the student in each category that is appropriate.

<table>
<thead>
<tr>
<th>Health/Personal Care Rating</th>
<th>Behavior Rating</th>
<th>Instruction Rating</th>
<th>Inclusion/Mainstreaming Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 General good health. No specialized health care procedure, medications taken or time for health care. Independently maintains all age appropriate personal care.</td>
<td>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</td>
<td>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</td>
<td>Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</td>
</tr>
<tr>
<td>1 Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete age appropriate personal care activities.</td>
<td>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</td>
<td>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to: stay on task, follow directions and to remain engaged in learning.</td>
<td>Participates with modification and accommodation. Needs an occasional reminder of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</td>
</tr>
<tr>
<td>2 Chronic health issues, generic specialized health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents.</td>
<td>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation.</td>
<td>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</td>
<td>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</td>
</tr>
<tr>
<td>3 Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Health related interventions 15-45 min. daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toileting, schedule, training, direct help, diapering.</td>
<td>Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement the BIP. Medication for ADD/ADHD or other behaviors.</td>
<td>Requires a lower than class-norm student-staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole: Needs __Discrete Trial ABA __Structured Teaching __PECS. Requires signing over 80% of the time.</td>
<td>Participation may require additional staff for direct instructional and behavior support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</td>
</tr>
<tr>
<td>4 Specialized health care procedure requiring care by specially trained employee (G-tube, tracheotomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 min. daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes or more daily.</td>
<td>Serious behavior problems with potential for injury to self and others, runs-away, aggressive on a daily basis. Functional Analysis of Behavior or Hughes Bill has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.</td>
<td>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification not typical for the class group.</td>
<td>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and to remain in close proximity at all times.</td>
</tr>
</tbody>
</table>

*Attach description of interventions used to support referred student in EACH of the areas marked above. Provide data that documents the prior success or failure of interventions.*

* If mostly ratings of 3’s & 4’s, in two or more areas, continue with summary pg.3
Regional Program Operator Request for Funding of Additional Support Staff

School Day Description: (check day(s) that pertain to chart below) ☒ MONDAY ☒ TUESDAY ☒ WEDNESDAY ☒ THURSDAY ☒ FRIDAY

Please describe the school week, the support staff now provided, and the support staff recommended. Use as many pages needed to represent the whole week.

**********Request will not be considered if this page does not show the student’s/program’s entire week including where and how the existing support staff is being used.

<table>
<thead>
<tr>
<th>Time</th>
<th>Program Activity</th>
<th>Behavior Exhibited</th>
<th># of other students</th>
<th>What are the other support staff doing?</th>
<th>Additional Support Needed at this time because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15</td>
<td>9-9:40 Meet/bus or parents, toileting, breakfast for free/reduced students. Monitoring the 3 students on GF/CF diets to ensure they do not access food outside of their restricted diet.</td>
<td>Various behaviors are exhibited throughout all the transitions noted throughout the day. We use a variety of positive reinforcement strategies for individual students but this is an intensive process and individualized for each students needs. Transitions and directed tasks are where we get the most intensive bhvrs.</td>
<td>10</td>
<td>1 am bus with 5 students and 5 parents bringing students require at least 2 staff to meet bus, other staff inside to supervise students already in class or arriving with parent.</td>
<td>After all students are in classroom, 2 staff are toileting, 1 staff is managing breakfast, remaining staff is facilitating activities with students not involved in above noted activities and/or setting up center activities.</td>
</tr>
<tr>
<td>9:00</td>
<td>9:40-9:50 Clean-up/prep for music group</td>
<td>1:1 Transition support for students who do not want to leave preferred tasks for directed tasks</td>
<td>10</td>
<td>All staff are assisting the students in their assigned area to clean-up transition to group.</td>
<td>At least 5 students need 1:1 support to cooperate &amp; participate in the clean-up/transition process</td>
</tr>
<tr>
<td>9:30</td>
<td>9:50-10:00 Music/story grp</td>
<td>Various students need 1:1 assistance throughout grp. to facilitate interactions and maintain appropriate attention</td>
<td>10</td>
<td>assisting in keeping students participating while teacher is leading various grp activities.</td>
<td>Not enough support for helping students within the large group maintain personal space while, participating in the thematic based grp which includes skills students need to understand the various activities presented for the day (anticipatory set), and meet IEP goals for focus/attention and reciprocal interactions</td>
</tr>
</tbody>
</table>
| 10:00  | 10:00-10:50 Work Centers focusing on Pre-K academics, and IEP goals With current staff to student ration we have 4 centers 2 | Work Centers
As noted behaviors regularly occur when students are participating in directed, non-preferred | 10                  | Each staff person (teacher & 3 assistants) are assigned a center. Students use a visual schedule and rotate to a new center every 10 minutes. | Most students are not able to transition from center to center independently and need individualized supports to successfully transition and work |
### Regional Program Operator Request for Funding of Additional Support Staff

<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
<th>Staff Needed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30</td>
<td>10:50-11:00 Self-select time/toileting. Toileting/prep students for recess. As</td>
<td>10</td>
<td>Not enough support for safety, participation in classroom, integration</td>
</tr>
<tr>
<td></td>
<td>students are aware recess is coming up, this is often a time when students will</td>
<td></td>
<td>activities, work on individual goals and health/hygiene needs.</td>
</tr>
<tr>
<td></td>
<td>try to elope/get outside or participate in other inappropriate behavior such as</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>climbing or acting out because they have to wait.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>11:50-11:30 Outside recess. Our area is fenced and gated, but at least 4</td>
<td>10</td>
<td>Not enough support for safety, participation in classroom, integration</td>
</tr>
<tr>
<td></td>
<td>students need consistent monitoring to make sure they can't climb out or open the</td>
<td></td>
<td>activities, work on individual goals and behavioral needs.</td>
</tr>
<tr>
<td></td>
<td>gate. There are two other students who often try to eat non-edibles outside unless</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>they are closely monitored.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>11:30-12:10 Music story time for 10 min. then students are excused to go to the</td>
<td>10</td>
<td>Not enough support for safety, participation in classroom, integration</td>
</tr>
<tr>
<td></td>
<td>lunch table and eat.</td>
<td></td>
<td>activities, work on individual goals and behavioral/self-help goals</td>
</tr>
<tr>
<td></td>
<td>Several students are resistant to healthy food items and/or require a high level</td>
<td></td>
<td>and needs.</td>
</tr>
<tr>
<td></td>
<td>of assistance to enhance self-help skills such as drinking from a cup, using</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>utensils, remaining seated with food etc. 3 students are on restricted diets/have</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>allergies to dairy and gluten or peanuts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>12:10-12:45 lunch clean-up/self select or facilitated play and toileting.</td>
<td>10</td>
<td>Not enough support for safety, participation in classroom, integration</td>
</tr>
<tr>
<td></td>
<td>Students are allowed to choose activities and/or participate in facilitated</td>
<td></td>
<td>activities, work on individual goals and behavioral needs.</td>
</tr>
<tr>
<td></td>
<td>play or sensory.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Santa Barbara County
Special Education Local Plan Area…….. *A Joint Powers Agency*

### Regional Program Operator Request for Funding of Additional Support Staff

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>12:45-12:55 Music/story group.</td>
<td>Toileting before large grp. Same issues as reported for previous group. 10 Teacher leading grp, other staff assisting.</td>
<td>Not enough support for safety, participation in classroom, integration activities, work on individual goals and behavioral needs.</td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>12:55-1:30 Afternoon work centers with different activities than in am. 1:40-2 outside recess, students put on bus as it arrives or parents greeted as they arrive and assisted in escorting their child out the gate.</td>
<td>Same issues as previously reported for work centers, outside recess. There is one bus taking 6 students home and parents picking up students. 10 Working with students, Then outside recess. 3 staff are outside while 1 staff is cleaning classroom. When buses/parent arrive, all staff are involved to make sure all students are monitored and assisted.</td>
<td>Not enough support for safety, participation in classroom, integration activities, work on individual goals and behavioral needs.</td>
</tr>
</tbody>
</table>
## FY19-20 Funding Model Update (Feb '20)

**100% Pay As You Go By Program - By District of Residence**

**Preschool SDC**

<table>
<thead>
<tr>
<th>Program</th>
<th>SBCEO Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>5,927,194</td>
</tr>
<tr>
<td>Includes Off-site housing</td>
<td>87,620</td>
</tr>
<tr>
<td>Total Preschool Programs</td>
<td>6,014,814</td>
</tr>
</tbody>
</table>

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

**100% Pay as You Go Assessment:**

### Percentages of Days and District Dollars

<table>
<thead>
<tr>
<th>Location</th>
<th>Pupils</th>
<th>Days in Program</th>
<th>% of total days</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lompoc</td>
<td>54</td>
<td>8,532</td>
<td>27.29%</td>
<td>1,641,353</td>
</tr>
<tr>
<td>Manzanita</td>
<td>27</td>
<td>4,488</td>
<td>14.36%</td>
<td>863,473</td>
</tr>
<tr>
<td>Orcutt</td>
<td>93</td>
<td>15,318</td>
<td>48.99%</td>
<td>2,946,802</td>
</tr>
<tr>
<td>SM-Bonita</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SM High</td>
<td>1</td>
<td>180</td>
<td>0.58%</td>
<td>34,628</td>
</tr>
<tr>
<td>Carpinteria</td>
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<tr>
<td>Goleta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB Unified</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Adelante</td>
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<tr>
<td>SBCEO - Direct Svc</td>
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<td>0</td>
<td>0</td>
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</tr>
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<td>965</td>
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</tr>
<tr>
<td><strong>Totals</strong></td>
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<td>2545</td>
<td>22.5</td>
</tr>
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</table>

**Additional Aide in Lompoc LEAP request:**

**7,500**
Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Paraprofessional Support for Orcutt Academy Preschool

BACKGROUND:

- As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers or classroom demands necessitate that a new program be opened or expanded.

- Student enrollment in the preschool special day class (SDC) at Orcutt Academy Preschool is at twenty-one (21) students (11 students in the morning program / 10 students in the afternoon program). SELPA’s Local Plan recommends two (2) aids for this type of regional program, Preschool SDC, with a cap of 8-9 students for a 1/2 day class.

- This request is being made due to the number of students in the program, behavior issues and their need for support during their activities. The additional support would help with safety concerns, supervision, and programming as well as allow staff to work with the students on their IEP goals related to adapted daily living skills of self-feeding, bathroom support and following school routines.

- To meet the needs of the preschool special day class program effectively, the regional program operator, SBCEO, is requesting funding for additional paraprofessional support at 6.00 hours per day, 4 days a week.

- An observation team recently visited the classroom and deemed the request for additional paraprofessional support necessary as requested.

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

FISCAL IMPACT: The estimated cost of 6.00 hours of additional paraprofessional support per day, 4 days a week, for the remainder of the 2019-20 school year in this preschool at Orcutt Academy is $8,150.

RECOMMENDATIONS: The JPA Board approve the SBCEO request for additional Paraprofessional support for Orcutt Academy Preschool as presented.

RA:lm
**Regional Program Operator Request for Funding of Additional Support Staff**

**Program Operator:** Santa Barbara County Education Office  
**Regional Program Type:** Special Day Class

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>For 2019-2020 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCEO</td>
<td>Orcutt Academy Preschool</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Current Class Size</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa Solorzano</td>
<td>21 students</td>
<td>3-5 years old</td>
</tr>
</tbody>
</table>

**If request is for CTE; how many of the students are in the CTE class 50% or more of their day:**

<table>
<thead>
<tr>
<th>Reason for additional request (check all appropriate boxes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ To meet the needs of a student with a low incidence disability</td>
</tr>
<tr>
<td>☑ The need is associated with legal issues</td>
</tr>
<tr>
<td>☑ To assist a student with severe behavioral problems</td>
</tr>
<tr>
<td>☑ Staff ratio in individual classroom(s)</td>
</tr>
</tbody>
</table>

**Support staff being requested/pages to complete:**
- Aide Time (pgs.1-3)  
- Signing Aide (pg.1)  
- Signing Interpreter (pg.1)  
- Transcriber (pg.1)  
- Other (pgs.1-3)  

**Number of additional support staff hours requesting per day:**

| 6.0 hours, 4 days per week | Estimated cost for requested support staff: $8,150. |

**Provide a narrative explanation of the reason for the additional support staff request (do not use student names; use initials if needed):**

We currently have 21 students in the classroom (11 students in the morning program from 8:30-11:30 and 10 students from 12:15-3:15). We have one student in a wheelchair, one student visually impaired, 4 children with motor challenges, 15 students with challenging behaviors) and 3 students using AAC devices to communicate.

**Morning Program:**

During the morning program, the student with multiple disabilities and orthopedic impairment is in a wheelchair and beginning to use a walker in the classroom. She requires a one person lift and two-person to be positioned in a walker2x's a day; she is also positioned in adapted seating during mealtimes throughout the day, uses an adapted bike/walker at recess, and requires 1:1 assistance during mealtimes and diaper changing. Another student is visually impaired. She requires 1:1 assistance to navigate the classroom and playground. During arrival time (30 minutes) her vision aide/teachers are not present.

We have 10 students that requires assistance in diaper changing and one student that is potty trained.

During recess time, the students (4) with motor challenges and the students (6) with behavior challenges

**Current Local Plan staffing ratio guidelines for this program:**

<table>
<thead>
<tr>
<th>Current Support Staff (ex: program aide, additional aide, one on one, etc)</th>
<th>Total Hours/Schedule (ex.15hrs/Mon-Fri 9-12)</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student First Initial:**  
**Last Initial:**  
**Male**  
**Female**  
**Age:**  
**Grade:**
Regional Program Operator Request for Funding of Additional Support Staff

require close and constant supervision. The students (4) with motor challenges need protection from more aggressive students as they are unable to defend themselves. The students (6) who demonstrate challenging behaviors require constant supervision. The behaviors are as follow: scratching, eloping, hair pulling, and throwing toys/objects. Two of the six students exhibit significant self injurious behaviors and challenging behavior such as: biting, scratching, head banging, eloping. They both become very agitated and aggressive during transitions, diaper changing, seated structured activities such as circle time and meal time.

When all the students (11) transition from one activity to another, they all require 1:1 support to transition from one area to another.

During snack time, three of the 11 students require 1:1 support to feed them. The other children are physically and verbally prompted to open their lunch bag to work on fine motor skills. The staff also hands out the students’ lunch bags and heat up their snacks as needed.

Afternoon Program:
During the afternoon program, the students (10) exhibit challenging behaviors throughout their school day for their safety and the safety of other students and staff.. The challenging behaviors are: eloping, hitting, hair pulling, throwing toys/objects, throwing themselves on the ground, running and crashing on furniture consistently. One of the ten students demonstrate significant and challenging behaviors, as he bites, scratches, throws toys/objects and eloping.

We have students (7) that require assistance in diaper changing and 3 students are potty trained.

During lunch time, all students (10) require physical and verbal prompts to open their lunch bags and heat up their food if needed; stay at the snack table and use appropriate utensils to work on self-help skills.

The concern for these students is their safety when they are transitioning from one activity to another, playing inside and outside, diaper changing and meal times.

Support:
Additional support would help with safety concerns, supervision, and programming as well as allow staff to work with the students on their IEP goals related to adapted daily living skills of self-feeding, potty training and following school routines. The added support would also help maintain effective programming in allowing us to fulfill our goal of having students participate in school activities to the greatest extent possible. At this time with inconsistent staff and lack of sub coverage as well as increased staff to student ratio, it is not possible to provide instruction to address IEP goals and monitor for student safety.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Our goal is to provide students with a supportive and safe educational environment. We are working on consistency in implementing behavior and language strategies in order to reduce the aggressive and self injurious behaviors. When these behaviors decrease, staff will be able to fade support. Extra support staff will be gradually faded as data collection for challenging behaviors shows a decrease in behaviors on a consistent basis and reveals that students are making progress on related IEP goals. When staff to student ratio returns to 3 students to 1 staff member this ratio accommodates the safety (toileting, feeding, supervision, evacuation in emergency) requirements for this special education program as well as the education IEP goals for each student.
# Regional Program Operator Request for Funding of Additional Support Staff

**Rubric**

Check the box of the number that best describes the student in each category that is appropriate.

<table>
<thead>
<tr>
<th>Health/Personal Care Rating</th>
<th>Behavior Rating</th>
<th>Instruction Rating</th>
<th>Inclusion/Mainstreaming Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</td>
<td>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</td>
<td>Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</td>
</tr>
<tr>
<td>1</td>
<td>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</td>
<td>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to: stay on task, follow directions and to remain engaged in learning.</td>
<td>Participates with modification and accommodation. Needs an occasional reminder of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</td>
</tr>
<tr>
<td>2</td>
<td>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation.</td>
<td>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</td>
<td>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</td>
</tr>
<tr>
<td>3</td>
<td>Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement the BIP. Medication for ADD/ADHD or other behaviors.</td>
<td>Requires a lower than class-norm student-staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs _Discrete Trial__ABA <em>Structured Teaching</em> PECs. Requires signing over 80% of the time.</td>
<td>Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</td>
</tr>
<tr>
<td>4</td>
<td>Serious behavior problems with potential for injury to self and others, runs-away, aggressive on a daily basis. Functional Analysis of Behavior or Hughes Bill has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.</td>
<td>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification not typical for the class group.</td>
<td>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and to remain in close proximity at all times.</td>
</tr>
</tbody>
</table>

---

**SELPA2 7/7/11 (E)**
Regional Program Operator Request for Funding of Additional Support Staff

School Day Description: (check day(s) that pertain to chart below) ☐ MONDAY ☒ TUESDAY ☒ WEDNESDAY ☒ THURSDAY ☐ FRIDAY

Please describe the school week, the support staff now provided, and the support staff recommended. Use as many pages needed to represent the whole week. Request will not be considered if this page does not show the student's/program's entire week including where and how the existing support staff is being used.

<table>
<thead>
<tr>
<th>Time</th>
<th>Program Activity</th>
<th>Behavior Exhibited</th>
<th># of other students</th>
<th>What are the other support staff doing?</th>
<th>Additional Support Needed at this time because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Student arrival, entry tasks: put backpack and lunchbag away, check schedule and wash hands</td>
<td>Seven students arrive on the bus, 2 students exhibit high pitched screams, refusal to do entry tasks. Four students arrive with parents, one doesn't like loud noises and runs away. Another student gets upset if his routine is disrupted.</td>
<td>11</td>
<td>All staff greet the children that are dropped off by parents. Staff assist students getting students off the bus and walk them to the classroom. Staff also helps students complete entry tasks: unpack their backpacks, put lunchbox away, check schedule and wash hands.</td>
<td>Upon arrival, need support for safety for all students to prevent elopement. Students need assistance to get them off the bus and complete entry tasks.</td>
</tr>
<tr>
<td>8:45</td>
<td>Toileting/ self selected activities</td>
<td>Most students refused to go potty, throwing themselves on the ground; screaming; Student who is visually impaired needs assistance to go potty and monitor for safety. The students (4) with motor challenges require 1:1 assistance to lift and change their diaper on the changing table. The 10 students require assistance with toileting.</td>
<td>11</td>
<td>Staff assist students (10) in toileting routine. They need 1:1 support during toileting activities. Four students have their diaper changed on the changing table.</td>
<td>Assistance needed to help students complete with toileting routine and monitoring the other student for safety during play addressing IEP goals related to peer interaction, following directions and social language.</td>
</tr>
<tr>
<td>9:00</td>
<td>Self-selected activities</td>
<td>All students exhibit challenging behaviors such as throwing toys repetitive play, mouthing, breaking toys and aggression toward other students, needing to reduce inappropriate behaviors and select an activity.</td>
<td>11</td>
<td>Staff provides assistance to all students to select activities and work with students. Also staff works with the students to calm down using a variety of calming strategies</td>
<td>Not enough support for safety and participation in calming down/ playing activities</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Staff Activity</td>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>Classroom/circle time</td>
<td>All students require assistance to remain seated and attend to the lesson. Students (2) with significant challenging behaviors need 1:1 support during group activities for safety of themselves and others. Students (4) with motor challenges need 1:2 level of support to remain seated.</td>
<td>All staff are working with students</td>
<td>Not enough support to ensure safety of all students and participation in learning.</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Small group/Centers</td>
<td>All students require constant supervision during recess.</td>
<td>All staff are working with students</td>
<td>Currently IEP goals cannot be addressed without daily 1:1 time for each student. Not enough support to ensure safety of all students; small group activities are not possible at this time due to demands of classroom.</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Recess/Outside Play</td>
<td>All students require constant supervision during recess.</td>
<td>All staff are working with students</td>
<td>Not enough support to ensure safety of all students especially if one staff member is inside toileting a student.</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Snack Time</td>
<td>All students need support to work on self-feeding skills and to remain seated during mealtime. Three students require 1:1 support during eating activity.</td>
<td>All staff are working with students</td>
<td>Not enough support to ensure safety of all students at the table or monitor students who leave the table.</td>
<td></td>
</tr>
<tr>
<td>11:25</td>
<td>Depart</td>
<td>Eight students require 1:1 support walking to the bus which picks up and drop off students on an active street.</td>
<td>All staff are working with students</td>
<td>Not enough support to ensure safety of all students to monitor for elopement with parents picking up students and taking students to the bus.</td>
<td></td>
</tr>
</tbody>
</table>
### Regional Program Operator Request for Funding of Additional Support Staff

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15</td>
<td>Arrival</td>
<td>Five students arrive on the bus, 2 students, refuse to do entry tasks. Five students arrive with parents. One student gets upset if her routine is disrupted. Another one runs and screams consistently</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Self-selected activity</td>
<td>All staff greet the children that are dropped off by parents. Staff assist students getting students off the bus and walk them to the classroom. Staff also helps students complete entry tasks: unpack their backpacks, put lunchbox away, check schedule and wash hands.</td>
<td>Not enough support to ensure safety of all students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>s</td>
<td></td>
</tr>
</tbody>
</table>
### Regional Program Operator Request for Funding of Additional Support Staff

**School Day Description:** (check day(s) that pertain to chart below)  
- [ ] MONDAY  
- [x] TUESDAY  
- [ ] WEDNESDAY  
- [ ] THURSDAY  
- [ ] FRIDAY

Please describe the school week, the support staff now provided, and the support staff recommended. Use as many pages needed to represent the whole week.  
*Risk will not be considered if this page does not show the student's/program's entire week including where and how the existing support staff is being used.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Program Activity</th>
<th>Behavior Exhibited</th>
<th># of other students</th>
<th>What are the other support staff doing?</th>
<th>Additional Support Needed at this time because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>Arrival</td>
<td>Five students arrive on the bus, five students, refuse to do entry tasks. Five</td>
<td>10</td>
<td>All staff greet the children that are dropped off by parents. Staff assist students getting students off</td>
<td>Not enough support to ensure safety of all students to monitor for elopement with parents and bus dropping students off</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td>students arrive with parents. One student gets upset if her routine is disrupted.</td>
<td></td>
<td>the bus and walk them to the classroom. Staff also helps students complete entry tasks: unpack their</td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td></td>
<td>Another student runs and screams consistently</td>
<td></td>
<td>backpacks, put lunchbox away, check schedule and wash hands.</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Toileting/Self selected activity</td>
<td>Most students refused to go potty, throwing themselves on the ground; screaming;</td>
<td>10</td>
<td>Staff assist students (8) in toileting routine. They need 1:1 support during toileting activities.</td>
<td>Not enough support to ensure safety of all students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>biting. Eight students require assistance with toileting and 2 students are verbally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>prompted to complete toileting routine.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>Self selected activity</td>
<td>All students exhibit challenging behaviors such as throwing toys consistently,</td>
<td>10</td>
<td>Staff provides assistance to all students to select activities and work with students. Also staff works</td>
<td>Not enough support to ensure safety of all students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>repetitive play, mouthing, breaking toys, pushing, biting and aggression toward</td>
<td></td>
<td>with the students to calm down using a variety of calming strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>other students, needing to reduce inappropriate behaviors and select an activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15</td>
<td>Classroom/Circle Time</td>
<td>All students require assistance to remain seated and attend to the lesson. Students</td>
<td>10</td>
<td>All staff are working with students</td>
<td>Not enough support to ensure safety of all students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) with significant challenging behaviors need 1:1 support during group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity Description</td>
<td>Current Staff Allocation</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45</td>
<td>Centers/ Small Group 3 Rotations</td>
<td>10</td>
<td>All staff are working with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>activities for safety of themselves and others</td>
<td></td>
<td>Currently IEP goals cannot be addressed without daily 1:1 time for each student. Not enough support to ensure safety of all students; small group activities are not possible at this time due to demands of classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45</td>
<td>Recess/Outside Play</td>
<td>10</td>
<td>All staff are working with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students require constant supervision for safety of themselves and others.</td>
<td></td>
<td>Not enough support to ensure safety of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Snack Time</td>
<td>10</td>
<td>All staff are working with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students need support to work on self-feeding skills and to remain seated during mealtimes.</td>
<td></td>
<td>Not enough support to ensure safety of all students at the table or monitor students who leave the table.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10-3:15</td>
<td>Depart</td>
<td>10</td>
<td>All staff are working with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Five students require 1:1 support walking to the bus which picks up and drops off students on a active street</td>
<td></td>
<td>Not enough support to ensure safety of all students to monitor for elopement with parents picking up students and taking students to the bus.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FY19-20 Funding Model Update (Feb '20)

**100% Pay As You Go By Program - By District of Residence**

**Preschool SDC**

<table>
<thead>
<tr>
<th>Program</th>
<th>SBCEO Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>5,927,194</td>
</tr>
<tr>
<td>Includes Off-site housing</td>
<td>87,620</td>
</tr>
<tr>
<td>Total Preschool Programs</td>
<td>6,014,814</td>
</tr>
</tbody>
</table>

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

**100% Pay as You Go Assessment:**

#### Percentages of Days and District Dollars

<table>
<thead>
<tr>
<th>District</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>54</td>
<td>8,532</td>
<td>27.29%</td>
<td>1,641,353</td>
</tr>
<tr>
<td>Manzanita</td>
<td>27</td>
<td>4,488</td>
<td>14.36%</td>
<td>863,473</td>
</tr>
<tr>
<td>Orcutt</td>
<td>93</td>
<td>15,318</td>
<td>48.99%</td>
<td>2,946,802</td>
</tr>
<tr>
<td>SM-Bonita</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SM High</td>
<td>1</td>
<td>180</td>
<td>0.58%</td>
<td>34,628</td>
</tr>
<tr>
<td>Carpinteria</td>
<td>1</td>
<td>180</td>
<td>0.58%</td>
<td>34,628</td>
</tr>
<tr>
<td>Goleta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB Unified</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SB Charter</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Adelante</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBCEO - Direct Svc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blochman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Partner. Charter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Ynez Val Consort.</td>
<td>15</td>
<td>2,568</td>
<td>8.21%</td>
<td>493,930</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>1</td>
<td>180</td>
<td>0.58%</td>
<td>34,628</td>
</tr>
<tr>
<td>Totals</td>
<td>191</td>
<td>31,266</td>
<td>100%</td>
<td>6,014,814</td>
</tr>
</tbody>
</table>

#### Per Pupil Cost

<table>
<thead>
<tr>
<th>District</th>
<th>Pupils</th>
<th>Days in Program</th>
<th>% of total days</th>
<th>Cost to District</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUELLTON</td>
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Date: February 3, 2020 – Community Advisory Committee (CAC)
February 21, 2020 – Special Education Admin. / Bus. Officials (SEAM/SEAMBO)
March 2, 2020 – Joint Powers Agency (JPA) Board

To: Community Advisory Committee (CAC)
Special Education Admin. / Bus. Officials (SEAM/SEAMBO)
Joint Powers Agency (JPA) Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Local Plan Revision Templates (First Reading) – Padlet Link

- For all purposes of reviewing the proposed revised Local Plan as instructed by the CDE please use the below referenced padlet.

- **Padlet Link:** [https://padlet.com/mslaterselpa4200/RevisedLocalPlan2020_21](https://padlet.com/mslaterselpa4200/RevisedLocalPlan2020_21)

- Local Plan, **Section A**: Contracts and Certifications
  Local Plan, **Section A**: Certification 3: County Superintendent
  Local Plan, **Section A**: Certification 4: Community Advisory Committee
  Local Plan, **Section A**: Certification 5: Participation Local Education Agency
  Local Plan, **Section B**: Governance and Administration
  Local Plan, **Section D**: Annual Budget Plan
  Local Plan, **Section E**: Annual Service Plan
  Local Plan, **Attachments** (I - VII)

RA:lm
Santa Barbara County Education Office
4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711  •  FAX: (805) 964-4712  •  sbceo.org
Susan C. Salcido, Superintendent of Schools

January 31, 2020

TO:  
Dr. Ray Avila, Director
Special Education Local Plan Area (SELPA)

FROM:  
Denice Cora, Administrator
Makenzie Johns, District Financial Advisor

SUBJECT:  
First Interim Report Analysis and Recommendations

In accordance with the provisions of Education Code Section 42131, our office has completed a review of the district's First Interim Report. Based on the multi-year projections and assumptions provided by the district, with data current as of Oct. 31, it appears that the district will be able to meet its financial obligations for the current and two subsequent fiscal years, while maintaining the required minimum level Reserve for Economic Uncertainties. We therefore concur with the district's positive certification.

This letter discusses the areas of comment noted by the Santa Barbara County Education Office in its review of the First Interim Report and any corresponding supplemental information provided by the district. The specific findings, comments, and requested actions are reflected in the following sections.

General Fund Reserve

The SELPA is projecting an operating deficit in its general fund of approximately $1,954,000. This increase, when added to the beginning balance of approximately $3,352,000, results in a projected ending balance of approximately $1,398,000.

Conclusion

Thank you for providing documentation, particularly the board-approved multi-year projections, that supports the district's positive certification. The multi-year projections were helpful in our analysis of the First Interim Report and in verifying the district's fiscal condition.

We are aware that the information provided reflects the district's financial position and assumptions and that further adjustments will be made during the year as additional data becomes available. We hope that these comments will be helpful to the district administration and governing board as you plan for the remainder of this year and further develop your multi-year projections.
We wish to express our appreciation to the district staff for their cooperation during this review. If our office can be of further assistance, please call us.

Margaret Slater, Office Assistant
Kim Hernaandez, Accountant/Business Official
Bill Ridgeway, Assistant Superintendent
Dr. Susan Salcido, County Superintendent of Schools
January 31, 2020

TO: SELPA

FROM: Bill Ridgeway, Assistant Superintendent Administrative Services


As required by Education Code Section 42131, our office has reviewed your district’s interim report for the period ended Oct. 31.

We have notified the State Department of Education and the State Controller that your district has filed a positive certification with our office. Based on our analysis of the financial information submitted by Dr. Ray Avila, Director, we concur with your district’s certification. Our comments or technical corrections, if any, have been sent to your district’s Director.

If you have any questions, please feel free to contact your district financial advisor or Denice Cora at ext. 5237.

ad

attachments

c District Financial Advisor
Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Office Lease Renewal

BACKGROUND:

➢ This item was presented at both the January 13, 2020 and February 3, 2020 JPA Board meetings as an information and discussion item. At which time the JPA Board was informed that we were waiting for a 1-3-5 year lease comparison for the office space from the property management company. We began requesting this information from our property management company in mid-December 2019.

➢ Due to the lack of response from the building owners for extended lease option, either we will need to move forward with the one (1) or two (2) year option to extend that is outlined in our current lease, with a 3% rent increase.

➢ 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 lease “Options to Extend,” states the following:

20. OPTIONS TO EXTEND

Provided that (1) Lessee is not then in default under any of the terms of this Lease or at the expiration of the initial term of this Lease or the prior option term, as applicable, nor has any event occurred which upon notice or lapse of time, or both, would create a default, and (2) Lessee has not assigned this Lease nor sublet the Premises in whole, Lessee shall have the option to extend the term of this Lease for two (2) additional periods of twelve (12) months. These options are personal to Lessee and any Permitted Transferee and they may not be transferred to any person or entity, whether in connection with any assignment or sublease or otherwise, without the prior written consent of Lessor. Lessee may only exercise the second extension option if it has exercised the first extension option.

Should Lessee exercise the first option, the terms and conditions of the extended term shall be in accordance with the terms and conditions of this Lease, except for the provisions relating to the Rent as provided in this Article 20.

Rent to be paid by the Lessee to the Lessor for each option period shall increase by three percent (3%).

FISCAL IMPACT: The 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.

RECOMMENDATION: That this item return as an action item at the May 4, 2020 JPA Board meeting with a one (1) or two (2) year lease term presented.
Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara Charter School Notice of Termination of MOU as the Employer of Record for the Special Education Social Work “Wrap Around Like” IEP Related Services Team for the 2020-21 School Year

BACKGROUND:

- In June 2017, the JPA Board approved that SBCSELPA hire an in-house mental health social work Wraparound like mental health team to provide IEP services during the 2017-18 school year by collaborating with Santa Barbara Charter School (SBCS) acting as the employer of record.

- Historically, legal advisement (see attached copy – REF: VIII-D.3) has confirmed that a SELPA organization is not allowed to employ individuals who are to provide a direct service to an individual with exceptional needs, but a County Office of Education or an individual school district can hire such an employee.

- SBCS and SBCSELPA entered into an MOU that has been renewed annually. On February 3, 2020 Ray Avila, SBCSELPA Executive Director, received a notice of termination letter from SBCS. SBCS does not wish to renew the MOU after its expiration on June 30, 2020.

- The SBCSELPA Executive Director met on February 20, 2020 with the Superintendent of an LEA in SB County to discuss the possibility of establishing an MOU for the 2020-21 school year. The Superintendent and the Cabinet of this LEA stated the district would respond back to the SBCSELPA Executive Director prior to the JPA Board meeting of March 2nd on whether or not this LEA will agree to an MOU and act as the employer of record.

- If the LEA declines to develop an MOU for the 2020-21 school year with SBCSELPA, it is recommended the JPA Board create a sub-committee of Board members that will meet over the next two months with the SBCSELPA Executive Director to come up with a solution in support of retaining the SBCSELPA Wrap Around Team.

FISCAL IMPACT: None at this time.

RECOMMENDATION: None at this time.
February 3, 2020

Dear Dr. Ray Avila and SBSELPA,

I am writing you today to let you know that Santa Barbara Charter School will not be renewing our SBSELPA MOU as the employer of record for the Special Education Social Work “Wrap Around Like” IEP related services team for the 2020-21 school year. We will allow the expiration of the term to terminate our MOU as outlined in section 5, which means the term will expire June 30, 2020.

Due to the nature of our small school, we find it is no longer manageable for us to continue as the hiring entity. Of course we value our relationship with the SBSELPA and will do whatever we can to ensure a smooth transition for the staff.

Please let us know how we might be of service during this transitional time.

Warmly,

Laura Donner
Director of Education
MEMORANDUM OF UNDERSTANDING
BETWEEN
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SBCSELPA) AND SANTA BARBARA CHARTER SCHOOL (SBCS)

This Memorandum of Understanding ("MOU") is made and entered into between the Santa Barbara County Special Education Local Plan Area ("SBCSELPA") and the Santa Barbara Charter School ("SBCS"), (collectively, "Parties").

Whereas the SBCS has agreed to become the employer of record for one Special Education Social Work "Wrap Around Like" Individual Education Plan (IEP) related services team to SBCSELPA member LEAs for the 2017-2018 school year.

Beginning on July 1, 2017 the SBCSELPA and SBCS agree to enter in this memorandum of understanding as follows:

The terms of the agreement are as follows:

1. **Term.** This MOU shall cover the period from July 1, 2018 to June 30, 2019 with the option to renew for subsequent years as mutually agreeable in writing to both parties.

2. **Scope of MOU.** This MOU shall become null and void in the event that SBCSELPA is unable to recruit and select staff to provide social work "Wrap Around Like" related services (one team).

3. **Recruitment and Hiring of Staff.** SBCSELPA agrees to be fully responsible for recruitment and selection of social work "Wrap Around Like" staff, and shall be limited to no more than four (4) part time employees, two (2) full-time employees, or a combination thereof for the 2018-19 school year.
   a. **Hiring:** All hiring paperwork shall be handled via SBCS. The staff hired to perform the above services shall not begin work on LEA campuses or directly with students prior to successful fulfillment of the basic minimum requirements for employment with SBCS, including but not limited to verification of authorization to be employed in the United States, a reference check, a criminal background check, and tuberculosis clearance.
   b. **On-Loan Agreement:** SBCS agrees to loan the “Wrap Around Like” staff to SBCSELPA and its LEA members for the purposes of performing those duties pursuant to this MOU and/or assigned by SBCSELPA.
   c. **Compensation/Expense Reimbursement:** It is agreed that the compensation for the “Wrap Around Like” staff shall be determined by SBCSELPA based on experience. SBCSELPA shall reimburse SBCS for the gross monthly salary of “Wrap Around Like” staff and/or any stipend paid to the “Wrap Around Like” staff, as well as any applicable or resulting employer taxes, and all related fringe benefits costs including but not limited to workers’ compensation, unemployment insurance, FICA, PERS/STRS contributions, and health benefits, in connection
with their work performed pursuant to this MOU and/or assigned by SBCSELPA. SBCSELPA shall also reimburse SBCS for all expenses related to the acquisition and service fees associated with any equipment SBCS provides to the “Wrap Around Like” staff such as laptops, cell phones, etc. “Wrap Around Like” staff shall accrue sick leave with SBCS while performing work for SBCSELPA and its LEA members, and shall have the right to access such leave during the term of this MOU. If any such leave is taken by “Wrap Around Like” staff, SBCSELPA shall compensate SBCS in the manner described herein for the amount of paid sick leave taken.

d. **Management:** SBCSELPA shall have the primary responsibility for managing the “Wrap Around Like” staff, including but not limited supervising their work via a qualified SBCSELPA employee/contractor, assigning their work, investigating/resolving complaints, completing any intern paperwork on the staff’s behalf, providing administrative support, conducting performance evaluations, and disciplining/dismissing staff as needed. SBCS reserves the right to investigate/resolve complaints involving “Wrap Around Like” staff, and discipline/dismiss the “Wrap Around Like” staff, following consultation with SBCSELPA and/or its LEA members.

e. **Policies and Procedures:** It is further agreed that SBCSELPA will provide SBCS a written policy that will be provided to WRAP staff summarizing detailed procedures directions for completing and submitting timesheets (i.e. process for requesting time off, sick, holidays, paid, breaks, and what is each type of leave, how salaries are determined, how to complete time sheets and need to include a 30 minute break, the rules/employment law, how questions are to be handled (ask SELPA WRAP Supervisor who will then seek guidance from SELPA Director or Margaret Slater who will then seek information from SBCS if needed). SBCS will provide a sample time sheet training for the SBCSELPA Office Manager, WRAP Supervisor and staff in August as part of the training and hiring process.

f. **Mandated Reporting:** SBCSELPA shall be the entity to which all mandated reporting requirements and responsibilities will fall. SBCSELPA will assume full responsibility for understanding the mandated reporting requirements set forth by the State of California, as well as the nuances for mandated reporting and confidentiality set forth by the Board of Behavioral Sciences for licensed clinicians, or pre-licensed interns. SBCS shall bear no responsibility in the training of “Wrap Around Like” staff, nor be responsible for any failures to report abuse governed under the Mandate Reporting Law(s).

g. **Licensing:** SBCSELPA shall immediately report to SBCS upon knowledge of any sanctions, activities, academic preclusions, or any other occurrence or incidence that will preclude “Wrap Around Like” staff from providing services under the license or sanctioning body.

h. **Personnel Files:** SBCS shall be responsible for maintaining personnel files for the “Wrap Around Like” staff with respect to the work performed pursuant to this MOU. SBCSELPA shall provide copies of any records related to the work performed pursuant to this MOU and/or assigned by SBCSELPA to SBCS,
including but not limited to any documentation generated by SBCSELPA in carrying out its management duties outlined above. Upon request, SBCS shall disclose any and all relevant personnel file information for “Wrap Around Like” staff to SBCSELPA, but only upon receiving written consent from the affected staff member, as outlined or restricted by law.

4. **Employee Time Card and Absences.** SBCSELPA agrees to monitor, verify, and process monthly time cards using the SBCS time sheet. Time cards shall be forwarded to SBCS by the last working day of the month at close of business. SBCSELPA agrees to use their absent forms to monitor and track sick and personal necessity leave.

5. **Associated Fees.** SBCSELPA agrees to reimburse SBCS for indirect costs associated with annual business services in the amount of $1,200 per each staff member hired annually. This fee shall be received by SBCS from the SBCSELPA by June 1, 2019.

6. **Billing for Services/Reimbursement.** SBCS shall bill SBCSELPA monthly for the dollar amount for associated salary and related actual employment costs (hourly wage, statutory benefits, etc. plus 1.5% employee payroll processing costs) of each employee hired by SBCS to provide the related services as described above. Payment by SBCSELPA is due to SBCS within 30 days of the date each bill is sent to SBCSELPA for reimbursement.

7. **Record Keeping and Forms.** SBCSELPA agrees to maintain accurate records pertaining to its operation of the program approved under this Agreement and provide to SBCS additional data that may be required to complete required State of California or other evaluation reports.

   a. **Disclosure:** SBCSELPA agrees to amend the Parent or Client Bill of Rights (or similar required consumer disclosure forms) to include and disclose the relationship with SBCS. Such language shall include the nature of the relationship between SBCSELPA and SBCS, and the potential need to share protected and confidential Client or Parent for the purposes of evaluating and monitoring the performance of “Wrap Around Like” staff. This must be included on a signed document by the Client or Parent/Guardian of a minor.

   b. **Waiver of Liability:** SBCSELPA agrees to amend any and all Client or Parent liability waiver forms to co-list SBCS as indemnified from liability as a result of service to the full limits of consumer protection laws.

8. **Indemnification.** The SBCSELPA agrees, without exception, to indemnify, defend, and hold harmless SBCS and its Board of Directors, Officers, Administrators, employees, agents, representatives, successors, and assigns (collectively hereinafter “SBCS personnel”) against any and all actions, causes of action, claims, costs, expenses, penalties, obligations, or liabilities in any form including but not limited to legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against SBCS and SBCS personnel (including but not limited to personnel claims (e.g. wrongful termination, discrimination/harassment/retaliation, etc), wage or payroll claims, due process complaints and/or compliance complaints with the
California Department of Education and/or complaints to the Office of Civil Rights) (collectively hereinafter “claims”) that may be asserted or claimed by any person, firm, or entity arising out of the actions or omissions or presence of the “Wrap Around Like” staff described in this agreement, the claimed or alleged breach by SBCSELPA of this MOU. Should a claim of any kind be filed against SBCS by one of the “Wrap Around Like” staff, or any other person, firm, or entity, as described in this paragraph, SBCSELPA will fully defend SBCS with counsel of SBCS’s choosing and pay for all defense costs, attorneys’ fees, and resulting costs of judgment or settlement along with any costs of SBCS in tendering or enforcing this indemnification provision. This indemnification agreement will survive the termination of this MOU.

9. **Insurance.** SBCSELPA will name SBCS and its employees, officers, and members of the Board of Directors as additional insured(s) on all insurance policies, including but not limited to general liability, errors and omissions, automobile, and workers’ compensation. Proof that SBCSELPA has named SBCS as an additional insured through provision of the written endorsement(s) shall be a condition precedent to SBCS hiring the “Wrap Around Like” staff contemplated by this MOU. Additionally, proof must be received by SBCS that SBCS is listed as an additional insured by each school district and school site where “Wrap Around Like” staff are providing services, prior to beginning work on any LEA campus.

10. **Laws and Venue.** This MOU shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this MOU, the action shall be brought in a state or federal court situated in the County of Santa Barbara, State of California, unless otherwise specifically provided for under California law.

11. **Third Party Rights.** Nothing in this MOU shall be construed to give any rights or benefits to anyone other than SBCSELPA and SBCS.

12. **Severability.** The unenforceability, invalidity or illegality of any provision(s) of this MOU shall not render the other provisions unenforceable, invalid, or illegal.

13. **Dispute Resolution.** SBCSELPA and SBCS agree that the following process will be used to address disputes on the implementation of this MOU only after collaborative efforts have been attempted at the lowest possible level. If the parties determine that a dispute cannot be resolved at the lowest possible level, the parties agree to name a mutually agreed upon administrator of a county department or agency to assist to resolve disputes using a process of facilitated communication through non-binding mediation. The parties will use the following process:

- A written notice of the request for dispute resolution, including a description of the concerns to be addressed, shall be forwarded by the agency initiating the dispute to the non-initiating party.
- If the issue is not resolved within 5 business days, the agency initiating the dispute shall request that the outside party be contacted to schedule a meeting between the agencies.
• No later than sixty (60) calendar days from the date the mediator is contacted, a resolution plan between the two agencies will be developed.

• The responsible SBCSELPA and SBCS personnel services shall be responsible for assuring the agreements included in the resolution plan are implemented.

• The costs for this service shall be shared equally between SBCSELPA and SBCS.

14. **Termination.** Termination of this MOU shall only occur in one of the following ways:

(1) Expiration of the Term defined in Section 1.

(2) By mutual, written agreement of the Parties.

IN WITNESS WHEREOF, the Parties have caused this MOU to be executed by their duly authorized officers in the County of Santa Barbara, California. This MOU is entered into this 16th day of April, 2018 by and between the undersigned parties.

Santa Barbara County
Special Education Local Plan Area

By ____________________________  Date __________

[Signature]

SELPA Director and Secretary to the JPA Board

Circle of Trustees, Santa Barbara Charter School

Certificate of Secretary:
I certify that I am the duly elected and acting Secretary of the Santa Barbara Charter School, a California non-profit public benefit corporation; that this MOU, consisting of 5 pages, was approved by the Circle of Trustees Board of Directors, on July 11, 2017.

By ____________________________  Date ____________________________

Judy Mitchell, Board Secretary
MEMORANDUM

ATTORNEY-CLIENT PRIVILEGE
WORK PRODUCT PRIVILEGE

TO: Jarice Butterfield
FROM: Jan E. Tomsky
DATE: March 1, 2018
RE: SELPA’s Direct Employment of Mental Health Professionals

This memorandum responds to your request for a legal opinion regarding the ability of Santa Barbara County Special Education Local Plan Area (“SBCSELPA”) to directly employ mental health professionals, rather than partnering with a Local Education Authority (“LEA”), which serves as the direct employer. We are informed that the mental health professionals are non-certificated employees that are hired by another LEA although it is the SBCSELPA that supervises and evaluates the mental health professionals.¹

I. QUESTION PRESENTED

May the SBCSELPA directly employ non-certificated employees, i.e., mental health professionals, who are licensed through the Board of Behavioral Sciences (“BBS”) (or who are interns and trainees overseen by professionals licensed through the BBS), or must they employ these professionals indirectly by partnering with an LEA that serves as the direct employer?

II. SHORT ANSWER

Non-certificated employees (classified employees) must also be hired by either a county office of education or an individual district pursuant to Education Code section 45120.2, similar to certificated

¹ For the purposes of this memorandum, we assume that the position of a mental health professional is not a position which requires certification qualifications pursuant to Education Code section 44000 et seq. and accordingly constitutes a classified position.
staff under Education Code section 44903.7. Accordingly, the SBCSELPA may not directly employ the mental health professionals.

III. BACKGROUND

The SBCSELPA supports member LEAs in providing special education services to students with disabilities. It is governed by a Joint Powers Agency ("JPA") board comprised of superintendents from member LEAs. Those member LEAs include the Santa Barbara County Education Office, twenty school districts, and two charter schools.

One service that the SBCSELPA offers to member LEAs is the provision of mental health wraparound services. These services are administered by mental health professionals who are licensed through the BBS, or are interns and trainees overseen by professionals licensed through the BBS.

Currently, the SBCSELPA does not directly employ these mental health professionals. Instead, it partners with an LEA (known as the administrative unit, or "AU") that serves as the direct employer. However, the SBCSELPA supervises and evaluates the mental health professionals. This arrangement has led to confusion regarding the role of the LEA versus the SBCSELPA.

IV. ANALYSIS

A. Legal Framework

The legal requirements governing SELPAs are scattered throughout the California Education Code, and are far from clear. Section 56205, which deals with the required contents of SELPA local plans, indicates — although does not state explicitly — that only a SELPA’s administrative unit may employ staff. That Section requires local plans for multidistrict SELPAs to identify the respective roles of the SELPA, AU, and other individual LEAs regarding “the hiring, supervision, evaluation, and discipline of the administrator of the SELPA and staff employed by the administrative unit in support of the local plan.” Cal. Educ. Code § 56205(a)(12)(D)(11). In other words, Section 56205 does not contemplate the existence of staff that is not employed by the SELPA’s AU.

Section 45120.2(c), which deals with protections for classified employees upon the development or revision of a SELPA local plan, requires that all classified employees be employed by a county office of education or an individual school district upon development or revision of a SELPA. Id. § 45120.2(c). Similarly, Section 44903.7, which deals with protections for certificated employees upon the development or revision of a SELPA local plan, requires that all certificated employees be employed by a county office of education or individual school district. Id. § 44903.7(c).

At the same time, as a general rule, JPAs may employ personnel to perform functions for the JPA. Cal. Gov’t Code § 6508. Notwithstanding, in order for the JPA to establish itself as a SELPA, it must follow all applicable requirements under state and federal law which includes Education Code sections 45120.2 and 56205 et seq. We further note that the Goleta Union School District recently, on June 5, 2017, signed the Certification of Participation, Compatibility, and Compliance
B. Application

Education Code section 45120.2(c) explicitly provides that:

If a local plan for the education of individuals with exceptional needs is developed or revised pursuant to Chapter 2.5 (commencing with Section 56195) of Part 30, all classified employees shall be employed by a county office of education or an individual school district.

Similar to Education Code section 44903.7(b) which provides all certificated employees providing service to individuals with exceptional needs shall be employed by a county office of education or an individual school district, section 45120.2(c) similarly provides that all classified employees shall be employed by a county office of education or an individual school district as well. We believe the legislative intent behind Education Code section 45120.2 was to provide protections to classified employees similar to those provided to certificated employees. Therefore, we believe that all classified employees must be employed by a SBCSELPA member or the Santa Barbara County Office of Education.

We hope you find this information helpful. Please feel free to contact us if you have any further questions.
Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Resignation Notification from Amanda Palen, SBCSELPA Youth Support Specialist (YSS)

BACKGROUND:

- Amanda Palen notified Ray Avila, Executive Director for SBCSELPA, in a letter dated February 3, 2020 that she would be resigning from her position as an SBCSELPA Youth Support Specialist (YSS), effective February 28, 2020.

- SBCSELPA appreciates the service Ms. Palen provided in her term with the organization.

- Ms. Palen’s resignation will result in a 1.0 FTE vacancy for a SBCSELPA Youth Support Specialist, but will remain unfilled until staff determines a need for this support based upon the number of WrapAround referrals submitted in the future.

FISCAL IMPACT: None at this time.

RA: lm
Dear Ray Avila,

Please accept this letter as formal notification that I am resigning from my position as youth support specialist with Santa Barbara County SELPA. My last day will be on the 28th of February 2020. Thank you so much for the opportunity to work in this position for the past year. I’ve greatly enjoyed and appreciated the opportunities I have had to engage with students and school staff, and have learned a great deal, all of which I will take with me throughout my career. During my last few weeks, I will do everything possible to wrap up my duties and transition out with my current clients. Please let me know if there is anything else I can do to aid during the transition. I wish SELPA continued success and growth.

Sincerely,

Amanda Palen

[Signature]
Date: March 2, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Terms of 2020-2021 Employment Contract for Rosy Matos-Bucio as SBCSELPA Board Certified Behavior Analyst (BCBA)

BACKGROUND:
- Rosy Bucio has been employed by the SBCSELPA as a 1.0 FTE (195 workdays) Board Certified Behavior Analyst (BCBA) since September 2018.
- As a SBCSELPA BCBA, some of Ms. Bucio’s duties include consulting with education programs regarding proactive autism programming and behavioral supports, performing behavioral and functional assessments, assisting instructional personnel in plan implementation, providing district and county-wide professional development and collaborating with related service providers.
- Individual LEA’s throughout SB County purchase the majority of Ms. Bucio’s contracted time on an annual basis.
- In planning for the 2020-21 school year, 176.5 workdays have been committed to by several LEA’s in SB County. This will leave 18.5 remaining workdays historically reserved for SBCSELPA duties. It is anticipated another ten (10) workdays will be needed to complete the various SBCSELPA BCBA duties.
- Attached is a draft of the 2020-21 employee contract for Ms. Bucio reflecting 205 workdays.

FISCAL IMPACT: An increase in annual salary for ten (10) additional workdays would be $4,974.00.

RECOMMENDATION: That the proposed changes to Rosy Matos-Bucio’s contract be reflected in her 2020-2021 contract that will be a consent item on the May 4, 2020 JPA Board meeting agenda.

RA:Im
Santa Barbara County Special Education Local Plan Area (SBCSELPA)
Classified Professional Expert, Substitute, Apprentice, or Short-Term Employee
Contract Offer of Employment

Name: Rosy Matos Bucio, Ph.D.     Date: May 4, 2020

Hours: 40 per week     Contract Year/Term of Employment: 2020-21

Job Title: Board Certified Behavior Analyst (BCBA)

Beginning: July 1, 2020    Ending: June 30, 2021

Salary: $101,958 (Step 9)     Applicable Education Code Classification: §45103 (b) 2

% of Contract: 100%     Number of Days: 205

Eligibility for Health Benefits: Yes     Classification: Classified

The Joint Powers Agency formed pursuant to Government Code § 6500 et seq. and authorized by the Joint Exercise of Powers Act offers you employment as indicated above. Your employment with the SBCSELPA will be subject to the statutory exemptions from the classified service set out in Education Code § 45103. Your employment is scheduled to be either:

☐ §45103 (b) (1) Substitute and short-term employees, employed and paid for less than 75 percent of a school year, shall not be a part of the classified service.

☒ (2) Apprentices and professional experts employed on a temporary basis for a specific project, regardless of length of employment, and shall not be a part of the classified service.

☐ (3) Full-time students employed part time, and part-time students employed part time in any college work-study program, or in a work experience education program conducted by a community college district pursuant to Article 7 (commencing with Section 51760) of Chapter 5 of Part 28 and that is financed by state or federal funds, shall not be a part of the classified service.

Your employment will award you the rights which are required by statute; however, your continued employment is at will and it is the jurisdiction of the SBCSELPA to determine annually if the employment shall be continued.

The SBCSELPA also reserves the right to assign or reassign you within the scope of your assignment. Your responsibilities are set out below:
OFFER OF EMPLOYMENT:
The Santa Barbara County Special Education Local Plan Area Joint Powers Agency Board, hereinafter referred to as SBCSELPA Board, at a Regular Board meeting held on May 4, 2020, approved the offer of employment for Rosy Matos Bucio, SELPA Board Certified Behavior Analyst, for the period of July 1, 2020, through June 30, 2021, subject to the terms and conditions hereinafter set forth.

DUTIES:
The SELPA Board Certified Behavior Analyst shall report directly to the SELPA Coordinator under the supervision of the Executive SELPA Director. The duties of the SELPA Board Certified Behavior Analyst may include but are not limited to: consult within education programs regarding pro-active autism programming and behavioral supports; performing behavioral and functional assessments; assisting instructional personnel in plan implementation; and collaborating with related service providers, general education teachers, families, and other agencies as appropriate, conduct ABA trainings and other appropriate staff development.

ANNUAL SERVICE:
The SELPA Board Certified Behavior Analyst shall be required to render two hundred five (205) days of full and regular service to the SBCSELPA Board during the period covered by this Contract, excepting for absences and leaves authorized by rules and regulations of the SBCSELPA Board. Schedule of working days is to be negotiated with the SBCSELPA Director. The location of service may vary within Santa Barbara County as need dictates and will be determined by the SELPA Director.

SALARY:
The base salary for the term of this Agreement shall be one hundred one thousand nine hundred and fifty-eight dollars ($101,958) payable in 12 equal installments as provided by the legal statutes of the State of California. The base salary for this position shall also include payment of one thousand five hundred dollars ($1,500) for a Ph.D. stipend.

Upon any offer of subsequent yearly offer of employment, the SBCSELPA JPA Board shall determine if the SELPA Board Certified Behavior Analyst salary shall increase as set forth in the Santa Barbara County SELPA Step and Column Salary schedule for SELPA Board Certified Behavior Analyst contingent upon receiving a satisfactory evaluation.

FRINGE BENEFITS:
The SELPA Board Certified Behavior Analyst will be entitled to fringe benefits, such as, but not limited to other employees of the SBCSELPA.

TRAVEL ALLOWANCE:
The SELPA Board Certified Behavior Analyst shall receive compensation for the operation of her own vehicle in relation to her duties as SELPA Board Certified Behavior Analyst in the amount of $150 per month for south county mileage and the IRS mileage rate for north county mileage.
In accordance with applicable laws and policies of the SBCSELPA Board, the SELPA Board Certified Behavior Analyst shall be reimbursed the IRS mileage rate per mile for work related use of her automobile outside of Santa Barbara County and additional travel reimbursement in accordance with SBCSELPA Board policies.

In the event the SBCSELPA Board determines the Contract for the SELPA Board Certified Behavior Analyst is not to be renewed upon its expiration, the SELPA Board Certified Behavior Analyst shall be given written notice thereof by the SBCSELPA Executive Director in accordance with the requirements of Education Code § 45117.

TERM OF CONTRACT:
This is a one-year limited term contract that expires on June 30, 2021.

SBCSELPA JPA Board Chairperson                           Date

I hereby accept the above Contract and agree to comply with the terms and conditions thereof and to fulfill all of the duties of the SELPA Board Certified Behavior Analyst for the Santa Barbara County Special Education Local Plan Area Board during the term specified in this contract.

Employee                                             Date
Date: March 2, 2020
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: SBCSELPA Special Education Parent Handbook Revisions/Updates

BACKGROUND:

➢ The SBCSELPA Special Education Parent Handbook was last reviewed and revised in February 2017.

➢ The Community Advisory Committee (CAC) reviews and revises this handbook and have been since July 1995. The 2019-2020 CAC devoted time this year to review and update the current Special Education Handbook.

➢ The District/LEA special education administrators also reviewed the handbook and are in agreement with all of the revisions/updates that have been made.

➢ The Special Education Parent Handbook will be distributed throughout the County as a resource for District/LEA special education administrators and teachers.

FISCAL IMPACT: None.
Handbook available on SBCSELPA website
www.sbcSELPA.org

Ballard School District • Blochman Union School District • Buellton Union School District • Carpinteria Unified School District • Cold Spring School District • College School District • Cuyama Joint Unified School District • Goleta Union School District • Guadalupe Union School District • Hope School District • Lompoc Unified School District • Los Olivos School District • Montecito Union School District • Orcutt Union School District • Santa Barbara County Education Office • Santa Barbara Unified School District • Santa Maria-Bonita School District • Santa Maria Joint Union High School District • Santa Ynez Valley Union High School District • Solvang School District • Vista Del Mar Union School District.

ACKNOWLEDGMENT

Many thanks go to the members of our 2010-2011 2019-2020 Community Advisory Committee who spent time doing research, participating in discussions and editing. The handbook from North Inland Special Education Region was adapted for use in Santa Barbara County. The committee wishes to acknowledge North Inland for the work they put into their fine handbook. Our job was made easier through their efforts.

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Revised February 2009
Revised September 2011
Revised September 2016
Revised February 2017
Revised January 2020

2015—2016 Community Advisory Committee Members:

Amanda Martinez-Iqbal, Chairperson, Goleta Union School District Professional Representative
Ashley Martinez, Vice-Chair, Santa Ynez Valley Consortium Professional Representative
Eric Lewis, Carpinteria Unified School District Professional Representative
Carrie McKiddie, Goleta Union School District Parent Representative
Andrea Gropetti, Lompoc Unified School District Professional Representative
Shannon Samuel, Orcutt Union School District Parent Representative
Elaine Furst, Orcutt Union School District Professional Representative
Melissa Fitch, Santa Barbara Unified School District Parent Representative
Launa Nazifoglu, Santa Barbara Unified School District Professional Representative
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Staey Newby, Santa Maria Joint Union High School District Parent Representative
Marissa Gutierrez, Santa Maria Joint Union High School District Professional Representative
Claudia Davenport, Santa Ynez Valley Consortium Parent Representative
Benito Carreón, County Schools Professional Representative
Gina Carbajal, Public Agency Professional Representative
2019-2020 Community Advisory Committee Members:

Michele Lyon, Chairperson, Santa Ynez Valley Consortium, Professional Representative
Megan Fichter, Vice Chair, Orcutt Union School District Professional Representative
Leigh Collier, Blochman Union School District, Parent Representative
Pam Werner, Carpinteria Unified School District, Parent Representative
Chail Norton, Goleta Union School District, Parent Representative
Norma Cabello, Guadalupe Union School District, Parent Representative
Christine Emanuel, Hope School District, Parent Representative
Kristen Ruskey, LEA Charter Schools, Parent Representative
Marianna Murillo, Santa Barbara County Education Office, Parent Representative
Dena Davis, Santa Barbara Unified School District, Parent Representative
Belinda Hammond, Lompoc Unified School District, Parent Representative
Stacey Hansen, Santa Ynez Valley Consortium, Parent Representative
Erin Davis, Guadalupe Union School District, Professional Representative
Tisha Quam, Lompoc Unified School District, Professional Representative
Sucari Epps, Goleta Union School District, Professional Representative
Karla Curry, Carpinteria Unified School District, Professional Representative
Jestin St. Peter, Hope School District, Professional Representative
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Mackenzy Bilkey, Santa Barbara County Education Office, Professional Representative
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Patty Moore, Alpha Resource Center
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INTRODUCTION

This handbook has been prepared for the parents of children with disabilities. We hope this handbook will help you understand more about the process of obtaining appropriate educational services for your child. Parents and educators are partners in planning for the exceptional needs of each child. As a parent, it is important to:

1. Be active in the entire planning process
2. Know your rights and those of your child
3. Ask questions
4. Learn about your child's exceptional needs
5. Ask for help if you need it
6. Be active in your child's education program
7. Be a confident advocate for your child

The questions answered in this booklet are the questions parents ask most often. If you have questions which are not answered here or you need clarification of an answer, feel free to call or visit your district director or coordinator of special education or call the Santa Barbara County Special Education Local Plan Area (SBCSELPA) office at (805) 683-1424.

This handbook is truly the product of a team effort--the same kind of teamwork we want to practice every day as parents and school personnel who work together to assure quality education for our children with exceptional needs throughout Santa Barbara County.

We hope you use this booklet as a handy source of information and find it helpful.
SPECIAL EDUCATION

Special education is defined by federal (Individuals with Disabilities Education Act, I.D.E.A.) and state law (Education Code) as specially designed instruction, at no cost to the parents to meet the unique needs of the individual with exceptional needs. Everyone has relative learning strengths and weaknesses. When a child's identified disability is so severe that it significantly impacts his/her educational performance, the student may be found eligible for special education services.

Who may receive special education services?

In order to be eligible for special education, the student must exhibit one or more of the following disabling conditions:

Autism (AUT)

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (although it can be diagnosed at a later age as long as all criteria are met) and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf* (DEAF)

Deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Deaf/Blindness* (DB)

Deaf-blindness is related hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Emotional Disturbance (ED)

Emotional disturbance is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behaviors or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.
Established Medical Disability (Preschool Only) (EMD)
For purposes of this section, “established medical disability” means a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education and services

Hard of Hearing* (HH)
Hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Speech/Language Impaired (SLI)
A language or speech disorder is defined by one or more the following:
• Articulation disorder - reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention.
• Abnormal Voice - characterized by persistent, defective voice quality, pitch, or loudness.
• Fluency Disorders - the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.
• Language Disorder - when there are difficulties with expressive or receptive language that falls below the 7th percentile on two or more standardized assessments in one or more of the gullwing areas:
  o Morphology
  o Syntax
  o Semantics
  o Pragmatics

Intellectual Disability (ID)
Intellectual disability is significantly lower than average general intellectual functioning, existing at the same time with deficits in practical life skill behaviors and appears during the developmental period that adversely affects a child's educational performance.

Multiple Disabilities (MD)
Multiple disabilities is simultaneous impairments the combination of which, causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
• Example: Intellectual disability and blindness or intellectual disability and orthopedic impairment

Other Health Impairment(OHI)
Other health impairment is having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that result in limited alertness with respect to the educational environment and adversely affects a child's educational performance. This is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.
Orthopedic Impairment* (OI)

Orthopedic impairment is a severe inability to move using muscular and skeletal systems that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Specific Learning Disability (SLD)

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may affect the ability to listen, think, speak, read, write, spell, or do mathematical calculations. It may also include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression.

- Education code allows for eligibility to be determined through any of the following processes:
  - Discrepancy Model
  - Response to Intervention (RtI)
  - Pattern of Strengths and Weaknesses (PSW)

Traumatic Brain Injury (TBI)

Traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury results in impairments in one or more areas such as:

- cognition
- language
- memory
- attention
- reasoning
- abstract thinking
- judgment
- problem-solving
- sensory, perceptual, and motor abilities
- psychosocial behavior
- physical functions
- information processing
- speech

Visually Impaired* (VI)

Visual impairment is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

* Denotes a Low Incidence Disability meaning a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12.

This information was derived using 5 CCR § 3030. If further information is needed, refer to the preceding Education Code. http://www.casponline.org
What are other general terms which may refer to children with these disabling conditions?

Students with one or more of these disabling conditions may also be referred to by using terms such as:

- Individuals with Exceptional Needs
- Exceptional Children
- Children with Disabilities
- Children with Exceptional Needs

Do different agencies use different terms and guidelines?

Yes. Since various state and federal agencies operate under different laws and guidelines, the eligibility criteria may differ significantly. The same term may also be used by various state and local agencies with different meanings. This can be very frustrating and confusing to parents seeking assistance for their child. Therefore, parents should ask for clarification of terms from any agency providing services. Ask for clarification from any agency providing services and refer to Child Find and Referral Section of this handbook (Page 6).

Do all students with an identified disability require special education?

No. Special education is not for all children with an identified disability. Many are able to and should attend school without any change in the classroom program. Special education is only appropriate when modifications in the general education classroom are not sufficient to meet the child's educational needs. If, through assessment, a special education program is determined necessary for your child, an Individualized Education Program (IEP) will be developed to create goals in identified areas of need. For children with disabilities who take the California Alternative Assessments (CAA) in English language arts/literacy (ELA), mathematics, and/or science, a description of benchmarks or short term objectives is also required.

What is an Individualized Education Program (IEP)?

The Individualized Education Program (IEP) is a legal document designed during an IEP Team Meeting. Items the IEP may include:

- General Information and Eligibility (which includes annual and triennial IEP dates).
- Present levels of child’s performance for academics (including current Statewide Assessment scores), communication, gross/fine motor, social emotional/behavioral, vocational, adaptive, and health.
- Information about Special Factors including assistive technology, low incidence services, considerations for blind/visual impairment, deaf/hard of hearing, and English Learners needs.
- Statewide Assessment information including whether the child is taking the Smarter Balanced Assessment (SBAC), California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment of California (ELPAC) and the California Alternative Assessments (CAA).
- Goals (and objectives for children that take the CAA and the ELPAC), which include criteria for evaluation.
- Specific specialized academic instruction (SAI) and/or related services to be provided to your child such as speech and language services, occupational therapy (OT), adaptive...
physical education (APE), counseling, etc. including the frequency and duration of each service and location where the service will be provided.
g. The extent your child will be able to participate in the general education classroom.

Who are the members of the IEP team?

a. One or both of the student’s parents/guardians or the adult student (18-25 years of age).
b. At least one general education teacher of the student, if the student is, or may be, participating in the general education environment
c. The Case Manager of the student, who may be a special education teacher, a speech and language pathologist, or an APE teacher.
d. A representative of the local educational agency (LEA) who meets all of the following:
   • Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs
   • Is knowledgeable about the general education curriculum
   • Is knowledgeable about the availability of resources of the local educational agency (Note: This person may serve a dual role. For example, he or she may also be a special education teacher if he or she has been given these two roles by school administration)
e. An individual who can interpret the instructional implications of the assessment results, such as a school psychologist. The individual may also serve a dual role.
f. At the discretion of the parent/guardian, or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate
g. Whenever appropriate, the child with exceptional needs

When and how is the IEP implemented?

For all initial assessments and for the initial IEP, you must give written consent before any assessment may begin or any services can be implemented. As soon as possible thereafter, the program as developed in the IEP will be provided. At the end of each IEP you will be asked to sign, consenting to the IEP as agreed upon in the meeting. You may take a copy home for review prior to signing if you desire. No services will begin, however, until your written consent is provided to the district.

CHILD FIND AND REFERRAL

School personnel and other concerned parties are responsible for identifying children who are having difficulty in school and may need special education services. Teachers usually contact a parent and talk over these concerns. Others who are in contact with children including parents, doctors, child care workers, etc., may also recognize that a child is having difficulties with some aspect of development.

Who can be referred for a special education evaluation? Who can make a referral?

Children between the ages of 3 and 21 who attend private or public school, who are homeless and/or wards of the state can be referred for a special education evaluation can be referred for a
special education evaluation. In addition, referrals can be made for children who are migrant, in a residential facility, and in the juvenile justice system.

If your child is younger than 3 years of age, a referral for special education can be made to the Santa Barbara County Education Office. There are two regional offices: North Office Phone Number: (805) 922-0334 and South Office Phone Number: (805) 964-4711. Referrals for special education can be made by teachers, specialists, administrators, as well as parents, doctors, community agencies, and other interested parties.

**How do I know if my child might need to be referred for a special education evaluation?**

Parents are encouraged to discuss concerns with their child’s teacher, doctors, community agencies, and interested parties to clarify and organize specific problems and issues. Many school districts have a process in place to discuss concerns for a child through a Student Study Team (SST) meeting.

**What is Response to Intervention?**

Response to Intervention is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make important decisions about change in instruction or goals, and applying child response data to important educational decisions in the general education environment.

**Who do I contact if I have a concern?**

First, contact your child's teacher. If you are not able to resolve the problem, then speak to the principal. He/she may be able to suggest other school programs or modifications to help your child. School sites often have other staff, such as a resource teacher or counselor, to talk to you about your concerns. If you don’t feel your concerns are being addressed, call the school district office and talk to someone in the special education department.

**What is a Student Study Team Meeting?**

The Student Study Team (SST) is made up of teachers, intervention specialists, school administrators, counselors, school psychologists, and other specialists. Your district may call this team by another name, such as: Student Intervention Team (SIT), Student Assistance Team (SAT), Child Guidance Team (CGT), Student Success Team (SST), Child Study Team (CST), etc. The purpose of the SST is to report and clarify concerns for the student and develop appropriate interventions within general education resources. This may include classroom accommodations, behavior contracts, as well as providing intensive interventions such as Response to Intervention (RtI) to help the student make appropriate progress process before referring to special education; however, parents may at any time officially refer the student, in writing, for an assessment to determine special education eligibility. The school district will review the referral and determine whether to accept or reject a request for an evaluation and offer alternatives to help your child. The SST process is not a required part of the IEP eligibility process (See question pg. 8, “What is a Referral for Special Education Assessment”).
What are some of the interventions the Student Study Team might consider and implement?

The Student Study Team may consider many options to address the concerns for a student. These options include but are not limited to:

- Classroom accommodations and/or adaptations
- Other general education programs such as Migrant Education, Alternative Programs, and/or programs for basic skills remediation (Chapter 1, Remedial Reading, Learning Assistance Specialist, RtI etc.)
- Using special materials
- Specialized Remedial Program(s)
- Behavior Contracts
- School-Based Counseling
- Schedule Changes
- Modified Day
- Independent Study
- Retention
- Suggestions for parents to implement at home
- Referral to other agencies or medical professionals

Why is the Student Study Team process encouraged?

The use of the Student Study Team (SST) assists regular classroom teachers in modifying instruction for students having difficulty in their classrooms. The SST process also assists in documenting interventions have been implemented and whether they meet the student's educational needs. Documentation in which monitored interventions cannot meet student needs is an essential part in determining that the student may require special education programs and services. When the members of the SST believe that all reasonable alternatives have been tried and are not sufficient, a referral can be initiated for special education. Interventions can continue to be implemented while a referral is made for special education.

Does someone contact me if special education services are being considered?

Parents have the right to be a part of the Student Study Team (SST) process and will know of the referral for assessment by participating at the SST meeting. If the parent is not in attendance when the referral is made by the team, the parent will receive a "Notice of Receipt of Referral for Special Education Assessment" in the mail prior to or with the receipt of an Assessment Plan. Usually parents are contacted by phone to discuss the referral. You should discuss the Assessment Plan with your student's teacher, psychologist, or other specialist who is conducting the assessment to be sure you understand the process.

What is a referral for special education assessment?

A formal referral is a written request for assessment to determine whether the student requires special education services. Within 15 days of receipt of the referral, an assessment plan may be submitted to the parent(s) for written permission to begin the evaluation or the district may choose to deny the assessment in the form of a written notice to the parent, explaining the reason why the district will not be assessing the student at this time. An initial assessment may not begin without written parental permission. The school district can provide assistance to parents in writing a written referral for a special education evaluation.
**Who can make a referral?**

In addition to the SST, a formal written referral for assessment can be made directly to the school site or district administrator by parent or guardian, school personnel, public or private agency, student, or other interested persons.

However, the district may encourage the referring party to utilize the SST process since a direct referral does not eliminate the need for documentation of general education modifications. Parents are notified if anyone other than the parent makes a referral. The district may decide if an assessment is appropriate or not. If an assessment is to be conducted, the parent will receive a Prior Written Notice and an Assessment Plan. If the district does not think an assessment is appropriate, the parent will be informed in writing why the assessment is not appropriate at this time in accordance with Individuals with Disabilities Education Act, Section 1415 (b)(3) and (4) and (c)(1) of Title 20 of the United States Code.

**What is 504?**

504 is NOT a special education law. It is a section of the Rehabilitation Act of 1973. Section 504 prohibits discrimination against handicapped persons, including both students and staff members, by school districts receiving federal financial assistance. All individuals who have exceptional needs under the Individuals with Disabilities Education Act (IDEA) are also considered to be handicapped and therefore protected under Section 504. However, all individuals who have been determined to be handicapped under Section 504 may not have exceptional needs under IDEA. The IDEA defines as eligible only students who have certain specified types of disabilities and who, because of one of those conditions, need special education (specially designed instruction). Section 504, on the other hand, protects all handicapped students, defined as those having any physical or mental impairment that substantially limits one or more major life activities (including learning). Section 504 covers all students who meet this definition, even if they do not fall within the IDEA enumerated categories and even if they do not need to be in a special education program. A 504 Plan is a protection for students who may need accommodations in the general education program but are not eligible for IDEA special education services.

**ASSESSMENT**

An assessment is a comprehensive evaluation by a team of specialists that evaluates how a child is functioning in all areas related to his/her suspected disability.

Evaluation may include intellectual, academic, physical, motor, health, assistive technology, speech/language, and social-emotional development. The assessment team may include the school psychologist, language, speech and hearing specialist, resource specialist, remedial reading teacher, school nurse, general education teacher, and/or others, depending on the individual student's needs. The specific areas to be evaluated will be specified on your child's assessment plan.
**What happens when I sign the assessment plan form?**

**THE ASSESSMENT PROCESS**

**Prior to Referral for Assessment:**
*Consultation and General Education Interventions by the Student Study Team. If interventions are not enough to meet your child’s needs in general education, a special education assessment plan will be developed. Parents may at any time refer a student, in writing, for an assessment to determine eligibility for Special Education.*

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1.   | Parent signs Assessment Plan  
       __________________________.  
       date                        |
| 2.   | Student is assessed by the appropriate school staff, for example, psychologist, special education teacher, speech therapist, adaptive physical education specialist, or others as needed. |
| 3.   | A meeting is held with parent(s) to go over assessment results on or before:  
       __________________________.  
       date                        |
| 4.   | If assessments show student needs special help and the IEP team determines the student is eligible for special education, the parent will be asked to help develop the IEP. This meeting will be held on or before: |
| 5.   | Student receives Special Education services. |
| 6.   | Progress Reports |
| 7.   | A review meeting with parent is held at school. |

Your child cannot be initially assessed without your permission. Assessments must be completed and an Individualized Education Program (IEP) developed if the student meets eligibility as an individual with exceptional needs within 60 days of the date the signed assessment form is received by the district, not counting days of major school holidays and breaks between school sessions or terms of more than 5 school days.

Assessments may be conducted by one or more special education specialists. You may be contacted regarding your child’s health & developmental history, your concerns, and other issues.

You will be asked to come to school for a meeting. If you request, and the school staff agrees, you may participate by conference call. At the meeting, you will find out how your child performed on the assessment. You may request a copy of the assessment for review prior to the meeting. You may bring someone with you to the meeting (See question p. 13, “May I bring someone to the meeting”).

If the IEP determines your child has a disability as defined by law and requires instruction/services that cannot be provided with modification of the regular school programs, an IEP will be developed. You will receive a copy of the IEP and all reports. Your child cannot receive special education services without your permission (signature on IEP).

Your child will then receive help from special education teachers and/or other specialists as needed.

Progress reports regarding goals (and objectives, if appropriate) will be sent home at the same frequency as school report cards.

After your child has been in a special education program for one year, or sometimes sooner, you will be asked to come to a meeting so you and the IEP Team can review your child’s progress and revise the IEP. This is known as your child’s Annual Review. However, you have the right as a parent/guardian to request a review of the IEP at anytime.
Who shall I contact if I have questions about the assessment plan?

The name and telephone number of a contact person will be listed on the assessment plan. If for some reason there is no name and number, contact the school principal or the special education office in your school district.

How will the assessment be conducted?

Assessment information may be gathered in different ways: tests; observations; discussions with classroom teachers and parents; review of student work; and a review of previous records and educational or medical records from other agencies (with parent permission). A child must be assessed in all areas related to the suspected disability and no single test may be used to determine eligibility for special education.

Where and when will the assessment take place?

The assessment will be conducted during the school day. A student will be observed in class, and possibly on the playground, and may be taken to a quiet room for part of the assessment. Infants and preschoolers may be assessed in the home or at school.

How long does the assessment take?

Assessments are completed within sixty (60) days after written parental consent to the assessment plan is received by the district. When the assessment is completed, a written report will be developed and explained to the parents. Not all children who are referred and assessed are found eligible for special education.

The determination of whether or not your child is eligible for special education and appropriate services is made by the Individualized Education Program (IEP) Team.

What will the report(s) include?

Although the particular components may vary, generally the assessment report(s) will include:

a. Background information, including developmental, health, and school history
b. Summary and interpretation of actual test results
c. Recommendations for educational needs
d. Relevant behavior and relationship of observed behavior to student’s academic and social functioning
e. For pupils with learning disabilities whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
f. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
g. The need for specialized services, materials, and equipment for pupils with low incidence disabilities
Are there additional components required in the report depending on the suspected areas of disability?

Yes. For example, additional components might include a vision report for the blind or visually impaired, a current audiogram for students who are hard of hearing or deaf, and a medical report for students who have orthopedic impairments or traumatic brain injury.

How often will these assessments be conducted?

A full evaluation must be completed prior to the student's initial enrollment in special education.

At least every 3 years a determination is made of what, if any, assessments will be conducted to determine the student’s continued eligibility for special education and his or her educational needs.

Evaluations may be performed more frequently if school staff determines that additional assessment information is needed or if the parent or teacher requests a re-evaluation. Both the parent and an administrative representative must agree to evaluations conducted more often than once per year.

What does the Diagnostic Center of Southern California provide?

The Diagnostic Centers of Southern California are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students. They provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance. The decision to refer a student to the Diagnostic Center of Southern California originates from the student’s IEP Team after the district has implemented school intervention and finds the team needs further information to help the district design services.

INDIVIDUALIZED EDUCATION PROGRAM MEETING (IEP MEETING)

The IEP Team Meeting is designed to give parents, the teacher, specialists, and the school administrator the opportunity to come together and review the present level of functioning of the child and then to plan an appropriate program, including goals and services. If assessments were administered, they will be reviewed and interpreted.

What happens after the assessment is completed?

An IEP Team meeting will be held. As a parent, you are a member of this team. You will be invited, in writing, to the meeting. Attempts will be made to schedule the meeting on a date and time convenient to both you and the school personnel.

The invitation will tell you the purpose of the meeting, date, time, place, and who has been invited. If you cannot meet at the time scheduled, contact the person listed on the meeting notice as soon as possible to reschedule. Parents shall be notified of the individualized education program meeting early enough to ensure an opportunity to attend.
What is the purpose of the IEP meeting?

The purpose of the Initial IEP meeting is to review the assessment findings, determine if your child is eligible for special education, and, if eligible and in need of special education services, develop the Individualized Education Program (IEP). If an IEP is developed, the team will discuss your child’s strengths and needs and determine appropriate goals, supports, and services that will enable your child to progress in the general education curriculum.

Who will be at the meeting?

The administrator/designee who is knowledgeable about resources and curriculum; a special education teacher or service provider; a general education teacher (when appropriate); someone who can interpret evaluation results; you; your child (if appropriate); and others who have information about your child. An interpreter will attend if needed.

May I bring someone with me to the meeting?

Yes, you may bring anyone you wish with you to the meeting, such as your child's regional center worker or social services worker. Be sure to notify him/her of the date, time, and location of the meeting. If you cannot attend the meeting, you may have someone attend in your place and speak for you. However, you must ultimately give your written permission for your child's placement in special education.

You should notify the person who is listed on the meeting notice of whether or not you will attend or if someone will be attending for you. You are encouraged to bring your child to the meeting if you feel he/she will benefit from the discussion. You may also request an interpreter to be present at the meeting. It is also an option to request that you participate in the meeting via conference call.

May I tape record the meeting?

Yes. The parent or guardian, district, special education local plan area (SBCSELPA), or county office shall have the right to record electronically the proceedings of IEP team meetings and shall notify the members of the IEP team of their intent to record a meeting at least 24 hours prior to the meeting. If the parent or guardian objects or refuses to attend the meeting, due to it being recorded then the meeting shall not be recorded. It is the parent’s responsibility to record the meeting if he or she chooses. The district is only required to give a copy of a recording if the district has chosen to record the meeting. Then, if requested, the district is required to give the parent a copy of the recording at the parent’s cost.

How do I prepare?

You may want to review your child's past records for clues to any information which may assist the IEP team. Be sure to request records in advance of the time you want to see them. School records must be requested at least five days in advance. You may provide any information you want considered at the IEP meeting.

Parent questions to ask during IEP sheet in English and to Spanish version in Spanish.
<table>
<thead>
<tr>
<th>IEP Pages</th>
<th>Clarifying Questions for Parents/Guardians/Adult Students</th>
</tr>
</thead>
</table>
| **(NC 6A) Notice of Meeting** - when, where, and who will be at meeting. | Who are the members of my student’s team?  
Whom can I bring to the meeting?  
Can I record the meeting? Will someone take notes?|
| **(IEP 1) Demographic and Eligibility**  
**(IEP 2) IEP Eligibility** - dates of current, next, and last IEP and eligibility. | Check your contact information to ensure it is correct and current.  
What is my student’s disability?|
| **(IEP 2B) Present Levels of Performance** - updates on Academics, Social Emotional, Communication, Adaptive Living Skills, Behavior, and Health at school. | Does the page reflect my student’s strengths and my/our concerns?  
Give current health information including medication changes.|
| **(IEP 4) State Wide Assessments** - review state tests student will take, review accommodations for test (s). | When and why does my child take state tests?  
Which accommodations are appropriate for my student if any?|
| **(IEP 3B) Annual Goals** - plans the IEP team for the student to be written in measurable terms for the school year. | How do these goals support my student’s learning?|
| **(IEP 5) Special Factors** - Assistive technology or low incidence support through special equipment.  
English Language Learner supports.  
Positive behavior services or need for behavior support plan if appropriate. | What equipment or technology does my student require to make progress with their goals?|
| **(IEP 7A-1) Special Education and Related Services**  
**(IEP 8) Supplemental Aids and Transportation**  
**(IEP 6A) Instructional Accommodations** - services provided in Least Restrictive Environment.  
The services provided including time, location, duration.  
Accommodations support in general education classes | What type of special education support is available to meet student needs?  
How will my student be supported in the general education setting?|
| **(IEP 7B) FAPE and Educational Setting** - location of where the student will receive IEP services | How will I be notified about student’s progress?  
What does my student’s day look like?|
| **(IEP 10A) Consent and Signatures** - meeting participants sign in attendance; Parent/Guardian/Adult Student signs to initiate new IEP. | Do I have to sign agreeing to IEP at the meeting?  
If I do not sign in agreement, how it will affect my student?|
<table>
<thead>
<tr>
<th><strong>Notes and Additional Information</strong> - the minutes taken at the meeting</th>
<th>Can I ask for the notes to be read aloud? What is the purpose of the notes?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IEP Team Member Excusal</strong> - excuses a team member from attending the IEP meeting.</td>
<td>Can I say no to the member asking to be excused? If I say no to the member asking to be excused what happens next?</td>
</tr>
<tr>
<td><strong>Additional IEP Forms</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Specific Learning Disability Eligibility</strong> - shows how a student qualifies under a Specific Learning Disability</td>
<td>If I sign the form, what happens next?</td>
</tr>
<tr>
<td><strong>Behavior Intervention Plan</strong> - plan that targets problem behaviors and highlights procedures for improving the behaviors.</td>
<td>How will I know if my child’s behavior is improving? What can I do at home to help the team? Who is responsible for implementing the plan?</td>
</tr>
<tr>
<td><strong>Transition Plan</strong> - discusses future goals/plans for the student after high school (starts at age 15)</td>
<td>What resources are available to my student after high school? Will my student receive a diploma?</td>
</tr>
<tr>
<td><strong>General Questions Parents/Adult Students/Guardians Might Ask:</strong></td>
<td>When can I call an IEP meeting? Can I call an IEP meeting whenever I want? How will the student’s next teacher know about his/her IEP? Can a school exit my student from special ed. without my permission? If I still have questions about the IEP, who should I contact? How will the IEP team communicate?</td>
</tr>
</tbody>
</table>

Resources:  
[www.sbcelpa.org](http://www.sbcelpa.org)  
[https://www.disabilityrightsca.org](https://www.disabilityrightsca.org)

Created by: Community Advisory Committee (CAC) and Santa Barbara County SELPA  
Dec. 2018/ Revised January 2020
As the assessment results are shared, what is my role as a parent?

You will be given a full explanation of the assessment findings. During this process you may present any additional information you have about your child, ask any questions you may have about the assessment or findings, and/or request the school to provide additional assessment if necessary. A copy of the written assessment report will be given to you. The assessment report, the IEP, and the meeting will be interpreted in your native language if requested.

If I need time to think about what is presented, may I request a second meeting at a later time?

Yes. The meeting may be continued or tabled so you may consider the results and recommendations and you may request a second meeting.

What do I do if I do not agree with the school’s assessment findings?

If you disagree with an assessment obtained by the school district (also referred to as local education agency (LEA)), you may be entitled to an independent educational assessment (requested in writing) at the LEA’s expense. However, the LEA may initiate a due process hearing to show that its assessment is appropriate. If the LEA’s assessment is found to be appropriate, the LEA will not be required to pay for the parent’s independent assessment. If the LEA requests an independent assessment, the parent is not responsible to pay.

What do I do if I want my child assessed by someone outside the local education agency?

You may obtain an independent assessment of your child at any time. Independent assessments not requested by the school district are at the parent’s or other agency expense, and are not provided at public school expense. Independent assessments must be considered in the decision-making processes along with school assessments.

What do I do if the IEP team finds that my child is not eligible for special education?

If you, as part of the team, agree with the team’s decision:
- Sign the form indicating you agree. Discuss with the school staff any other plans or classroom modifications for your child’s education program.

If you, as part of the team, do not agree with the team decision:
- You may request:
  a. Additional assessment followed by a continuation of the IEP meeting
  b. An administrative review with the district office special education staff
  c. A state level hearing which may include mediation

What happens if the IEP team finds my child eligible for special education?

You and the team will develop an Individualized Education Program (IEP) specifically tailored to your child. The team may bring a draft of some of the goals (and objectives, if appropriate) being considered for your child to the meeting. Remember, these are drafts and can be changed. The drafts can be helpful in giving everyone something to look at and discuss. Parents are also encouraged to offer proposed goals (and objectives, when appropriate).
What is an Individualized Education Program (IEP)?

The IEP is a written legal document ideally developed in a collaborative and cooperative effort between parents and school personnel that describes the child’s disabilities and needs and prescribes the placement and services designed to meet the child’s unique needs. The IEP will include:

- a. The present level of educational performance
- b. Goals (and objectives) as appropriate which include criteria for evaluation
- c. Specific special education instruction and/or related services to be provided
- d. An explanation of the extent your child will be able to participate in the regular program
- e. Projected date for initiation and the anticipated duration and location of services
- f. Participation in state and district wide tests
- g. How progress will be measured and how parents will be informed
- h. Transition service needs, as appropriate
- i. Age of majority – at age 18 student gains adult status for decision making

When appropriate, the IEP should also include:

- a. Extended school year services
- b. Provisions for transition into the regular program
- c. Access to Assistive Technology
- d. Specialized equipment, materials, and services for deaf, blind, and severely orthopedically impaired students
- e. Pre-vocational or vocational education
- f. Linguistically appropriate goals for students whose native language is other than English
- g. Special transportation arrangements when required

A parent has the right to refuse services after the initial assessment and free appropriate public education (FAPE) has been offered at the initial IEP meeting.

What do I do if I agree with some parts of the initial IEP but not all of it?

If for the initial IEP you agree that services should be provided, sign the IEP Signature and Parent Consent page with exceptions, listing the areas to which you do not agree. This way the student can receive services while you and the district members take time to work out the areas of non-agreement. A parent also may choose not to sign the IEP until all areas of the IEP are agreed upon, but keep in mind that without signature, none of the services will be implemented. If the parent or guardian of a child who is an individual with exceptional needs refuses all services in the IEP after having consented to those services in the past but does not revoke consent to special education, the local educational agency may file a request for due process.

How often must the school review my child’s special education placement and IEP?

Every special education student must have his or her progress and IEP reviewed at least once each year. Teachers, however, will be monitoring each student’s progress regularly throughout the school year. Progress toward annual goals will be reported to you in writing at least as often as students receive report cards in general education. **Parents may request an IEP review at any time.** The district will set a meeting within 30 days (not counting school breaks).
**Can the IEP be transferred to another school district?**

If you move to another district, take a copy of your child’s annual IEP and most recent assessment to your new school district. The new district will implement your child’s IEP with comparable services for 30 days as an administrative placement. Prior to the end of the 30-day administrative placement, an IEP meeting will be held to review your child’s IEP, revise if necessary, and specify the services that will be given in your new district.

**What happens if I want to drop my child from services after he/she has been receiving special education services?**

If you decide you do not want your child to receive Special Education Services, you must provide in writing a revocation of consent for implementing the IEP. This can be to one service or all.

**PROGRAM OPTIONS**

Special education is provided in the least restrictive environment (LRE) through a continuum of services and placements. A larger percentage of students are served in less restrictive environments while a smaller percentage are served in more restrictive environments. A child's placement on the continuum may change as their needs change.

**What is the least restrictive environment (LRE)?**

The least restrictive environment (LRE) for a child is the placement that realizes a match between the learning needs of the student and the conditions of the educational environment, while providing the student with the maximum integration with students who do not have exceptional needs.

The Code of Federal Regulations, Title 34 states:

"Each public agency shall insure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

**What is the continuum of services and placements?**

1. Regular education programs consistent with subparagraph (a) of paragraph (5) of subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulations.

2. A resource specialist program pursuant to Section 56362

3. Related Services pursuant to Section 56363.

4. Special classes pursuant to Section 56364.2.
5. Nonpublic, nonsectarian school services pursuant to Section 56365.

6. State special schools pursuant to Section 56367.

7. Instruction in settings other than classrooms where specially designed instruction may occur.

8. Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation.

9. Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.

What is the Resource Specialist Program (RSP)?

Students in the Resource Specialist Program (RSP) are assigned to their regular classrooms for the majority of the school day but receive special education instruction and/or consultation services from the resource specialist. Services may be provided directly to the student in the regular classroom and/or in the resource room. Consultation services may also be provided to the general education teachers by the resource specialist.

What are self-contained class placements?

Self-contained class placements (formerly known as special day class) serve students with similar and more intensive educational needs. The self-contained class may enroll students only when the nature or severity of the disability of the individual with exceptional needs is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavior support, cannot be achieved satisfactorily.

What is Specialized Academic Instruction (SAI)?

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general education curriculum, so that they can meet the educational standards within the jurisdiction of the public agency that apply to all children (34 CFR 300.39 (b)(3)).

What are related services?

Developmental, corrective and other supportive services designed to enable a child with exceptional needs to receive FAPE as described in the IEP. Related services include speech and language therapy, adapted physical education, itinerant services for the hard of hearing or visually impaired, counseling and other specific types of instruction required for the student to benefit from special education. The child generally receives these services at school during the regular school day.

What is a nonpublic school (NPS)?

If the IEP team determines that no public school program in the child’s district of residence or neighboring districts can meet the child’s extraordinary needs, a private program certified by the state may be an option.
Non Public School (NPS) Residential Treatment Center (RTC) Placements

When a LEA/District IEP team determines they can no longer provide a continuum of program options to meet the needs of a student within the LEA/District or Santa Barbara County SELPA it may recommend that student be provided a free and appropriate education (FAPE) in a NPS placement with or without a RTC. In most circumstances this placement would be in an out-of-home RTC placement as there are no NPS day treatment placements located in Santa Barbara County. These placements are very restrictive and typically are only recommended in rare circumstances when all other programs and supports have been exhausted. Students requiring this high level of very structured program are usually deemed a danger to themselves or others, or have other very unique needs that cannot be met at the local level. In some circumstances these program placements may be made collaboratively with other agencies such as Tri Counties Regional Center (TCRC), Department of Probation, etc.

RIGHTS AND RESPONSIBILITIES

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). The provision of special education services is governed by state and federal laws. Local districts establish their own procedures to implement these laws. Students who are identified with a disability that requires special education and related services have the right to free appropriate public education (FAPE) services in the least restrictive environment (LRE). Parents/adult students and the local school district have responsibilities, as well as rights, to ensure identification, placement, and services for individuals with exceptional needs. These laws protect the rights of parents/guardians/adult students to be fully informed and to participate in all planning and decision-making about their child's or their own education.

How are these rights protected?

The goal of all school districts in the Santa Barbara County SELPA is to provide appropriate educational services for all students. In doing this, certain procedures are followed. The law requires that the school districts establish guidelines and procedures to protect the rights of qualified students with disabilities and their parents/guardians; these practices are called Procedural Safeguards and are described throughout this booklet as they pertain to the different topics discussed.

What are my Parent Rights?

The full version of Parents’ Rights is available in Appendix C. A brief summary is provided below. It should be noted that Parent Rights is in reference to parents/guardians and also adult student where appropriate):

a. Parents have the right to request an assessment and, under certain conditions, an independent evaluation of the student at public expense.

b. Written permission from the student's parents or guardians (or from the student, if age 18 years or older and not conserved) is required to begin an assessment, or to change an educational placement of a student with a disability who requires special education and related services.
Parents have the right to be informed and participate in the IEP process, including the development of the IEP.

Parents have the right to be informed of student assessment results in their native language, unless it is not clearly feasible to do so, and to give or withhold consent for placement.

Parents have the right to request a meeting to review the IEP.

Parents have the right to examine all reports and educational records of the student.

The rights of privacy and confidentiality of records apply to all students.

Parents have the right to an impartial due process hearing regarding the identification, evaluation, placement, and provision of a free appropriate public education for their child.

What are some of my responsibilities as the parent?

You, as the parent/guardian, have the primary responsibility for your child. You, as well as the school, must seek the appropriate educational program for your child. This responsibility includes communicating your concerns with the appropriate staff, requesting assistance, and initiating a written referral for assessment if needed. You should assist the school by providing relevant information and past records including medical history where they may impact the child's school progress. **Your child should come to school well rested, nourished, and prepared to learn. Your child needs to attend school every day, unless physically unable, to ensure that he/she has a continuous opportunity to succeed and make meaningful progress on their IEP goals.**

What are the school district's rights and responsibilities?

a. The goal of all school districts is to provide an appropriate education for all its students. Generally, this includes the modification of general education programs and provision of specialized remedial services prior to consideration for special education.

b. The school has the responsibility to identify, refer, and assess students in all areas of suspected disability.

c. The school district must provide student records to another district if the student moves.

d. Districts must adhere to procedural safeguards.

e. The district has the right to request a due process hearing.

Who may have access to my child’s records?

Parents/guardians, appropriate school personnel and service providers from other agencies who provide instruction or a related service to the student may have access to the student's records. All individualized education programs shall be maintained in accordance with state and federal pupil confidentiality laws. Contact your local district or the SBCSELP A for more detailed information.
Are there safeguards to protect my rights?

Yes. Parents or students have the right to file a complaint with the local district superintendent or the State Superintendent of Public Instruction, U.S. Department of Education Office of Civil Rights (OCR) or request a due process hearing with the State Superintendent of Public Instruction.

It is important to all districts in the Santa Barbara County SELPA to remediate any conflicts by working with parents to build trust and provide the student an appropriate educational program. Parents or a school district may request a mediator through SBC SELPA Alternative Dispute Resolution (ADR) process to support the IEP team in collaboration and resolution. ADR is requested through contacting SBC SELPA. The process of ADR is highlighted in Section 12 of SBC SELPA’s Procedural Handbook. Due process is hopefully only a last resort.

What is a complaint?

A complaint is an allegation that the district has violated federal or state laws or regulations regarding special education. The remedy, if the district has been found out of compliance, is to develop a process that ensures the violation will not continue to occur.

What is due process?

Due process is a legal procedure which ensures that each child has the right to equal educational opportunities.

Due process ensures that there are specific procedures and timelines that must be followed when and if significant changes or accommodations are made (or even proposed) in a child's educational program. Due process is guaranteed to us by the Constitution of the United States. It is there as a safeguard so that every individual has the means of protecting and asserting his or her own rights.

A due process hearing may be appropriate when there is a:

a. Disagreement over a proposal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child.

b. A refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child.

c. Refusal by a parent to consent to an assessment of the child.

How do I make a complaint or request due process?

Any complaint that you may have should first be shared with the individual with whom you disagree and/or with the school site administrator. If your concerns are not resolved in a timely manner, contact the special education administrator in your local district. Should you be unable to resolve the issue at that level, you may file a formal complaint (within one year) or a request for a due process hearing with the California Department of Education and the local superintendent of schools. Your local school district has the responsibility to provide you with specific information on filing and to assist you if you request their help. A hearing must be within two years of the disagreement/refusal.
BEHAVIOR

What if my child has challenging behaviors?

If your child is displaying challenging behaviors, then an IEP team meeting should be convened to discuss the impact of the behavior on your child’s learning/safety and/or the impact on others learning/safety. If your child’s behavior has resulted in the completion of a Behavioral Emergency Report (BER) then the District is required to schedule an IEP meeting within two days and hold the scheduled meeting within 30 days. The IEP team will look at the severity of your child’s behavior and determine if a Functional Behavioral Assessment (FBA) is warranted which would lead to a Behavior Intervention Plan (BIP) if necessary or if early stage interventions provided by the teacher are sufficient in reducing the frequency and intensity of the challenging behavior.

What level would my child’s challenging behavior be considered as?

Behaviors typically fall within one of the following four stages:

- Early Stage Intervention Behavior
  - Behavior is not yet significantly impacting the learning of the student or classroom functioning but could escalate if not addressed.
  - Examples:
    - Behavior has not generalized to more than one specific situation
    - Behavior has only occurred recently, less than 3-4 occurrences

- Moderate Behavior
  - Behavior is beginning to significantly impact classroom functioning or student learning.
  - Examples:
    - Behavior has generalized to multiple settings
    - Behavior has been repeatedly occurring, for example daily or weekly
    - Behavior disrupts the classroom functioning and students are unable to complete anticipated work due to frequency of the teacher’s need to address this behavior.
    - Student is not mastering core curriculum at anticipated rate nor “if the student has an IEP” progress in IEP goals and objectives.

- Serious Behavior
  - Behavior may require systematic observations and data collection and analysis procedures.
  - Examples:
    - Assaultive: physical assaults that require staff to manage the problem safely to protect the student and/or staff or peers. (If the behavior has occurred only once, a behavior plan may or may not be required, but careful analysis of the situation is required to assure future safety of all.
    - Self-Injurious: physical harming self (e.g. repeatedly hits self on head, continuous skin pricking resulting in health issues).
    - Other: Serious behaviors that interfere with quality of life, and/or IEP goal mastery (i.e. maladaptive behaviors) and/or occurring in multiple environments.

- Extreme Behavior
  - Student poses a safety issue to others or to self. Students behavior may require systematic observations and data collection and analysis procedures.
  - Examples:
    - Student has made a very serious substantive threat to harm self or others, e.g. threatens to kill self or others.
- Severe self-injury: physically harms self, at an extreme level, leaving significant evidence of the attack (e.g. hits self hard enough to break skin, leaves large bruises, damages organs).

**What is a Behavioral Emergency Report (BER)?**

A BER is completed when an emergency intervention is used or serious property damage occurs. *A completed BER is housed in the students cum file and a copy of the report provided to the parent or guardian.* Emergency interventions such as Children’s or Team Control Position may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the child or others. Whenever a behavioral emergency occurs, only SBCSELPA approved techniques may be used. SBCSELPA-approved techniques are taught in the [Nonviolent Crisis Prevention Institute](https://www.cpiusa.org) Intervention (CPI) classes offered for certification to each district yearly.

**What is a Functional Behavioral Assessment (FBA)?**

A FBA is an assessment based on observations, review of records, interviews, and data analysis to determine the function the challenging behavior serves for the child, how that function can be met more appropriately and how the environment can be altered to better support general positive behaviors. The outcome of the FBA should include replacement behaviors, positive programming, reinforcement strategies, reactive strategies, emergency interventions and follow-up plans. A FBA should be done as best practice when a Behavior Intervention Plan (BIP) is being proposed. The FBA must be conducted by, or under the supervision of, a person who has documented training in behavioral analysis with an emphasis on positive behavioral interventions.

**What is a Behavior Intervention Plan (BIP)?**

A BIP should be created from data collected by trained school personnel, which may be in the form of a FBA. These are often developed for children that exhibit moderate to extreme level behavior. A BIP may be developed for a moderate level behavior if the team determines it is required. The BIP is a part of the IEP, which should include a description of the challenging behavior(s), the potential positive replacement behaviors, behavioral interventions to be used, specific reinforcement strategies, and how information pertaining to the behavior will be communicated between home and school.

**What should I expect if my child is suspended or expelled?**

Students in special education can be suspended up to 10 days each school year **without being provided** any specialized services. If a student is suspended beyond a total of 10 consecutive days or more than 10 days cumulative where a pattern is determined to exist, this is legally an equivalent to an involuntary change in placement and requires manifestation determination and a FBA if the misconduct is a manifestation of the disability.

**What is Manifestation Determination?**

The evaluation of the relationship between a student’s disability and act of misconduct that must be undertaken when a district proposes to take specified serious disciplinary actions, such as
suspension or expulsion. The same review is required under Section 504 (34 CFR 104.35) in connection with disciplinary actions that constitute a significant change in educational placement.

POSTSECONDARY TRANSITION

Transitions happen throughout every person’s lifetime. Change can be stressful, but with preparation, support, information, and planning, transition to adult programs and services can be made easier for you and your student with exceptional needs. Students with exceptional needs and their families, experience more frequent and some times more challenging transitions than do typically developing children for various reasons such as change of providers (teachers, therapists, case managers, etc.) who might have been providing guidance and support for years. Your knowledge of the needs of your family and teen can help his or her transition(s) to be successful.

“One of the most striking (and most stressful) aspects of transition for families of children with exceptional needs is that it focuses on relationships: beginning and ending them, leaving a comfortable situation and starting all over again.” Brekken & Knowlton, Transition Issues: A Model for Early Childhood Special Education

What is an Individual Transition Plan?

At the high school level when the student is preparing to enter the world of work or when the student is exiting special education Individual Transition Plans (ITP) are developed with the parent and the student through the IEP process, and involve other agencies as appropriate, for example, Tri Counties Regional Center, Department of Rehabilitation, etc.

All special education students are required to have an Individual Transition Plan as stated in IDEA:

a. Beginning no later than the first IEP to be in effect when the child is 16 and updated annually thereafter.

b. Appropriate measurable postsecondary goals are written based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.

c. The transition services (including courses of study) needed to assist the child in reaching those goals.

What happens when my child leaves special education?

Students are exited from special education when they no longer meet the eligibility criteria and/or when the IEP Team recommends exit from service and parent agrees. Students may need to remain in special education until they graduate from high school or until the semester of their 22nd birthday.

At the time of exit from high school due to a student’s graduation with a regular high school diploma, certificate of completion, or when he or she reaches the maximum age for eligibility, the parent/guardian will receive a written form, “Summary of the Student’s Academic Achievement and Functional Performance – Part 1 and Part 2.”
PARENT INVOLVEMENT

Two of the most critical aspects of your student's education is your involvement in the IEP process and regular communication with your child's classroom teacher.

How can I be involved to help my child succeed at school?

Listed below are some of the ways that you can be involved in your child's education while being sensitive to the teacher's work hours and work day yet keeping the lines of communication open with your child's classroom teacher:

- Communicate by email or telephone with your child's teacher, before or after instructional time
- Request information from teachers on a regular basis so you can reinforce class work at home.
- Send and receive notes from your child's teacher
- Receive and review progress reports from the teacher
- Attend IEP meetings and teacher conferences
- Schedule a time to observe your child in his/her classroom
- Volunteer to work in the classroom
- Serve on school site, district or community advisory committees
- Participate in parent support groups

Are there parent organizations in which I can participate?

Some districts have active local advisory councils that serve as both support groups for parents and in an advisory capacity to the district.

Parent involvement is encouraged in the Special Education Local Plan Area's Community Advisory Committee (CAC) which is concerned with the development and review of our special education programs. By law, the committee is composed of a majority of parents of special education students. Others on the committee may include parents of general education students, special education teachers, administrative personnel, representatives of other public agencies, and students with disabilities.

Some organizations available to parents are listed in Appendix E.

What is the purpose of the Community Advisory Committee (CAC)?

The primary purpose of the Community Advisory Committee (CAC) is to provide input into the Local Plan (the document that describes services in the region.) However, at meetings, the CAC members may see demonstrations and share information about special programs. As a member, when you come to a CAC meeting, you can ask questions, get information, express your opinions, and get to know the people who make decisions in district special education departments.

Where do CAC meetings take place? How do I find out about meeting dates, times, and location?

Meetings may take place at various sites around the region, but are typically held in the SBCSELPA’s Buellton Conference Room mid-county in Buellton. For more information, contact the SBCSELPA office at (805) 683-1424 or check the SBCSELPA website at www.sbcelpa.org.
# APPENDIX A

## AN INTRODUCTION TO THE LANGUAGE OF SPECIAL EDUCATION

The following phrases are often used by special education professionals. Frequently the letters to the left are used instead of the entire phrase. This list is intended to help you better understand what can otherwise seem like "Alphabet Soup."

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AB</td>
<td>Assembly Bill</td>
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<tr>
<td>ABA</td>
<td>Applied Behavior Analysis</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactive Disorder</td>
</tr>
<tr>
<td>ADI</td>
<td>Autism Diagnostic Interview Revised</td>
</tr>
<tr>
<td>ADOS-2</td>
<td>Autism Diagnostic Observation Scale 2</td>
</tr>
<tr>
<td>APE</td>
<td>Adaptive Adapted Physical Education</td>
</tr>
<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>AT</td>
<td>Assistive Technology</td>
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<tr>
<td>AUT</td>
<td>Autism</td>
</tr>
<tr>
<td>BA</td>
<td>Behavioral Aide</td>
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<tr>
<td>BIP</td>
<td>Behavior Intervention Plan</td>
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<tr>
<td>CAA</td>
<td>California Alternative Assessment</td>
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<tr>
<td>CAC</td>
<td>Community Advisory Committee</td>
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<tr>
<td>CARS</td>
<td>Childhood Autism Rating Scale</td>
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<tr>
<td>CASP</td>
<td>California Association of School Psychologists</td>
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<tr>
<td>CCASP</td>
<td>Central Coast Association of School Psychologists</td>
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<tr>
<td>CCS</td>
<td>California Children's Services</td>
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<tr>
<td>CDE</td>
<td>California Department of Education</td>
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<tr>
<td>CEC</td>
<td>Council for Exceptional Children</td>
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<tr>
<td>CHAT</td>
<td>Checklist for Autism in Toddlers</td>
</tr>
<tr>
<td>CTE</td>
<td>Center for Therapeutic Education</td>
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<tr>
<td>DHH</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>DIS</td>
<td>Designated Instruction and Services</td>
</tr>
<tr>
<td>DMH</td>
<td>Department of Mental Health</td>
</tr>
<tr>
<td>DSM-V</td>
<td>Diagnostic &amp; Statistical Manual – Fifth Edition</td>
</tr>
<tr>
<td>ED</td>
<td>Emotional Disturbance</td>
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<tr>
<td>EL</td>
<td>English Learner</td>
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<tr>
<td>ESY</td>
<td>Extended School Year</td>
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<tr>
<td>FAPE</td>
<td>Free Appropriate Public Education</td>
</tr>
<tr>
<td>FBA</td>
<td>Functional Behavior Assessment</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights &amp; Privacy Act</td>
</tr>
<tr>
<td>GROW</td>
<td>Growth Mindset, Resilience, Other Centered, Work Ethic</td>
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<tr>
<td>HH</td>
<td>Hard of Hearing</td>
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<tr>
<td>HI</td>
<td>Hearing Impaired</td>
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<tr>
<td>IA</td>
<td>Instructional Assistant</td>
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<tr>
<td>ID</td>
<td>Intellectual Disability</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act (Name of PL 94-142, 1975)</td>
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<tr>
<td>IDEA 2004</td>
<td>Individuals with Disabilities Education Improvement Act</td>
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<tr>
<td>IEE</td>
<td>Independent Educational Evaluation</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
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<tr>
<td>IFSP</td>
<td>Individual Family Service Plan</td>
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</table>
GLOSSARY OF TERMS

**AGE EQUIVALENT SCORE (A.E.):** A way of reporting test scores in which the score is equal to that of an average student of that age (for example, an age equivalent score of 3.7 means that the student did as well as an average student who is 3 years and 7 months old).

**ANNUAL REVIEW:** Each public agency must ensure that the IEP Team reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved and revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.

**ALTERNATIVE DISPUTE RESOLUTION (ADR):** A process requested by a district or parent for support with dispute resolution through a neutral mediator.

**ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD):** Inattentive type, hyperactive type, or combined; significant inability to maintain prolonged attention to a task.

**AUTISM (CCR § 3030 (b) (1)):** Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

  (A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

  (B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

**BEHAVIOR INTERVENTION PLAN (BIP):** A specific behavior plan written following a Functional Analysis Assessment (FAA) not to be confused with a more general Behavior Plan that may be written at any time without a formal FAA.

**BEHAVIOR MODIFICATION:** A technique of changing or controlling the way a person behaves by controlling the events that come before and after the behavior.

**CALIFORNIA CHILDREN SERVICES (CCS):** The state agency which provides occupational and physical therapy to eligible physically disabled students.

**COMMUNITY ADVISORY COMMITTEE (CAC):** A group of members appointed by local school districts that functions in an advisory capacity to the governing board of the Local Planning Agency and is composed of parents of individuals with exceptional needs; parents of other pupils enrolled in school; pupils or adults who have exceptional needs; general and special education teachers; other school personnel; representatives of public or private agencies. All CAC meetings are open to the public.
COMMUNITY BASED INSTRUCTION: Training and activities to assist the student in transitioning from school to adult living.

COMPLIANCE: The requirement to follow all state/federal laws. An allegation of "noncompliance" will generally result in an investigation.

COUNTY MENTAL HEALTH: The state agency which provides counseling or other mental health services to students whose emotional needs extend beyond the school counseling options. Santa Barbara’s agency is known as Behavioral Wellness.

DEAF: A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a student’s educational performance.

DEAF-BLINDNESS: Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

DIAGNOSTIC CENTER OF SOUTHERN CALIFORNIA: Provides comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance to school districts upon request.

DIRECTIONALITY: Awareness of the two sides of the body and the ability to identify them as left and right, and to project this correctly into the outside world, as in knowing which is the right hand of a person facing you.

DUE PROCESS: The set of legal requirements that guarantees that the rights of the student with exceptional needs, the student’s parents, and the school are protected.

DUE PROCESS HEARING: Part of due process in which disagreements between a parent and a school regarding identification, services, etc., for a student can be resolved. Both the school and the parent(s) get to present their evidence to an impartial hearing officer who decides which is the appropriate plan of action for the student.

DYSLEXIA: Dyslexia is a learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge (International Dyslexia Association, 2002)

SPECIFIC LEARNING DISABILITY (SLD): Generally, a neurologic disability resulting in an inability or compromised ability to achieve academically that is not related to, or the cause or result of low intellectual ability or sensory impairment. Defined in IDEA regulations at 34 CFR 300.8(c)(10) as: “a disorder in one or more of the basic psychological process involved in understanding or in using
language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

**EMOTIONAL DISTURBANCE (ED):** A condition evidenced by an inability to learn which cannot be explained by other factors, which is evidenced by inability to build or maintain satisfactory relationships with peers and adults, inappropriate behavior or feelings under normal circumstances, a general pervasive mood of unhappiness/depression, or a tendency to develop physical symptoms or fears associated with personal or school problems, manifested over a long period of time and to a marked degree that adversely affects educational performance.

**ESTABLISHED MEDICAL DISABILITY (Preschool Only):** For purposes of this section, “established medical disability” is defined as a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education services.

**EXPRESSIVE LANGUAGE SKILLS:** Skills required to produce language for communicating with other people. Speaking, writing and signing are expressive language skills.

**FIGURE-GROUND PERCEPTION:** The ability to pay attention to one part of what you are looking at (for example, the ink) in relation to the rest of the "field" (for example, this paper).

**FINE MOTOR COORDINATION:** Development and control of small muscles such as those used to cut, hold a pencil, etc.

**FREE APPROPRIATE PUBLIC EDUCATION (FAPE):** What the district must offer to parent/student after the student is found eligible for special education.

**FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA):** An assessment of behavior and then the development of a Behavior Intervention Plan (BIP) looking specifically at data (measurable and observable), function of behavior, the environment, replacement behavior, positive programming, reinforcement, reactive strategies, emergency interventions and follow-up.

**GOAL (instructional goal, annual goal):** A general statement of what is expected of an individual.

**GRADE EQUIVALENT SCORE (G.E.):** A way of reporting test scores in which the score is equal to that of an average student of that grade level (for example, a grade equivalent score of 3.7 means that the student did as well as an average student who is in the seventh month of third grade).

**GROSS MOTOR COORDINATION:** The development of awareness of large muscle activity; coordination of large muscles in a purposeful manner such as walking and jumping.

- **Bilateral** - Ability to move both sides of the body at the same time (jumping).
- **Unilateral** - Ability to move on each side of the body without moving the other (hopping).
- **Cross Lateral (Cross-Pattern)** - Ability to move different parts of the opposite sides of the body together or in different sequences (e.g., skipping, which is a highly integrated movement).

**GUARDIAN:** A person who is permanently or temporarily appointed by a court to act in place of a parent.
**HARD OF HEARING:** An impairment in hearing, whether permanent or fluctuating, that adversely affects a student’s educational performance but that is not included under the definition of deafness.

**HYPERACTIVITY:** A description of a physical or mental condition causing constant excessive movement.

**IMPULSIVITY:** Acting impulsively, without considering the outcome(s) of the action.

**INCLUSION:** To be educated and participate with students who do not have exceptional needs in the least restrictive environment. Full inclusion is to be educated in the general education classroom.

**INDEPENDENT EVALUATION:** An evaluation of the student’s abilities by people not connected in any way with your public school.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP):** An educational plan written for each student with exceptional needs.

**I.Q. (INTELLIGENCE QUOTIENT):** A measure of cognitive (mental) ability. It suggests a student’s potential for academic success.

**INTELLECTUAL DISABILITY (ID):** Significantly below average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student’s educational performance.

**LANGUAGE/SPEECH:** A difficulty understanding or using spoken language such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student’s educational performance.

**LATERALITY:** Refers to the two sides of the body, and the ability to identify them as left or right correctly.

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** The program placement which is the most "normal" that a particular student can work in and benefit from the educational program.

**LOCAL EDUCATION AGENCY (LEA):** The local school district.

**MAINSTREAMING** (see inclusion): Placing individuals with exceptional needs in as normal an educational setting as possible.

**MEDIATION:** An optional step in the due process procedure in which a state appointed facilitator works with both parties to develop a mutually acceptable compromise.

**MULTIHANDICAPPED:** Concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairments, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

**MULTIDISCIPLINARY:** The use of a combination of several disciplines (health, education, social services) to determine the needs of a student.
OBJECTIVE (short term objective, instructional objective, behavioral objective): A clear statement of what is expected of an individual. It should include: the conditions under which the behavior/skill is to occur, a description of the behavior/skill, and how the behavior/skill is to be measured.

OCCUPATIONAL THERAPY: Occupational therapists provide rehabilitative services to individuals with mental, physical, or developmental impairments. Whether someone has trouble performing day-to-day activities due to an illness, injury, or disability, occupational therapy is about teaching people how to work within their limitations so they can live as independently as possible.

OTHER HEALTH IMPAIRED (OHI): Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- Is due to chronic or acute health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- Adversely affects a student’s educational performance.

PERCEPTUAL-MOTOR: Coordination of body movements with the senses of sight, hearing, and touch.

PERSEVERATION: Continuing or repeating an activity (such as finger patting) to excess.

PLACEMENT (program placement): The type of program and/or setting in which a student will be educated.

PSYCHOMOTOR: Refers to muscle responses including development of fine motor, small muscles (cutting, etc.) and large muscles (walking, jumping, etc.).

READING COMPREHENSION: The ability to understand what one has read.

RECEPTIVE LANGUAGE: Receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

REGIONAL CENTER (Tri-Counties Regional Center (TCRC)): The state agency that provides supportive services to developmentally disabled students, adults, and their families.

REGULAR CLASS PLACEMENT: The type of program placement in which nondisabled students are educated.

RELATED SERVICES: required for the student with exceptional needs to benefit from special education (e.g., speech therapy, adaptive physical education, counseling, etc.).

RESIDENTIAL SCHOOL: A placement option in which students, usually with severe disabling conditions, receive their education away from their home environment in an educational facility which has dormitory or cottage living facilities. Some placements provide for returning home on holidays and weekends, while other placements may be on a more permanent basis.
**REVERSE MAINSTREAMING**: A process of bringing peers who do not have exceptional needs into a class of students with disabilities.

**RESOURCE SPECIALIST PROGRAM (RSP)**: A type of instructional setting in which a student receives intensive instruction in specific areas (for example: math, spelling, language or reading) for a part of the school day. It may be implemented on a pull out, in classroom, and/or consultative mode.

**SENSORY INTEGRATION**: How people use the information provided by all the sensations coming from within the body and from the external environment.

**SEVERE ORTHOPEDIC IMPAIRMENT**: A severe orthopedic impairment that adversely affects a student’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**SPECIALIZED ACADEMIC INSTRUCTION (SAI)**: Adapting, as appropriate to the needs of the student with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum.

**SPECIAL EDUCATION**: Specially designed instruction to meet the needs of an eligible student with disabilities in accordance with his/her Individualized Education Program (IEP).

**SPECIFIC LEARNING DISABILITY (SLD)**: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including dyslexia, and developmental aphasia.

**SPEECH IMPAIRED (SI)**: Students who have difficulty in expressing their thoughts due to difficulty with articulation, voice, fluency, and/or language.

**SPEECH/LANGUAGE SPECIALIST**: A person trained in the areas of speech and language disorders that may provide specialized services when a student has a disability in one or both of these areas. Other terms: Language/Speech Specialist, Language/Speech/Hearing (LSH) Specialist.

**STUDENTS WITH DISABILITIES**: Students with disabilities are those students identified through the IEP process as being intellectually disabled, hard of hearing, deaf, speech impaired, visually impaired, emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, learning disabled, autistic, or having suffered a traumatic brain injury or from multiple disabilities.

**STUDENT STUDY TEAM/ STUDENT SUCCESS TEAM (SST)**: A process for implementing modifications in the general education setting to address a student's needs. It is generally implemented prior to a referral for special education services. Also called Student Assistance Team (SAT) or Student Guidance Committee (SGC) with minor variations.

**SURROGATE PARENT**: A person who "stands-in" for a student’s parent.

**TACTILE**: Sense of touch.
**TASK ANALYSIS:** Breaking down a complex task (such as an instructional objective) into simpler, smaller parts.

**TRAMATIC BRAIN INJURY (TBI):** An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student educational performance.

**VISUAL IMPAIRMENT (VI):** Impairment in vision that, even with correction, adversely affects a student’s educational performance. The term includes both partial sight and blindness.

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**APPENDIX C**

**PARENTAL AND ADULT STUDENTS’ RIGHTS AND PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION**

Please keep this document for future reference.

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**GENERAL RIGHTS**

1. All children with disabilities, birth through twenty-one years of age, have the right to a free appropriate public education.

2. All children with disabilities have the right to placement in the least restrictive learning environment which provides maximum interaction with the general school population in a manner that is appropriate to the needs of both.

3. A copy of the procedural safeguards notice shall be given to the parents of a child with a disability only one time a year, except that a copy also shall be given to the parents upon initial referral or parental request for assessment or upon any reevaluation of the child, upon the first occurrence of the filing for a due process hearing under Education Code Section 56502 and upon request by a parent.

4. The procedural safeguards notice shall include a full explanation of the procedural safeguards, written in the native language of the parent, unless it clearly is not feasible to do so, and written in an easily understandable manner. If the native language or other mode of communication of the parent is not a written language, the notice is to be translated orally or by other means to the parent in his or her native language or other mode of communication. The local educational agency (LEA) shall take steps to ensure that the parent understands the content of the notice and shall ensure that written evidence exists that these requirements have been met.

5. Parents have the right to participate in meetings with respect to the identification, evaluation, and educational placement of their child, and the provision of a free appropriate public education.

**RIGHTS RELATED TO EVALUATION AND ASSESSMENT**

6. Parents have the right to initiate a referral of their child for special education services.

7. Parents must give their written consent for an initial assessment to determine if their child qualifies as a child with a disability. If the parent does not provide consent for initial assessment or the parent fails to respond to a request to provide the consent, the LEA may pursue the initial assessment utilizing the mediation and due process procedures described later in this document.

8. The parent shall be given, in writing, a proposed assessment plan within 15 calendar days of the referral for assessment, not counting days between school sessions or days of school vacation in excess of 5 school days, from the date of receipt of the referral unless there is written parental agreement to an extension. Assessment plans shall be developed within 10 days after the start of the new regular school year when a referral was made 10 days or less prior to the end of the regular school year. For pupil school vacations, the 15 day time starts again when the regular school year reconvenes. Parent consent is not required before reviewing existing data as part of an assessment or reassessment or before administering a test or other assessment that is administered to all children, unless consent is required of the parents of all children before administration.

9. The assessment plan shall be provided in the native language of the parent, unless it is clearly not feasible to do so, and shall explain the types of assessments to be conducted and the facts which make an assessment necessary or desirable. The parent
shall have at least 15 calendar days from receipt of the proposed assessment plan to provide written consent. Assessment may begin immediately upon receipt by the LEA of the signed assessment plan.

10 Upon completion of the administration of tests and other assessment materials, an IEP Team meeting shall be scheduled, including the parent and his or her representatives, to determine eligibility for special education and to discuss the assessment, educational recommendations and the reasons for these recommendations.

In making a determination of eligibility for special education, a pupil shall not be determined to be an individual with exceptional needs if the determinative factor for the determination is any of the following: (a) lack of appropriate instruction in reading, including the essential components of reading instruction as defined in paragraph (3) of Section 6368 of Title 20 of the United States Code; (b) lack of instruction in mathematics; (c) limited English proficiency.

The parent has the right to receive a copy of the evaluation report and the documentation of determination of eligibility for special education services.

11 A reassessment of a child with a disability shall be conducted if the LEA determines that the educational or related services needs, including improving academic achievement and functional performance, of the pupil warrant a reassessment, or if the pupil’s parents or teacher requests a reassessment. A reassessment shall occur not more frequently than once a year, unless the parent and the LEA agree otherwise, and shall occur at least once every three years, unless the parent and the LEA agree, in writing, that a reassessment is unnecessary. A reassessment may not be conducted unless the written consent of the parent is obtained prior to reassessment, except in cases where the LEA has been granted the right through a due process hearing to conduct a reassessment without parental consent. Informed parental consent need not be obtained for the reassessment if the LEA can demonstrate that it has taken reasonable measures to obtain that consent and the child’s parent has failed to respond.

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12 The LEA shall conduct a reevaluation of a child with a disability before determining that the child no longer meets the criteria for eligibility as a child with a disability. If, as part of a reevaluation, the Individualized Education Program (IEP) Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the educational needs of the child, the LEA shall notify the child’s parents of that determination and the reasons for it, and the right of the parent to request an assessment to determine whether the child continues to be a child with a disability and to determine the educational needs of the child.

13 Parents have the right to obtain an independent educational evaluation of their child at public expense if they disagree with an evaluation obtained by the LEA. If an LEA observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil’s current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the LEA regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. Parents must indicate in writing to the LEA or inform the LEA at an IEP meeting that they disagree with an evaluation conducted by the LEA and that they are requesting an IEE at public expense. If the parent makes an oral request for an IEE, LEA staff shall offer to assist the parent in putting the request in writing and shall assist the parent if the parent so requests. If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation, to the extent those criteria are consistent with the parent’s right to an independent educational evaluation. The LEA shall provide to parents, on request, information about where an independent educational evaluation may be obtained. If a parent requests an independent educational evaluation at public expense, the LEA must either initiate a due process hearing to show that its evaluation is appropriate or ensure an independent educational evaluation is provided at public expense. If the final decision, as a result of a due process hearing, is that the agency’s evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. If a parent obtains an independent educational evaluation at private expense, the results of the assessment shall be considered by the LEA with respect to the provision of a free appropriate public education and may be presented as evidence at a due process hearing.

RIGHTS RELATED TO THE INDIVIDUALIZED EDUCATION PROGRAM

14 An IEP required as a result of an assessment of a child shall be developed within a total time not to exceed 60 days, not counting days between the child’s regular school sessions, terms, or days of school vacation in excess of 5 school days, from the date of receipt of the parent’s written consent for assessment, unless the parent agrees, in writing, to an extension. However, such an IEP shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district’s school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil school days reconvene.

15 Parents have the right to be a member of the IEP Team. They shall have the right to present information to the Team in person or through a representative; to participate in meetings related to eligibility for special education and related services, recommendations, and program planning; to participate in the development of the IEP and to be informed of the availability, under state and federal law, of a free appropriate public education and of all available alternative programs, both public and nonpublic.

16 Parents are entitled to receive notice of the proposed meeting.
The IEP Team meeting shall be arranged at times and places mutually agreeable to the parent and the LEA.

When conducting IEP Team Meetings the parent and the LEA may agree to use alternative means of meeting participation, such as video conferences and conference calls.

Parents have the right to be members of any group that makes decisions on the educational placement of their child.

Parents have the right to include as members of the IEP Team individuals who have knowledge or special expertise regarding their child, including related services personnel as appropriate.

Parents of children transitioning from programs for children ages birth to three may request that the coordinator or other representative of the early intervention infant toddler program be invited to the initial IEP meeting.

Parents of children transitioning from programs for children ages birth to three may request that the coordinator or other representative of the early intervention infant toddler program be invited to the initial IEP meeting.

Parents shall be given a copy of the IEP at no cost, and a copy of the IEP shall be provided in the native language at the request of the parent.

The IEP and placement of the child will be reviewed at least once each year by the IEP team.

In making changes to a child’s IEP after the annual IEP meeting for a school year, the parent and the LEA may agree not to convene an IEP Team meeting for the purpose of making those changes and instead may develop a written document, signed by the parent and by a representative of the LEA, to amend or modify the child’s existing IEP. Changes to the IEP may be made either by the entire IEP Team or by amending the IEP rather than by redrafting the entire IEP. Upon request, the parent shall be provided with a revised copy of the IEP with the amendments incorporated.

Parents have the right to request a meeting of the IEP Team to review their child’s IEP. A meeting of the IEP Team requested by a parent shall be held within 30 calendar days, not counting days between the pupil’s regular school sessions, terms, or days of school vacation in excess of 5 school days, from the date of receipt of the parent’s written request. If a parent makes an oral request, the LEA shall notify the parent of the need for a written request and the procedure for filing a written request.

Parents and the LEA have a right to make an audio tape recording of the proceedings of the IEP Team meeting by giving 24 hours notice to the IEP Team of the intent to tape the meeting. If the LEA gives notice of the intent to audiotaape the meeting and the parent objects or refuses to attend, then the meeting shall not be tape recorded. Under federal law, audio tape recordings made by an LEA are subject to the Family Educational Rights and Privacy Act, and are subject to the confidentiality requirements of the regulations under Part 300 of Title 34 of the Code of Federal Regulations. Parents or guardians have the right to: (a) inspect and review the tape recordings; (b) request that the tape recordings be amended if the parent or guardian believes they contain information that is inaccurate, misleading, or in violation of the rights of privacy or other rights of the child; and (c) challenge, in a hearing, information that the parent or guardian believes is inaccurate, misleading, or in violation of the individual’s rights of privacy or other rights.

The LEA that is responsible for making available a free appropriate public education to a child with a disability shall seek to obtain informed written consent from the parent before providing initial special education and related services to the child. If the parent refuses to consent to the initiation of services, the LEA shall not provide special education and related services by utilizing the due process hearing procedures.

If the parent refuses to consent to the receipt of special education and related services, or the parent fails to respond to a request to provide the consent: (a) the LEA shall not be considered to be in violation of the requirement to make available a free appropriate public education to the child for the failure to provide the child with the special education and related services for which the LEA requests consent; and (b) the LEA shall not be required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the LEA requests consent.

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1) May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing such services
2) May not use the procedures in subpart E of Part 300 34 CFR (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3) Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4) Is not required to convene an IEP team meeting or develop an IEP under 34 CFR Sections 300.320 and 300.324 for the child for further provision of special education and related services
Within 30 days of receipt of a request as described above, the superintendent or superintendent’s designee shall meet with the parent of a pupil may file a written request with the superintendent of the LEA to correct or remove any information.

The LEA may presume that the parent has authority to inspect and review records relating to his or her child unless the agency

Parents shall have the right and opportunity to examine all school records of their child and to receive copies within 5 days after such request is made, either orally or in writing and before any meeting regarding an IEP or any hearing relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. An LEA may charge no more than the actual cost of reproducing such records, but if this cost effectively prevents the parent from exercising the right to receive such copy or copies, the copy or copies shall be reproduced at no cost.

The parent’s rights to inspect and review the educational records of the child include the right to a response from the LEA to reasonable requests for explanations and interpretations of the records and the right to have a representative of the parent inspect and review the records.

The LEA shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the agency.

Parents have the right to receive notice in their native language which includes a summary of the policies, procedures and rights related to personally identifiable information, including the rights under the Family Educational Rights and Privacy Act of 1974 (FERPA). The following information meets this requirement.

The notice shall include a description of the action proposed or refused by the LEA; an explanation of why the agency proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; a statement that the parents of the child with a disability have protection under the procedural safeguards of the IDEA and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; sources for parents to contact to obtain assistance in understanding the provisions of the IDEA; a description of other options considered by the IEP Team and the reasons why those options were rejected; and a description of the factors that are relevant to the agency’s proposal or refusal.

The LEA shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the agency.

Parents shall have the right and opportunity to examine all school records of their child and to receive copies within 5 days after such request is made, either orally or in writing and before any meeting regarding an IEP or any hearing relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. An LEA may charge no more than the actual cost of reproducing such records, but if this cost effectively prevents the parent from exercising the right to receive such copy or copies, the copy or copies shall be reproduced at no cost.

The parent’s rights to inspect and review the educational records of the child include the right to a response from the LEA to reasonable requests for explanations and interpretations of the records and the right to have a representative of the parent inspect and review the records.

The LEA may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

The parent of a pupil may file a written request with the superintendent of the LEA to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following: (a) inaccurate; (b) an unsubstantiated personal conclusion or inference; (c) a conclusion or inference outside of the observer’s area of competence; (d) not based on the personal observation of a named person with the time and place of the observation noted; (e) misleading; (f) in violation of the privacy or other rights of the pupil.

Within 30 days of receipt of a request as described above, the superintendent or superintendent’s designate shall meet with the parent and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the LEA. The superintendent shall then sustain or deny the allegations. If the superintendent sustains any or all of the allegations, he or she shall order the correction or the removal and destruction of the information. However, the superintendent shall not order a pupil’s grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade. If the superintendent denies any or all of
PROCEDURES FOR APPOINTMENT OF SURROGATE PARENTS

45. The LEA will assign an individual to act as a surrogate for the parents upon referral of the child to an LEA for special education and related services or, in cases where the child already has a valid IEP, under the following circumstances: (a) the child is a dependent or ward of the court, the court has specifically limited the right of the parent or guardian to make educational decisions for the child and the child has no responsible parent or guardian to represent him or her, or (b) the child is not a ward or dependent of the court and no parent or guardian can be located, or (c) there is no caretaker of the child or the child is an unaccompanied homeless youth. An LEA shall make reasonable efforts to ensure the appointment of a surrogate parent not more than 30 days after the LEA determines that a child needs a surrogate parent. In the case of a child who is a ward of the state, the surrogate parent may be appointed by the judge overseeing the child’s care as long as the appointee meets the requirements described below.

46. The individual appointed to act as a surrogate shall not be an employee of the State education agency, the LEA, or any other agency that is involved in the education or care of the child. The surrogate shall have no interest that conflicts with the interest of the child he or she represents and shall have knowledge and skills that ensure adequate representation of the child. An individual who would have a conflict of interest means a person having any interests that might restrict or bias his or her ability to advocate for all of the services required to ensure a free appropriate public education for a child with a disability.

47. As far as practical, a surrogate parent should be culturally sensitive to his or her assigned child.

48. When appointing a surrogate parent, the LEA shall, as a first preference, select a relative caretaker, foster parent, or court appointed special advocate, if any of these individuals exist and is willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the LEA shall select the surrogate parent of its choice. If the child is moved from the home of the relative caretaker or foster parent who has been appointed as a surrogate parent, the LEA shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the child.

49. Except for individuals who have a conflict of interest in representing the child, individuals who may serve as surrogate parents include, but are not limited to, foster care providers, retired teachers, social workers, and probation officers who are not employees of a public agency involved in the education or care of the child. If a conflict of interest arises subsequent to the appointment of the surrogate parent, the LEA shall terminate the appointment and appoint another surrogate parent.

50. The surrogate parent shall serve as the child’s parent and shall have the rights relative to the child’s education that a parent has as specified in the IDEA. A surrogate parent may represent a child with a disability in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other
Due process hearings involve disputes regarding the identification, assessment or educational placement of a child with a disability or the provision of a free appropriate public education to the individual. This representation shall include the provision of written consent to the IEP including non-emergency medical services, mental health treatment services and occupational or physical therapy services. The surrogate parent may sign any consent relating to IEP purposes.

52. A surrogate parent may represent the child until: (a) the child is no longer in need of special education; (b) the child reaches the age of 18, unless the child chooses not to make educational decisions for himself or herself or has been declared incompetent by a court of law; (c) another responsible adult is appointed to make educational decisions for the child; or (d) the right of the parent or guardian to make educational decisions for the child is restored.

53. A surrogate parent shall be held harmless by the State of California when acting in his or her official capacity except for acts or omissions which are found to have been wanton, reckless, or malicious.

54. The parent or guardian of a child with a disability may designate another adult individual to represent the interests of the child for educational and related services.

**PROCEDURES FOR RESOLVING DIFFERENCES**

55. The parents and representatives from the LEA may meet informally to address any areas of concern regarding educational services for a child with a disability. An informal meeting may be initiated by sending a written request to your child’s school principal.

**Mediation**

56. Parents are encouraged to seek resolution of differences through participation in prehearing request mediation prior to filing a request for a due process hearing. Because the intent of voluntary prehearing request mediation is that it be an informal nonadversarial process to resolve issues relating to the identification, assessment, or educational placement of the child, or the provision of a free appropriate public education to the child, to the satisfaction of all parties, attorneys or other independent contractors used to provide legal advocacy services may not attend or otherwise participate in prehearing request mediation conferences. Parents and LEA representatives may be accompanied by non-attorney representatives and may consult with an attorney prior to or following a prehearing mediation conference.

57. Requesting or participating in a mediation conference is not a prerequisite to requesting a due process hearing.

58. A request for a prehearing mediation shall be filed in writing with the State Superintendent of Public Instruction, California Department of Education, 1430 N Street, Sacramento, CA 95814, with a copy of the request provided to the other party to the mediation at the same time the request is filed with the State Superintendent.

59. The prehearing mediation conference shall be scheduled within 15 days of receipt by the Superintendent of the request for mediation. The mediation conference shall be completed within 30 days after receipt of the written request unless both parties agree to extend the time for completing mediation.

60. If a resolution is reached that resolves the due process issue through the mediation process, the parties shall execute a legally binding written agreement that sets forth the resolution and that does all of the following: (a) states that all discussions that occurred during mediation shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; (b) is signed by both the parent and the representative of the LEA who has the authority to bind the agency; and (c) is enforceable in any state court of competent jurisdiction or in federal district court. If mediation fails to resolve the issues to the satisfaction of all parties, the party who requested the mediation has the option of filing for a state-level hearing.

61. Mediation conferences shall be scheduled in a timely manner and shall be held at a time and place reasonable convenient to the parties to the dispute. An LEA and a parent may, if the party initiating mediation so chooses, meet informally to resolve any issue to the satisfaction of both parties prior to the mediation conference.

**Due Process Hearings**

62. Due process hearings involve disputes regarding the identification, assessment or educational placement of a child with a disability or the provision of a free appropriate public education. All requests for a due process hearing shall be filed with the State Superintendent of Public Instruction, California Department of Education, 1430 N Street, Sacramento, CA 95814. Until October 9, 2006, a request for a due process hearing may be filed within three years from the date the party initiating the request knew or had reason to know of the facts underlying the basis for the request, provided that the party requesting the hearing participates in the resolution session process described in section #66 below. Beginning on October 9, 2006 a party initiating a request for a due process hearing must file the request within two years from the date the party knew, or had reason to know, the facts underlying the basis of the request. The time periods described in this section shall not apply to a parent if the parent was prevented from requesting the due process hearing because the LEA either (a) made specific misrepresentations that it had solved the problem forming the basis of the hearing request or (b) withheld information from the parent that was required to be provided pursuant to the provisions of the California Education Code.
The party, or the attorney representing the party, initiating the hearing shall provide the other party to the hearing with a copy of the request at the same time as the request is filed with the State Superintendent. The hearing request shall include the following: (a) the name of the child, the address of the residence of the child, or available contact information in the case of a homeless child, and the name of the school the child is attending; (b) in the case of a homeless child, the request shall include available contact information for the child and the name of the school the child is attending; (c) a description of the nature of the problem of the child relating to the proposed initiation or change, including facts relating to the problem and; (d) a proposed resolution of the problem to the extent known and available to the party at the time. A party may not have a hearing until the party, or the attorney representing the party, files a request that meets the above requirements. The due process request notice shall be deemed to be sufficient unless the party receiving the notice provides, within 15 days of receipt of the hearing request, written notice to the hearing officer and the other party that the receiving party believes the hearing request notice has not met the stated requirements. The hearing officer shall determine, within 5 days of receipt of the insufficient notification, whether the initial notification meets the requirements outlined above in this paragraph.

A party that receives a due process hearing request notice must, within 10 days, send to the other party a response that specifically addresses the issues raised in the hearing request.

When a due process hearing request is made, the LEA shall convene a meeting with the parents and relevant members of the IEP Team within 15 days of receiving the hearing request for the purpose of attempting to resolve the issue(s) in dispute. The meeting shall not include an attorney of the LEA, unless the parent is accompanied by an attorney. The resolution session is not required if the parents and the LEA agree in writing to waive the meeting, or agree to use mediation instead.

If a resolution is reached as a result of convening a meeting as described above, the parties shall execute a legally binding agreement signed by both the parent and a representative of the LEA. If such an agreement is developed, either party may void the agreement within 3 business days of the agreement’s execution.

If a resolution to a dispute is reached through the mediation process, the parties shall execute a legally binding agreement that states that all discussions that occurred during mediation shall be confidential and that is enforceable in any State court of competent jurisdiction or in a district court of the United States. If the issue(s) have not been resolved within 30 days of receipt of the hearing request, a due process hearing may occur. A party may amend a due process hearing request notice only if the other party consents in writing to the amendment and is given the opportunity to resolve the hearing issue through a resolution meeting, or the due process hearing officer grants permission, except that the hearing officer may grant permission not later than 5 days before a hearing occurs. The timeline for a due process hearing will re-start if an amended hearing request is filed. The party requesting the due process hearing shall not be allowed to raise issues at the hearing that were not raised in the hearing notice unless the other party agrees otherwise.

The hearing shall be held at a time and place reasonably convenient to the parent or guardian and the pupil. The hearing shall be conducted by a person who shall possess knowledge of the laws governing special education and administrative hearings. Any party to a due process hearing shall be afforded the following rights: (a) the right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of children with disabilities; (b) the right to present evidence, written arguments, and oral arguments; (c) the right to confront, cross-examine, and compel the attendance of, witnesses; (d) the right to a written, or, at the option of the parent or guardian, electronic verbatim record of the hearing; (e) the right to written, or, at the option of the parent or guardian, electronic findings of fact and decisions which will be mailed to each party within 45 days after the receipt by the State Superintendent of the hearing request; (f) a written notice of the other party’s issues and proposed resolutions and the other party’s intent to use an attorney at least 10 days before commencement of the hearing, or in the case of a non-represented parent, the right to the assistance of a mediator to identify the issues and proposed resolutions; (g) receive at least 5 business days before the hearing a copy of all documents, including assessments completed by that date (and recommendations based on the assessments to be used in the hearing), and a list of witnesses and their general area of testimony which the other side intends to rely upon, as well as the right to prohibit the same by a party for failing to abide by this rule (exclusion is discretionary, with the hearing officer); (h) have the child present at the hearing; (i) have the hearing open or closed; (j) have an interpreter; (k) request an extension of the hearing timeline for good cause.

The hearing decision shall be final and binding on all parties except that any party involved in such hearing may appeal the decision to a court of competent jurisdiction. An appeal shall be made within 90 days of receipt of the hearing decision.

During the pendency of the hearing and any judicial proceedings, unless the State or LEA and the parents agree otherwise, the child shall remain in the then current educational placement, or, if applying for initial admission to a public school, shall, with the consent of the parents, be placed in the public school program until all such proceedings have been completed.

Reasonable attorneys’ fees may only be awarded to the prevailing parent, guardian, or pupil, as the case may be, either with the agreement of the parties following the conclusion of the administrative hearing process or by a court of competent jurisdiction. An LEA may be awarded attorneys’ fees against the attorney of a parent who files a due process hearing request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or who continues to litigate after the litigation clearly became frivolous, unreasonable, or without foundation. The LEA may also be entitled to attorneys’ fees against the attorney of a parent, or against the parent, if the parent’s due process hearing request or subsequent cause of action was presented for any improper purposes, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.
The court shall reduce the amount of attorneys’ fees if: (a) the parent has unreasonably delayed the proceedings; (b) the school district also delayed the proceedings or violated due process procedures; (c) the fees unreasonably exceed the prevailing hourly rate in the community; (d) the time spent and legal services were excessive; or (e) the parent’s attorney did not provide the LEA with the information required in the due process hearing request notice.

A parent may not obtain additional attorneys’ fees or costs after the rejection or failure to respond within 10 days to an offer of settlement that is made by an LEA at least 10 days before the hearing or court action if the hearing officer or court finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement.

Attorneys’ fees may not be awarded to an attorney for attendance at an IEP Team meeting unless the meeting has been convened as a result of an administrative proceeding or judicial action. Attorneys’ fees also may not be awarded for attendance at a resolution session required to take place prior to convening a due process hearing.

**RIGHTS RELATED TO STUDENT DISCIPLINE**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. School personnel may suspend a child with a disability from the child’s current placement for not more than 10 consecutive school days and for additional removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

After a child with a disability has been removed for his/her current placement for 10 school days in the same school year, educational services must be provided during any further days of removal sufficient to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward the goals included in the child’s IEP; and (b) the child’s misbehavior is included in any of the categories described in #79 below.

When a child is removed from his/her current placement for more than 10 school days in a school year and a subsequent removal is not a change of placement, school personnel in consultation with at least one of the child’s teachers, shall determine the extent to which educational services are needed, if any, pursuant to #76(a) above, and the location in which any services will be provided. If the removal is for more than 10 consecutive school days or is a change of placement, the child’s IEP Team determines appropriate educational services under #76(a) above and the location in which services will be provided.

When a school removal will be for more than 10 consecutive school days and will constitute a change of placement, within 10 school days of any decision to change the child’s placement because of a disciplinary infraction, the LEA, the parent, and relevant members of the child’s IEP Team (as determined by the parent and the LEA) must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parent to determine (a) if the misconduct was caused by, or had a direct and substantial relationship to, the child’s disability; or (b) if the misconduct was the direct result of the LEA’s failure to implement the IEP. If the IEP Team determines that either of the above conditions is met, the misconduct must be determined to be a manifestation of the child’s disability. If it is determined that the child’s misconduct was a manifestation of his/her disability, the IEP Team must either: (a) conduct a functional behavioral assessment, unless such an assessment had been conducted before the misbehavior resulting in the change of placement occurred, and implement a behavioral intervention plan; or (b) if a behavioral intervention plan already exists, review the plan and modify it, as necessary, to address the behavior. When the misconduct of the child has been determined to be a manifestation of his/her disability, the child must be returned to his/her previous placement unless: (a) the parent and the LEA agree to a change of placement; or (b) the child’s misbehavior is included in any of the categories described in #79 below.

A child may be removed from his/her current educational placement to an Interim Alternative Educational Setting (IAES) for a period not to exceed 45 school days if he/she: (a) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or LEA; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, at a school function under the jurisdiction of a State or LEA; (c) has inflicted serious bodily injury upon another person while at school on school premises, or at a school function under the jurisdiction of a State or LEA; (d) has committed a crime under the jurisdiction of State or LEA. School officials are not prohibited by special education laws from reporting a crime committed by a child to appropriate authorities.

At the time the decision to take disciplinary action is made, the parents of the child have the right to be notified of the decision and provided written notice of procedural safeguards under the IDEA.

The court shall reduce the amount of attorneys’ fees if: (a) the parent has unreasonably delayed the proceedings; (b) the school district also delayed the proceedings or violated due process procedures; (c) the fees unreasonably exceed the prevailing hourly rate in the community; (d) the time spent and legal services were excessive; or (e) the parent’s attorney did not provide the LEA with the information required in the due process hearing request notice.

A parent may not obtain additional attorneys’ fees or costs after the rejection or failure to respond within 10 days to an offer of settlement that is made by an LEA at least 10 days before the hearing or court action if the hearing officer or court finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement.

Attorneys’ fees may not be awarded to an attorney for attendance at an IEP Team meeting unless the meeting has been convened as a result of an administrative proceeding or judicial action. Attorneys’ fees also may not be awarded for attendance at a resolution session required to take place prior to convening a due process hearing.

**RIGHTS RELATED TO STUDENT DISCIPLINE**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. School personnel may suspend a child with a disability from the child’s current placement for not more than 10 consecutive school days and for additional removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

After a child with a disability has been removed for his/her current placement for 10 school days in the same school year, (a) educational services must be provided during any further days of removal sufficient to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward the goals included in the child’s IEP; and (b) as appropriate, a functional behavioral assessment and behavioral intervention services and modifications must be provided, designed to address the behavior violation so that it does not recur.

When a child is removed from his/her current placement for more than 10 school days in a school year and a subsequent removal is not a change of placement, school personnel in consultation with at least one of the child’s teachers, shall determine the extent to which educational services are needed, if any, pursuant to #76(a) above, and the location in which any services will be provided. If the removal is for more than 10 consecutive school days or is a change of placement, the child’s IEP Team determines appropriate educational services under #76(a) above and the location in which services will be provided.

When a school removal will be for more than 10 consecutive school days and will constitute a change of placement, within 10 school days of any decision to change the child’s placement because of a disciplinary infraction, the LEA, the parent, and relevant members of the child’s IEP Team (as determined by the parent and the LEA) must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parent to determine (a) if the misconduct was caused by, or had a direct and substantial relationship to, the child’s disability; or (b) if the misconduct was the direct result of the LEA’s failure to implement the IEP. If the IEP Team determines that either of the above conditions is met, the misconduct must be determined to be a manifestation of the child’s disability. If it is determined that the child’s misconduct was a manifestation of his/her disability, the IEP Team must either: (a) conduct a functional behavioral assessment, unless such an assessment had been conducted before the misbehavior resulting in the change of placement occurred, and implement a behavioral intervention plan; or (b) if a behavioral intervention plan already exists, review the plan and modify it, as necessary, to address the behavior. When the misconduct of the child has been determined to be a manifestation of his/her disability, the child must be returned to his/her previous placement unless: (a) the parent and the LEA agree to a change of placement; or (b) the child’s misbehavior is included in any of the categories described in #79 below.

A child may be removed from his/her current educational placement to an Interim Alternative Educational Setting (IAES) for a period not to exceed 45 school days if he/she: (a) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or LEA; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, at a school function under the jurisdiction of a State or LEA; (c) has inflicted serious bodily injury upon another person while at school on school premises, or at a school function under the jurisdiction of a State or LEA; (d) has committed a crime under the jurisdiction of State or LEA. School officials are not prohibited by special education laws from reporting a crime committed by a child to appropriate authorities.

At the time the decision to take disciplinary action is made, the parents of the child have the right to be notified of the decision and provided written notice of procedural safeguards under the IDEA.

The parent of a child who disagrees with a determination that the child’s behavior was not a manifestation of the child’s disability or with any decision regarding placement, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may request a due process hearing.

A hearing officer may return a child with a disability to the placement from which the child was removed or order a change of placement for a child to an appropriate IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.
83 When an appeal has been requested by either the parent or the LEA relating to the disciplinary placement of a child or the results of the manifestation determination meeting, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period of the disciplinary removal, whichever occurs first, unless the parent and the State or LEA agree otherwise. The State or LEA shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

84 If a child has not been determined to be eligible for special education and is subject to discipline, the parent may assert any of the protections provided under the IDEA if the LEA had a basis of knowledge that the child was a child with a disability before the occurrence of the behavior that caused disciplinary action. A basis of knowledge will only be determined if, prior to the behavior that is the subject of the disciplinary action: (a) the parent expressed concern in writing to district supervisory or administrative personnel, or to the child's teacher that the child was in need of special education and related services; (b) the parent requested a special education evaluation for his/her child; or (c) the child's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the LEA. An LEA shall not be deemed to have knowledge if the parent has not allowed an evaluation of the child or has refused special education services or the child has been evaluated and it was determined that the child was not eligible for services. If an LEA did not have knowledge of the disability, the child may be subject to the same disciplinary measures as those applied to children without disabilities.

85 If an evaluation of the child is requested when disciplinary action is pending, the evaluation shall be conducted in an expedited manner. Pending such an evaluation, the child shall remain in an educational setting determined by school authorities.

CHILDREN ATTENDING PRIVATE SCHOOL

86 Children who are enrolled by their parents in private schools may participate in publicly funded special education programs.

87 Parents of private school children may seek special education services by contacting the local school district in which the private school is located.

88 Federal law limits the amount that LEA must spend for special education services for parentally enrolled private school students with disabilities to a proportionate share of federal funding available to the LEA under the IDEA.

89 Private school children with disabilities may receive a different amount of services than children with disabilities in public schools. No private school child with a disability is entitled to any service or to any amount of a service the child would receive if enrolled in a public school.

90 If a child with a disability is enrolled in a private school and will receive special education or related services from an LEA, the LEA shall initiate and conduct meetings to develop, review, and revise a Private School Services Plan for the child and ensure that a representative of the private school attends each meeting or use other methods, including individual or conference telephone calls, to ensure participation by the private school.

91 Services provided to private school children with disabilities may be provided on-site at a child's private school, including a religious school, to the extent consistent with law.

92 The due process protections of the IDEA apply only to identification and evaluation and are inapplicable to issues related to the provision of services pursuant to a Private School Services Plan for children with disabilities enrolled by their parents in private school.

PAYMENT FOR EDUCATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS WITHOUT CONSENT OF OR REFERRAL BY THE LEA

93 An LEA is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if that agency made a free appropriate public education available to the child and the parents elected to place the child in such private school or facility. If a parent or guardian proposes a publicly financed placement of the pupil in a nonpublic school, the LEA shall have an opportunity to observe the proposed placement and the pupil in the proposed placement, if the pupil has already been unilaterally placed in the nonpublic school by the parent or guardian. Any observation conducted pursuant to this subdivision shall only be of the pupil who is the subject of the observation and may not include the observation or assessment of any other pupil in the proposed placement. The observation or assessment by an LEA of a pupil other than the pupil who is the subject of the observation pursuant to this subdivision may be conducted, if at all, only with the consent of the parent or guardian pursuant to this article. The results of any observation or assessment of any other pupil in violation of this subdivision shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other pupil.

94 If the parent of a child with a disability who previously received special education and related services through the LEA, enrolls the child in a private school without the consent of or referral by the LEA, a court or hearing officer may require the LEA to reimburse the parent for the cost of the enrollment if the court or hearing officer finds that a free appropriate public
The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California School for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and from ages five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education Web site at http://www.cde.ca.gov/sp/ss/ or ask for more information from the members of your child's IEP team.

COMPLAINTS

An individual may file a written complaint with the superintendent of the LEA or the State Superintendent of Public Instruction, California Department of Education, 1430 N Street, Sacramento, CA 95814, with a copy to the district regarding the LEA's alleged violation of federal or state law involving special education and related services. Such complaints shall allege a violation that occurred not more than one year prior to the date that the complaint is received. If a complaint cannot be resolved by the parent and the LEA within 10 days, the California Department of Education shall issue a written decision addressing the findings for each allegation in the complaint within 60 days of the date of complaint was initially filed.

DEFINITIONS

97. "Consent" means that the parent or guardian has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication. The parent understands and agrees in writing to the carrying out of the activity, for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent or guardian revokes consent, that revocation is not retroactive to negate an action that has occurred after the consent was given and before the consent was revoked.

98. "Evaluation" (also called Assessment) means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

99. "Native language" if used with reference to an individual of limited English proficiency, means: (a) the language normally used by the individual, or, in the case of a child, the language normally used by the parents of the child except as provided in section (b) of this paragraph; (b) in all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment; (c) for an individual with deafness or blindness, or for an individual with no written communication, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

100. "Parent" includes any of the following: (a) a person having legal custody of a child; (b) any adult pupil for whom no guardian or conservator has been appointed; (c) a person acting in the place of a natural or adoptive parent including a grandparent, stepparent or other relative with whom the child lives; "Parent" also includes a parent surrogate; (d) a foster parent if the authority of the parent to make educational decisions has been specifically limited by court order. "Parent" does not include the state or any political subdivision of government.

101. "Personally identifiable" means information that includes the name of the child, the child's parent or other family member, address of the child, a personal identifier such as the child's social security number or student number, or a list of personal characteristics or other information that could make it possible to identify the child with reasonable certainty.
Parents wishing additional assistance in understanding the provisions of these rights and of the IDEA may contact the administrator responsible for special education for their local school district or the Director of the Santa Barbara County Special Education Local Plan Area at 805-683-1424.

6-12-12

Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B, and the California Education Code

Notice of Procedural Safeguards
Revised October 2016

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child’s special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

• When you ask for a copy
• The first time your child is referred for a special education assessment
• Each time you are given an assessment plan to evaluate your child
• Upon receipt of the first state or due process complaint in a school year, and
• When the decision is made to make a removal that constitutes a change of placement

(20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g] [1])

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a “free appropriate public education” (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child’s education?

You must be given opportunities to participate in any decision-making meeting regarding your child’s special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child’s FAPE. (20 USC 1414[d] [1]B–[d][1][D]; 34 CFR 300.321; EC 56341[b], 56343[c])
The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC 1401[3], 1412[a][3]; 34 CFR 300.111; EC 56301, 56341.1[g][1], and 56506)

Where can I get more help?

When you have a concern about your child’s education, it is important that you contact your child’s teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child’s education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at http://www.cde.ca.gov/sp/se/qa/caprntorg.asp.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at http://www.cde.ca.gov/sp/ss/ or ask for more information from the members of your child’s IEP team.

### Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

#### Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or
the provision of a free appropriate public education. (20 USC 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 CFR 300.503; EC 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 CFR 300.304; EC 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused. (20 USC 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 CFR 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child’s first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.
If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 USC 1414[a][1][D] and 1414[c]; 34 CFR 300.300; EC 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 CFR (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4. Is not required to convene an IEP team meeting or develop an IEP under 34 CFR Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 CFR Section 300.9 (c)(3), that if the parents revoke consent in writing for their child’s receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child’s education records to remove any references to the child’s receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 USC 1415[b][2] ; 34 CFR 300.519; EC 56050; GC 7579.5 and 7579.6)

Nondiscriminatory Assessment
How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child’s native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC 1414(b)1–3, 1412(a)(6)(B); 34 CFR 300.304; EC 56001[j] and 56320)

Independent Educational Assessments

May my child be tested independently at the district’s expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district’s assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC 1415[b][1] and [d][2][A]; 34 CFR 300.502; EC 56329[b] and [c])

Access to Educational Records

May I examine my child’s educational records?

You have a right to inspect and review all of your child’s education records without unnecessary delay, including prior to a meeting about your child’s IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) business days after the request has been made orally or in writing. (EC 49060, 56043[n], 56501[b][3], and 56504)
How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?
You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[l])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?
A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?
You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC 56500.3 and 56503)
**Due Process Rights**

**What are my due process rights?**

You have a right to:

1. **Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4])**
2. **Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505[e][1])**
3. **Present evidence, written arguments, and oral arguments (EC 56505[e][2])**
4. **Confront, cross-examine, and require witnesses to be present (EC 56505[e][3])**
5. **Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e][4])**
6. **Have your child present at the hearing (EC 56501[c][1])**
7. **Have the hearing be open or closed to the public (EC 56501[c][2])**
8. **Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (EC 56505[e][7] and 56043[v])**
9. **Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (EC 56505[e][6])**
10. **Have an interpreter provided (CCR 3082[d])**
11. **Request an extension of the hearing timeline (EC 56505[f][3])**
12. **Have a mediation conference at any point during the due process hearing (EC 56501[b][2]), and**
13. **Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (EC 56507[a]). (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515)**

**Filing a Written Due Process Complaint**

**How do I request a due process hearing?**

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. **Name of the child**
2. **Address of the residence of the child**
3. **Name of the school the child is attending**
4. **In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and**
5. **A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)**

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the
parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC 1415(f)(1)(B); 34 CFR 300.510)

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents’ due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC 1415(f)(1)(B); 34 CFR 300.510)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 USC 1415(j); 34 CFR 300.518; EC 56505[d])

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 USC 1415[j][2] and [3][A], 1415[j]; 34 CFR 300.516; EC 56505[h] and [k], EC 56043[w])

Who pays for my attorneys’ fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys’ fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys’ fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517; EC 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys’ hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys’ fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 USC 1415[i][3][B]-[G]; 34 CFR 300.517)
Attorneys’ fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys’ fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890

School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
- Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than ten (10) days?

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child’s IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child’s misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district’s decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.
What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child’s disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC 1415[k][1] and [7]; 34 CFR 300.530)

If you disagree with the IEP team’s decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412(a)(10)(C); 34 CFR 300.148; EC 56176).

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
- Providing notice would likely have resulted in physical harm to your child
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child

(20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 CFR 300.151–153; 5 CCR 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

For complaints involving issues not covered by federal or state special education laws or regulations, consult your district’s uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at http://www.cde.ca.gov/sp/se.
Glossary of Abbreviations Used in This Notification

ADR  Alternative Dispute Resolution
CFR:  Code of Federal Regulations
EC  California Education Code
FAPE  Free Appropriate Public Education
IDEA  Individuals with Disabilities Education Act
IEP  Individualized Education Program
OAH:  Office of Administrative Hearings
SELPA:  Special Education Local Plan Area
USC:  United States Code
APPENDIX D

PARENT RECORD KEEPING

Many parents have found it helpful to develop a home file or notebook about their child. One of the most practical and useful projects for parents is the formulation of a file or notebook of the child's medical development and educational histories. Such a file is useful for keeping records for every child, but it is particularly useful for keeping the records of a child with disabilities whose records are often more complicated and lengthy than those of most children. Parents may refer to these files to gauge progress and make comparisons.

Important information to include:

1. **Medical**: Developmental history, including pregnancy and birth, doctor's reports (pediatrician, allergist), therapy reports (speech therapy, occupational therapy), and agency reports (Regional Center, Behavioral Wellness).

2. **School**: Copies of all IEP's, communications with school staff, assessment reports, educational history, report cards, dated examples of school work, vocational testing.

3. **Personal/Social History**: The child's interests, clubs and organizations, family history, camps, special awards and pictures.

4. **Other Resources**: Financial resources, legal documents, community agencies, copies of federal and state laws and regulations.

5. **Sample letter for Assessment Request**

Record keeping is not mandatory for parents of children with disabilities, but good records prove helpful in day-to-day contact. Bring your up-to-date record keeping notebook to any and all meetings with school personnel. It is great to be prepared. The following pages provide a format that might be useful for recording information about your child.
MEDICAL AND DEVELOPMENTAL HISTORY

Name: _______________________________  Birthdate: _________  Sex: ___________

<table>
<thead>
<tr>
<th>Siblings</th>
<th>Birthday/Sex</th>
<th>Learning/Language Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other family members with learning/language problems _____________________________________
__________________________________________________________________________________

Language spoken in home _____________________________________________________________

I.  Pregnancy Birth History

**Substances or medications taken during pregnancy**, complications, illness or accidents __________
__________________________________________________________________________________
Premature? __________ How many weeks? __________ Weight and length? ________________
Unusual problems (needed oxygen, blue, others) __________________________________________
Bruises or abnormalities ____________________________________________________________
Apgar score __________________________________________________________________________

II.  Medical History

Primary physician _________________________________ Phone Number _____________________
Address ____________________________________________

Medications ____________________________________________

Hearing problems _______________ When/Where Tested ____________________________
Results ________________________________________________

Vision problems _______________ When/Where Tested ____________________________
Results ________________________________________________

**At what age did any of the following occur? Explanations**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Age</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adenoidectomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allergies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head injuries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asthma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High fevers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic colds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meningitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convulsions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muscle disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dental problems ___________________ Nerve disorder _________________________
Ear infections _____________________ Orthodontia _____________________________
Encephalitis ______________________ Tonsillectomy ___________________________
Any other serious injuries, illness, operations, physical problems, hospitalizations not listed

Has your child received all of their doctor recommended vaccinations?  ____Yes  ____No.
Vaccinations needed

III. Development
At What Age:
Held head up ____________________________        Rolled over __________________________
Sat alone ___________________________________ Crawled _____________________________
Walked alone ___________________________________ Said first words ____________________
Spoke in short sentences _____________________ Weaned from bottle _____________________

Previous Diagnosis:
Learning disabled ___________________________ Developmentally delayed ________________
Neurologically delayed _________________________ Hard of hearing/deaf ____________________
Visually impaired/blind _________________________ Head injured _________________________
Intellectually disabled ___________________________ Autistic _____________________________
Cerebral Palsy _______________________________ Down Syndrome _______________________
Other-specify _________________________________

Therapies:
Speech/language ____________________________ Behavioral _____________________________
Physical ____________________________ Counseling _______________________________
Occupational ___________________________ Psychological _____________________________
Hearing ____________________________ Nutritional ________________________________

IV. Social-Behavior
Toilet training problems ________________________ Cries a lot ___________________________
Needs a lot of discipline __________________________ Difficulty w/peers _____________________
Under-active __________________________________ Difficulty w/adults ______________________
Over-active ___________________________________ Prefers to play alone ___________________
Type of discipline used in home ______________________________________________________

Problem behaviors for parents _______________________________________________________

V. Educational History
Infant program ________________________________
Preschools ___________________________________
Elementary schools _____________________________
Jr. high schools _______________________________
High schools ___________________________________
Current school attending _________________________
History of learning difficulties ___________________________
NOTES I MAY WANT TO SHARE ABOUT MY CHILD

Additional information about your child's strengths, how your child learns best: By answering the questions below you will be prepared to include this important information at your child's IEP and/or share it with your child's teacher.

1. What are my child's strengths? (For example - David is usually in a happy mood and eager to learn.)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

2. What are good reinforcers for my child? What motivates my child to do his or her best? (For example - Senita loves to listen to music.)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

3. What are things a teacher can do to help my child learn? (For example - Kathy learns best when she is allowed to explore and touch instructional materials.)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

4. In what way do I want my child to be with peers in the regular class and involved in extracurricular and non-academic activities? (For example - I want Doug to participate in music activities with peers in the regular class.)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

5. Does my child have any health or medical problems that will affect his or her school activities? (For example - Because of heart problems, Marci needs a short rest every hour.)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
6. Other needs I think my child has that may need special attention. Why?  (For example - De-Vina may need to improve her coordination and balance skills.)

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

7. How do I want to be involved in my child's school program?  (For example - I want to observe and meet with my child's speech therapist once a month, or I want to volunteer in my child's class.)

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

8. List any additional questions or concerns you would like to discuss at the IEP meeting here.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

(Suggestion: Copy this page for your notebook so you can keep an original for later years. Bring an updated copy to each IEP meeting.)
SAMPLE LETTER FOR ASSESSMENT REQUEST

Date:

Name of School Administrator
Street Address
City, State and Zip Code

Dear ______________________,

I am requesting that my child, ______________________, be assessed for Special Education services. He/She is a ______ grade student, in ______________ class.

I am concerned that my child may have a disability that is affecting these areas: (give areas and describe reasons why)

Sincerely,

Signature

Your name (printed)
Street address
City, State and Zip Code
Telephone number(s)
APPENDIX E: PARENT RESOURCES

Advocacy & Special Education Information
- Area Board IX
- California Department of Education Parent Information Line
- Disability Rights California
- Independent Living Resources Center
- Learning Rights Law Center
- Office of Civil Rights, California
- Office for Client’s Rights and Advocacy (ORCA)
- Office of Special Education Programs (OSEP)
- Special Advocate: Wrightslaw Newsletter
- Special Needs Network, Santa Maria/N. Santa Barbara County
- TASH
- TASK (Team of Advocates for Special Kids)

Assessment
- Southern California Diagnostic Center

Assistive Technology
- Alliance for Technology Access
- ATAC-Adaptive Technology Assessment Center, Ventura Co. SELPA
- Center for Assistive Technology
- Parents Helping Parents
- San Diego Assistive Technology Center (SCATC)
- TASK (Assistive Technology Assessment Program (TECH))

Autism
- Autism Society of Santa Barbara

Blind & Visually Impaired
- Braille Institute of America
- Learning Ally (formerly Recording for the Blind and Dyslexic (RFB&D))

Child & Family Services
- Children Family Advocacy Services
- Family Service Agency (FSA)
- Santa Barbara County Child and Family Mental Health
- Alpha Resource Connections
- Alpha Resource Center
- Pause4Kids

Child & Family Services - Teens
- Santa Maria Parks and Rec Programs
- Teen Extreme & Expo (connected to Alpha Resource Center)
- Young Life Gold Coast – Central California Region

Deaf & Hard of Hearing
- GLAD (Greater Los Angeles Agency on Deafness)
- House Ear Institute (hearing impairments)

Disability Specific
- Down Syndrome Association of Santa Barbara County
- Multiple Sclerosis Society – Southern California/Nevada Chapter
- Muscular Dystrophy (MDA)
- Prader-Willi CA Foundation

Dyslexia & Learning Disability 61
- Braille Institute of America
- International Dyslexia Association (Los Angeles Branch)
- Learning Ally (formerly Recordings for the Blind and Dyslexic (RFB&D))

Healthcare 62
- Children’s Medical Services (CMS)
- Mattel Children’s Hospital at UCLA

Information & Referral 62
- 2-1-1 Helpline of Santa Barbara County
- Independent Living Resources Center
- Tri-Counties Regional Center (TCRC) for the Developmentally Disabled

Learning Disabilities 63
- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
- Learning Disabilities Association of America (LDA-A)
- Learning Disabilities Association of California (LDA-CA)
- Learning Disabilities: LD Online
- National Center on Learning Disabilities (NCLD)

Legal Assistance 64
- California Rural Legal Assistance (CRLA)
- Legal Aid Foundation of Santa Barbara County
- SBCBA Lawyer Referral Service

Mental Health 65
- Alcohol, Drug, and Mental Health Services (including CARES)

Preschool 65
- Head Start – Community Action Commission
- Easter Seals Tri-Counties, CA

Recreation - Athletics 65
- Special Olympics
- Boys & Girls Club
  - Hidden Wings
- YMCA

Recreation - Camps 67
- American Camping Association
- Camp Channel: Bringing Summer Camps to the Internet
- Camps for Children with Diabetes
- Camp Depot
- Camp Paivika
- Diabetes Camping Association: Diabetes Camp Directory – U.S. Camps
- Easter Seals Camps
- KidsCamps.com
- National Center on Physical Activity & Disability (NCPAD) Summer Camps Fact Sheet
- Summer Camps for Amputees and Children with Limb Differences
- Summer Camps for Children Who Are Deaf and Hard of Hearing
- Preparing Children for the Summer Camp Experience

Recreation – Equestrian Therapy 69
- Hearts Therapeutic Equestrian Center
- Paula Tate Training Center
- Rancho de Los Animales for the Disabled (RAD)
- Santa Ynez Valley Riding Program

**Recreation – Parks & Recreation Departments**
- Atascadero
- Lompoc
- Santa Barbara (Adapted Programs)
- San Luis Obispo
- Santa Maria
- Simi Valley
- Solvang
- Thousand Oaks
- Oxnard
- Ventura

**Residential Programs**
- Community Care Licensing
- Devereux California (Santa Barbara)
- Novelles Developmental Services
- PathPoint
- UCP WORK, Inc. (United Cerebral Palsy, Santa Maria)

**Social Services**
- People Helping People
- Social Security Offices (and Supplemental Security Income)

**Therapy Services**
- Easter Seals Tri-Counties, CA
- Cottage Rehabilitation Hospital (medical therapy)
- Santa Barbara Center for Educational Therapy

**Transition Services**
- Department of Rehabilitation (DOR)
- Disabled Student Programs and Services (DSPS)
- Learning Assistance Program (LAP)

**Transportation - Public**
- Metropolitan Transit District (MTD) – South Santa Barbara County
- Santa Maria Area Transit (SMAT) – North Santa Barbara County

**Transportation - Private**
- HELP of Carpinteria
- Easy Lift Transportation
- Lompoc Transit, City of (COLT)
- Santa Maria Organization of Transportation Helpers (SMOOTH)
- Santa Ynez Valley Transit

**Vocational Training**
- Devereux California (Santa Barbara)
- Lovarc (Life Options Vocational and Resource Center)
- PathPoint (formerly Work Training Program)
- UCP WORK, Inc. (United Cerebral Palsy Association)
- Vocational Training Center (VTC) Enterprises
Area Board IX (serving San Luis Obispo, Santa Barbara, and Ventura counties)
200 E. Santa Clara Street, Suite 210
Ventura, CA 93001
(805) 648-0220
https://scdd.ca.gov
Area Board protects and advocates the rights of all persons in the area with developmental disabilities; conducts capacity building activities and provides advocacy for systemic change; encourages and assists in the establishment or strengthening of self-advocacy organizations led by individuals with developmental disabilities.

California Department of Education Parent Information Line
(800) 926-0648
Videophone: (916) 374-7182
https://www.cde.ca.gov/sp/se/fp/
Procedural Safeguard Referrals Service of the Special Education Division of the California Department of Education
This number was put in operation for California parents to call and get advice about their children’s right to a Free and Appropriate Education. The consultants will provide advice and direction to parents who feel their children are not getting the services they need in their local school. The consultants provide advice about special education protections and updated information on special education laws.

Disability Rights California
Sacramento Office
1831 K Street
Sacramento, CA 95811-4114
(800) 776-5746 916-504-5800
Los Angeles Regional Office
350 South Bixel Street,
Suite 290
Los Angeles CA 90017
(213) 213-8000 800-776-5746
www.disabilityrightsca.org
Advocates with and for people with disabilities. Works to fight discrimination, promote autonomy and choice, end abuse and neglect, and increase access to programs and services that respect each client and his or her unique needs and culture.

Independent Living Resource Center
Santa Barbara Office
423 W. Victoria Street
Santa Barbara, CA 93110
(805) 963-0595 Voice or TTY
www.ilrc-trico.org
Santa Maria Office
327 E. Plaza Drive, Suite 3
222 West Carmen Lane #106
Santa Maria, CA 93454
(805) 925-0015 Voice or TTY
www.ilrc-trico.org
The Independent Living Resource Center is a public-benefit, nonprofit organization that promotes the Independent Living (IL) philosophy and its tenets of full access, equal opportunity, and maximum independence and self-sufficiency for all people with disabilities.

LEARNING RIGHTS LAW CENTER
205 S. Broadway, Suite 808
Los Angeles, CA 90012
Executive Director: Janeen Steel, Esq.
1625 West Olympic Blvd. Ste 500
Los Angeles, CA 90015
(213) 489-4030
www.learningrights.org
Learning Rights Law Center provides intensive instruction to attorneys and non-attorneys in special education advocacy; advocacy services for low-income students in the K-12 system with learning disabilities; and advocacy for students at risk of, or involved in, the child welfare and/or juvenile justice systems.

OFFICE FOR CIVIL RIGHTS, CALIFORNIA
U.S. Department of Education
50 United Nations Plaza
San Francisco, CA 94102
OCR Phone: (800) 421-3481
SF (415) 486-5555
Email: OCR.SanFrancisco@ed.gov  https://www2.ed.gov/about/offices/list/ocr/index.html
OCR provides information on Section 504 of the Rehabilitation Act of 1973. Section 504 ensures that services are provided to students with disabilities (including ADHD) who do not qualify for special education services. OCR has a complaint process for parents who feel their children are not getting services.

OFFICE FOR CLIENT’S RIGHTS AND ADVOCACY (ORCA)
Los Angeles Office
350 South Bixel Street Suite 290
Los Angeles, CA 90017
(213) 213-8000 800-776-5746
Email:OCRAInfo@pai-ca.org
http://www.disabilityrightsca.org/ocra/index.htm
The Office of Client’s Rights Advocacy (OCRA) is a statewide office run by Disability Rights California, formerly Protection & Advocacy, Inc., through a contract with the California Department of Developmental Services. OCRA employs a Clients’ Rights Advocate (CRA) at each regional center. The CRA is a person trained to help protect the rights of people with developmental disabilities.
The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

SPECIAL ADVOCATE: WRIGHTSLAW NEWSLETTER
http://www.wrightslaw.com/
This free Special Ed Advocate Newsletter provides parents with current information on education laws, special education cases, research, and conferences on state and national advocacy training for parents. The newsletter also acts as a tool for good advocacy, offers tax tips for parents, and much more.

SPECIAL NEEDS NETWORK
SANTA MARIA/N. SANTA BARBARA COUNTY
P.O. Box 6443
Santa Maria, CA 93456
Diana Gard—(805) 937-8756
Joanne Cargill—(805) 937-2465
4401 Crenshaw Blvd. Ste.215
Los Angeles, CA 90043
323-291-7100
https://snnla.org
Special Needs Network’s mission is to raise public awareness of developmental disabilities and to impact public policy, while providing education and resources to families, children and adults. SNN serves as a link between underserved communities and mainstream developmental disability organizations and governmental institutions, which often fail to address issues specific to these communities.

TASH
2013 H Street, NW
1101 15th Street NW Ste. 206
Washington, D.C. 20006
(202) 540-9020  202-817-3264
Email: info@TASH.org
www.tash.org
Promotes the full inclusion and participation of children and adults with significant disabilities in every aspect of their community and works to eliminate the social injustices that diminish human rights.

TASK (Team of Advocates for Special Kids)
100 W. Cerritos Avenue
Anaheim, CA 92805
(714) 533-8275
Email: task@taskca.org
www.taskca.org

TASK serves families of children aged birth to 26 years of age under IDEA and other systems mandated to provide services to individuals with disabilities. TASK provides advocacy information, workshops, and information in English, Spanish and Vietnamese.
ASSIZEMENT

SOUTHERN CALIFORNIA DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA
4339 State University Drive
Los Angeles, CA 90032
(323) 222-8090
E-mail: vjohnson@dcs-cde.ca.gov
http://www.dcs-cde.ca.gov/

Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students. We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance. We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

ASSISTIVE TECHNOLOGY

ALLIANCE FOR TECHNOLOGY ACCESS
1304 Southpoint Blvd., Suite 240
Petaluma, CA 94954
(707) 778-3011
(707) 778-3015 TTY
www.ataccess.org

The mission of the ATA is to increase the use of technology by children and adults with disabilities and functional limitations. ATA encourages and facilitates the empowerment of people with disabilities to participate fully in their communities. Through public education, information and referral, capacity building in community organizations, and advocacy/policy efforts, the ATA enables millions of people to live, learn, work, define their futures, and achieve their dreams.

ATAC – ADAPTIVE TECHNOLOGY ASSESSMENT CENTER, VENTURA CO. SELPA
5100 Adolfo Road
Camarillo, CA 93012
(805) 437-1575
Contact: Sherry Ruditsky/email: sruditsky@vcoe.org - Sharon Redner/email: sredner@vcoe.org
http://www.vcselpa.org/

The ATAC is a state of the art service provided by the Ventura County SELPA at no charge to our local school districts. Adaptive technology assessments are conducted with special education students to assess the need and efficacy of assistive technology for the student for communication, activities of daily living, and accessing learning in the classroom.
CENTER FOR ASSISTIVE TECHNOLOGY
3075 Adeline, Suite 220
Berkeley, CA 94703
(510) 841-3224
cforat@aol.com
http://www.cforat.org
Center for Assistive Technology provides access to computers for people with disabilities. We do this so children with disabilities can succeed in school, adults with disabilities can find (and keep) jobs, and all people with disabilities can use the internet, email and benefit from the digital revolution.

PARENTS HELPING PARENTS
Sobrato Center For Nonprofits-San Jose
1400 Parkmoor Avenue, Suite 100
San Jose, CA 95126
(408) 727-5775
http://www.php.com/
Parents Helping Parents meets the needs of one of our community's most vulnerable populations - children with any special need and their families. This includes children of all ages and all backgrounds who have a need for special services due to any special need, including but not limited to illness, cancer, accidents, birth defects, neurological conditions, premature birth, learning or physical disabilities, mental health issues, and attention deficit (hyperactivity) disorder, to name a few.

SAN DIEGO ASSISTIVE TECHNOLOGY CENTER (SDATC)
8665 Gibbs Drive, Suite 100
San Diego, CA 92123
(858) 278-5420
Email: sdrtc@ucpsd.org
http://www.ucpsdtechcenter.org/
San Diego Assistive Technology Center (SDATC) offers many opportunities for increasing your knowledge about assistive technology solutions through the hands-on exploration of a wide array of adapted computer hardware/software, environmental control access and Augmentative and Alternative Communication (AAC) devices. San Diego Assistive Technology Center is an Alliance for Technology Access Resource Center.

TASK – ASSISTIVE TECHNOLOGY ASSESSMENT PROGRAM
100 W. Cerritos Avenue
Anaheim, CA 92805
(714) 533-8275
http://www.taskca.org/techcenter.html
The TECH Center is a place for children, parents, adult consumers, and professionals to learn about assistive technology by providing hands-on access to computer hardware, software, and adaptive equipment. The TECH Center has 11 computers, over 1,100 software titles, and a multitude of different types of adaptive equipment such as alternative keyboards, trackballs, mice and switches.
AUTISM

AUTISM SOCIETY OF SANTA BARBARA
P.O. Box 30364
Santa Barbara, CA 93130-0364
(805) 560-3762
www.asasb.org

The mission of this site is to promote lifelong access and opportunity for all individuals within the autism spectrum, and their families, to be fully participating, included members of their community. Support, education, advocacy, and an active public awareness form the cornerstones of ASA Santa Barbara’s efforts to carry forth its mission.

BLIND & VISUALLY IMPAIRED

BRAILLE INSTITUTE OF AMERICA
2031 De La Vina
Santa Barbara, CA 93105
(805) 682-6222
www.brailleinstitute.org

Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss. The Institute provides an environment of hope and encouragement for people who are blind and visually impaired through integrated educational, social and recreational programs and services.

LEARNING ALLY (formerly known as RFB&D)
431 Burgess Drive Suite 120
Menlo Park, CA 94025
(650) 493-3717
www.learningally.org

Learning Ally serves more than 300,000 K-12, college and graduate students, veterans and lifelong learners – all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Learning Ally’s collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

CHILD AND FAMILY SERVICES

CHILDREN FAMILY AND ADVOCACY SERVICES (English/Spanish)
Alpha Resource Center of Santa Barbara
Patricia Moore, Family First
4501 Cathedral Oaks
Santa Barbara, CA 93110-1340
(805) 683-2145
Toll Free: (877) 414-6227

Mariana Murillo, Family First
(805) 453-7739 (Bilingual)

Norma Puga
Family First
1234 Fairway Drive
Santa Maria, CA 93455
(805) 347-2775 (Bilingual)
FAMILY SERVICE AGENCY (FSA)
Santa Barbara
123 West Gutierrez
Santa Barbara, CA 93101
(805) 965-1001
Helpline 1 (800) 400-1572
www.fsacares.org

Lompoc
110 South C Street, Suite A
Lompoc, CA 93436
(805) 735-4376
www.fsacares.org

Santa Maria
120 E. Jones Street, Suite 130
Santa Maria, CA 93454
(805) 925-1100
www.fsacares.org

FSA is Santa Barbara County's first and oldest non-sectarian, human-service nonprofit. Its programs help people help themselves. FSA services prevent family breakdown, intervene effectively where problems are known to exist, and help individuals and families build on existing strength. Family Service Agency programs are available throughout Santa Barbara County. We offer programs addressing the unique concerns of youth, individuals, couples, and seniors.

SANTA BARBARA COUNTY CHILD AND FAMILY MENTAL HEALTH
429 N. San Antonio Road
Santa Barbara, CA 93110
(805) 884-1600

ALPHA RESOURCE CONNECTIONS
South County:
520 E. Montecito Street
Santa Barbara, CA 93103
(805) 957-9272 Bilingual

North County:
1234 Fairway, Suite A
Santa Maria, CA 93455
(805) 347-2775

ALPHA RESOURCE CENTER
4501 Cathedral Oaks Road
Santa Barbara, CA 93110
(805) 683-2145
Toll Free: (877) 414-6227
www.alphasb.org

Alpha Resource Center of Santa Barbara, a non-profit corporation established in 1953, provides services and supports for people with developmental disabilities and their families in the County of Santa Barbara, California.

PAUSE4KIDS
P.O. Box 7114
Thousand Oaks, CA 91359
(805) 497-9596
www.pause4kids.com

PAUSE4kids was formed in September 1999, by Keri Bowers, a parent of an autistic son. Eight parents came to P4k's first meeting. Today, P4k serves hundreds of families in the Ventura County area. Our goal is to "fill the gaps" by helping to provide whatever is needed for our special needs children that is not now readily available.
CHILD AND FAMILY SERVICES - TEENS

SANTA MARIA PARKS/REC YOUTH & TEEN PROGRAMS
615 S. McCelland Street
Santa Maria, 93454
(805) 925-0951 ext. 2260
www.cityofsantamaria.org/

TEEN EXTREME & EXPO
ALPHA RESOURCE CENTER
4501 Cathedral Oaks Road
Santa Barbara, California 93110
Toll Free: 1 (877) 414-6227
(805) 683-2145
www.alphasb.org/youth-services/
Teen Extreme is for junior high and high school students, typically ages 13 to 18 years of age. EXPO is for older teens and young adults, typically ages 19 to 24 years of age. Participants assist in selecting the activities and special events. Each group typically meets once a month for a light dinner and an evening of fun. Activities include crafts, sports, movies, bowling, karaoke, dances, rock climbing, kayaking and camping.

YOUNG LIFE GOLD COAST – CENTRAL CALIFORNIA REGION
123 W. Padre Street, Suite 3
Santa Barbara, CA 93105
(805) 748-8077
www.californiacentral.younglife.org/
A faith-based program that offers support and programs to youth through the mentorship of adults.

DEAF &HARD OF HEARING

GLAD (Greater Los Angeles Agency on Deafness)
Serving Ventura, Santa Barbara, San Luis Obispo Counties
www.gladinc.org

Tri-county GLAD
702 County Square Drive, Suite 101
Ventura, CA 93003
(805) 644-6322
(805) 644-6323 TTY
www.tcglad.org
GLAD acts as a coordinating agency that addresses the broad social service needs of deaf and hard of hearing people through direct service provision, advocacy, research and dissemination of information regarding deafness to parents, professionals, and consumers.
**HOUSE EAR INSTITUTE (Hearing Impairments)**
2100 W. Third Street
Los Angeles, CA 90057
201 SOUTH Alvarado Ave, Ste 809
Los Angeles, Ca 90057
(213) 989-6701 – 213-483-9930
[www.HEI.org](http://www.HEI.org)

The House Ear Institute (HEI), a non-profit 501(c)(3) organization dedicated to advancing hearing science through research and education to improve quality of life. Established in 1946 by Howard P. House, M.D., as the Los Angeles Foundation of Otology, and later renamed for its founder, the House Ear Institute has been engaged in the scientific exploration of the auditory system from the ear canal to the cortex of the brain for over 60 years.

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**DISABILITY SPECIFIC**

**DOWN SYNDROME ASSOCIATION OF SANTA BARBARA COUNTY**
PO Box 902
Goleta, CA 93116
(805) 886-4411
[www.DSASBC.org](http://www.DSASBC.org)

**MULTIPLE SCLEROSIS SOCIETY – Southern California/Nevada Chapter**
5150 W. Goldleaf Circle Ste. 400
Los Angeles, CA 90056
(310) 479-4456
[www.nationalmssociety.org/cal](http://www.nationalmssociety.org/cal)

Since 1947, the Southern California & Nevada Chapter of the National Multiple Sclerosis (MS) Society has provided information and assistance to people with multiple sclerosis and their loved ones. We reach out to more than 133,000 people touched by MS in our local communities. Headquartered in West Los Angeles, we have eight regional offices in Bakersfield, Fresno, Lancaster, Las Vegas, Palm Desert, Reno, Santa Barbara and Upland.

**MUSCULAR DYSTROPY ASSOCIATION (MDA) GREATER LOS ANGELES**
3415 South Sepulveda Blvd. #550
Los Angeles, CA 90034
6167 Bristol Parkway #325
Culver City, CA 90230
(310) 390-6802

MDA is the nonprofit health agency dedicated to curing muscular dystrophy, ALS, and related diseases by funding worldwide research. The Association also provides comprehensive health care and support services, advocacy, and education.
DISABILITY SPECIFIC (Continued)

PRADER-WILLI CALIFORNIA FOUNDATION OFFICE
514 N. Prospect Avenue, Suite 110, Lower Level
Redondo Beach, CA 90277
1855 First Ave, Ste. 201
San Diego, CA 92101
(310) 372-5053
(800) 400-9994 (within CA)
www.PWCF.org info@pwcf.org
Prader-Willi California Foundation (PWCF) is a non-profit, charitable corporation established in 1979. The Foundation is an affiliate of Prader-Willi Syndrome Association (USA), and is comprised of parents, friends, and relatives of persons with Prader-Willi Syndrome, as well as many dedicated professionals and care providers. The mission of the Prader-Willi California Foundation is to provide to parents and professionals a state network of information, advocacy, and support services to expressly meet the needs of children and adults with Prader-Willi Syndrome and their families.

DYSLEXIA & LEARNING DISABILITY

BRAILLE INSTITUTE OF AMERICA
2031 De La Vina
Santa Barbara, CA 93105
(805) 682-6222
www.brailleinstitute.org/santabarbara
sb@brailleinstitute.org
Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss. The Institute provides an environment of hope and encouragement for people who are blind and visually impaired through integrated educational, social, and recreational programs and services.

INTERNATIONAL DYSLEXIA ASSOCIATION – LOS ANGELES BRANCH
P.O. Box 8943
Calabasas, CA 91372
12405 Venice Blvd. #392
Los Angeles, CA 90066
(818) 506-8866
www.dyslexiala.org/
The International Dyslexia Association (IDA) is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of the learning disability, dyslexia, as well as related language-based learning differences.

LEARNING ALLY
5638 Hollister Avenue, Suite 210
Goleta, CA 93117
(805) 681-0531
www.learningally.org
Learning Ally serves more than 300,000 K-12, college and graduate students, veterans and lifelong learners – all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Learning Ally’s collection of more than 65,000 digitally recorded textbooks
and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

**HEALTH CARE**

**CHILDREN’S MEDICAL SERVICES (CMS)**  
*California Children’s Services (CCS)*  
*Child Health and Disability Prevention Program (CHDP)*  
*Health Care Program of Children in Foster Care (HCPCFC)*  
345 Camino Del Remedio  
Santa Barbara, CA 93110  
(805) 681-5360  
[www.sbcphd.org/cms](http://www.sbcphd.org/cms)  
CMS in Santa Barbara County offers programs meeting specific health care needs of children and youth.

**MATTEL CHILDREN’S HOSPITAL AT UCLA**  
757 Westwood Plaza  
Los Angeles, CA 90095  
(310) 825-9111 Hospital Information  
[www.uclahealth.org/Mattel](http://www.uclahealth.org/Mattel)  
Mattel Children's Hospital UCLA ranks among the world's elite institutions for pediatric research, teaching, and care. Serving more than 6,000 inpatients and 100,000 outpatients annually, Mattel Children's Hospital UCLA offers a full spectrum of primary and specialized medical care for infants, children, and adolescents. Mattel Children's Hospital UCLA is a vital part of the new Ronald Reagan UCLA Medical Center which continues to be ranked as "Best in the West" by *U.S. News & World Report's* annual survey of America's hospitals.

**INFORMATION & REFERRAL**

**2-1-1 HELPLINE OF SANTA BARBARA COUNTY**  
Free, Confidential, 24-hour Information and Referral  
Dial 2-1-1 in Santa Barbara County  
(805) 922-2243 ext. 211  
[www.211santabarbaracounty.org/](http://www.211santabarbaracounty.org/)  
2-1-1 is an easy to remember phone number for non-emergency information and referral and referrals to crisis intervention and suicide prevention. 2-1-1 is to health and human services what 911 is to emergency services.

**INDEPENDENT LIVING RESOURCE CENTER**  
423 W. Victoria Street  
Santa Barbara, CA 93110  
(805) 963-0595  
**963-1350** TTY  
[www.ilrc-trico.org](http://www.ilrc-trico.org)  
327 E. Plaza, Suite 3A  
Santa Maria, CA 93454  
(805) 925-0015  
222 Carmen Lane  
Santa Maria, CA 93458  
(805) 332-3213 TTY  
[www.ilrc-trico.org](http://www.ilrc-trico.org)  
The Independent Living Resource Center is a public-benefit, nonprofit organization that promotes the Independent Living (IL) philosophy and its tenets of full access, equal opportunity, and maximum independence and self-sufficiency for all people with disabilities.
## INFORMATION & REFERRAL  (Continued)

<table>
<thead>
<tr>
<th>TRi-COUNTIES REGIONAL CENTER (TCRC) FOR THE DEVELOPMENTALLY DISABLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>520 E. Montecito Street</td>
</tr>
<tr>
<td>Santa Barbara, CA 93103-3278</td>
</tr>
<tr>
<td>(800) 322-6994</td>
</tr>
<tr>
<td><a href="http://www.tri-counties.org">www.tri-counties.org</a></td>
</tr>
<tr>
<td>1234 Fairway Drive #A</td>
</tr>
<tr>
<td>Santa Maria, CA 93455</td>
</tr>
<tr>
<td>(805) 922-4640</td>
</tr>
<tr>
<td><a href="http://www.tri-counties.org">www.tri-counties.org</a></td>
</tr>
</tbody>
</table>

**Tri-Counties Regional Center** exists to provide supports and services for children and adults with developmental disabilities living in San Luis Obispo, Santa Barbara, and Ventura Counties, so that they may live fully and safely as active and independent members of our community.

### LEARNING DISABILITIES

<table>
<thead>
<tr>
<th>CHADD</th>
</tr>
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<tbody>
<tr>
<td>(800) 233-4050- <strong>(866) 200-8098</strong></td>
</tr>
<tr>
<td><a href="http://www.chadd.org">www.chadd.org</a></td>
</tr>
<tr>
<td><a href="mailto:west-la-chad@chadd.net">west-la-chad@chadd.net</a></td>
</tr>
</tbody>
</table>

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), is a national non-profit, tax-exempt (Section 501 (c) (3)) organization providing education, advocacy and support for individuals with ADHD. In addition to our informative website, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with ADHD. CHADD also offers information about local CHADD parent and adult groups, advocacy, medical research, legislative issues, and special education law.

<table>
<thead>
<tr>
<th>LEARNING DISABILITIES ASSOCIATION OF AMERICA (LDA-A)</th>
</tr>
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<tbody>
<tr>
<td>4156 Library Road</td>
</tr>
<tr>
<td><strong>P.O. Box 10369</strong></td>
</tr>
<tr>
<td>Pittsburgh, PA 15234-1349</td>
</tr>
<tr>
<td>(412) 341-1515</td>
</tr>
<tr>
<td><a href="http://www.ldanatl.org">www.ldanatl.org</a></td>
</tr>
</tbody>
</table>

LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities. LDA has been providing services since 1963 and has chapters in 42 states. LDA provides information about all learning disabilities, research, advocacy, legislative information, national resources, and national conferences. LDA has an extensive library of books, videos, and DVDs for sale.

<table>
<thead>
<tr>
<th>LEARNING DISABILITIES ASSOCIATION OF CALIFORNIA (LDA-CA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliate Contact: Suzanne Coutchie</td>
</tr>
<tr>
<td>(530) 902-1636</td>
</tr>
<tr>
<td><a href="mailto:contact@ldaca.org">contact@ldaca.org</a></td>
</tr>
</tbody>
</table>

Provides information on all learning disabilities and advocacy information. Holds state conferences.

<table>
<thead>
<tr>
<th>LEARNING DISABILITIES: LD ONLINE</th>
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<tbody>
<tr>
<td><a href="http://www.ldonline.org">www.ldonline.org</a></td>
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</table>

LD online is the leading website on learning disabilities. Parents and teachers of children with learning disabilities will find authoritative guidance on attention deficit disorder ADD/ADHD, Dyslexia, and Dysgraphia. National experts give advice to parents and teachers. Information in Spanish and English.
LEARNING DISABILITIES (Continued)

NATIONAL CENTER ON LEARNING DISABILITIES (NCLD)
32 Laight Street, Second Floor
New York, NY 10013
Website: www.ncld.org
Provides free online newsletters and other publications for parents to stay informed about new developments in the field of learning disabilities, early learning, and literacy, Response to Intervention (RtI) practices, and related legislation issues.

LEGAL ASSISTANCE

CALIFORNIA RURAL LEGAL ASSISTANCE (CRLA)
22 North Milpas St., Ste. F
324 E Carrillo Street
Santa Barbara, CA 93103 93101
(805) 963-5981
www.crla.org
A nonprofit legal services program. Our mission is to strive for economic justice and human rights on behalf of California's rural poor. Today, CRLA has 21 offices, many in rural communities from the Mexican border to Northern California.

LEGAL AID FOUNDATION OF SANTA BARBARA COUNTY
301 E. Canon Perdido St.
Santa Barbara, CA 93101
(805) 963-6754
www.lafsbc.org
Provides high-quality legal services in order to ensure that low-income persons and seniors have access to the civil justice system in times of crisis – to secure safe, habitable shelter, adequate income, and protection from domestic violence and elder abuse.

SBCBA LAWYER REFERRAL SERVICE
15 West Carrillo St. Suite 106
Santa Barbara, CA 93101
(805) 569-5511  Fax: (805) 569-2888
www.sblaw.org
The Santa Barbara Bar Association sponsors a Lawyer Referral Service that assists people in Santa Barbara County who have legal problems and seek the advice of qualified attorneys. The Lawyer Referral Service has been serving Santa Barbara County since 1964 and is certified by the State Bar of California, Certificate Number 0032. This service is a program of the SBCBA.

MENTAL HEALTH

BEHAVIORAL WELLNESS (including CARES)
South County – Santa Barbara  North County - Lompoc  North County - Santa Maria
300 N. San Antonio Road  Adult Mental Health Services  Children’s Mental Health Services
Santa Barbara, CA  93110  117 North B Street  500 W. Foster Rd.
Behavioral Wellness provides early intervention and treatment services to approximately 14,000 clients and substance abuse prevention services to about 5,000 residents per year. The Department’s goal is to move clients toward independence and integration into the community. Toward this end, Behavioral Wellness practices a system of care which promotes partnering with Community-Based Organizations (CBOs) and community resources for the prevention, treatment, and recovery from addiction and mental illness.

**HEAD START – COMMUNITY ACTION COMMISSION**

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goleta</td>
<td>5638 Hollister Ave.</td>
<td>(805) 964-8857</td>
</tr>
<tr>
<td>Lompoc</td>
<td>120 W. Chestnut Ave.</td>
<td>(805) 740-4555</td>
</tr>
<tr>
<td>Santa Maria</td>
<td>201 W. Chapel St.</td>
<td>(805) 922-2243</td>
</tr>
<tr>
<td>Santa Maria County</td>
<td>5638 Hollister Ave. Suite 230</td>
<td><a href="http://www.cacsb.com">www.cacsb.com</a></td>
</tr>
<tr>
<td>Santa Maria</td>
<td>120 W. Chestnut Ave.</td>
<td><a href="http://www.cacsb.com">www.cacsb.com</a></td>
</tr>
</tbody>
</table>

The Community Action Commission is dedicated to providing high-quality, culturally appropriate service, and opportunities for low-income people of all ages as they maintain or achieve self-sufficiency while retaining their dignity and self-esteem.

**EASTER SEALS TRI-COUNTIES, CA**

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana</td>
<td>1570 E. 17th. Street</td>
<td>(714) 834-1111</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>26 W Anapamu St. Ste 102</td>
<td>(805) 899-4557</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>Santa Barbara, CA 93101</td>
<td><a href="http://www.easterseals.com/southerncal/">www.easterseals.com/southerncal/</a></td>
</tr>
</tbody>
</table>

Located in Ventura, but serving the Tri-Counties area (Ventura, Santa Barbara, and San Luis Obispo counties), Easter Seals offers a preschool program.

**RECREATION - ATHLETICS**

**SPECIAL OLYMPICS**

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Barbara County</td>
<td>15 E. Carrillo Street</td>
<td>(805) 884-1516</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>15 E. Carrillo Street</td>
<td><a href="http://www.sosc.org/santabarbara">www.sosc.org/santabarbara</a></td>
</tr>
</tbody>
</table>

Special Olympics Southern California is a nonprofit organization that empowers individuals with intellectual disabilities to become physically fit, productive, and respected members of society through sports training and competition.
The United Boys and Girls Clubs serve five communities throughout Santa Barbara County, helping over 8,400 youth. Many kids come to the Clubs voluntarily to be with friends, participate in sports, and engage in educational activities. Children may be referred to the Clubs by schools, counselors, or other agencies as a means to gain a positive experience socially, educationally, physically, and emotionally under guidance of caring adults.

**BOYS & GIRLS CLUB – SANTA MARIA**
901 N. Railroad Avenue  
Santa Maria, CA 93455  
(805) 922-7763  
www.bgcsmv.org/

Since opening its doors in 1966, over 40,000 kids from the Santa Maria Valley have passed through our doors and taken part in a wide variety of programs and services offered at the Club. We currently operate units in Santa Maria and Guadalupe and outreach programs in Orcutt, as well as, five school sites in Santa Maria. Our membership is at 4,000 with an additional 12,000 kids benefitting from Club outreach programs.

**HIDDEN WINGS**
(805) 705-3918  
517 Atterdag Road  
Solvang, CA 93463  
jim@hiddenwings.org

Hidden wings is a non-profit 501©3 corporation dedicated to nurturing the gifts of young adults with autism so that they might have full and productive lives in society. Hidden wings is a post-secondary school, a place specifically designed for visual thinkers with rigorous exercise, a predictable and loving environment, and intellectual stimulation based upon the unique gifts of every student.
YMCA
SANTA BARBARA
36 Hitchcock Way
Santa Barbara, CA 93105
(805) 687-7727
www.ciymca.org/santa

LOMPOC
201 W. College
Lompoc, CA 93436
(805) 736-3483
www.ciymca.org/lompoc

SANTA MARIA
3400 Skyway Drive
Santa Maria, CA 93455
(805) 937-8521
www.smvymca.org

SANTA YNEZ
900 N. Refugio Road
Santa Ynez, CA 93460
(805) 686-2037
http://www.ciymca.org/stuartgildred

RECREATION - CAMPS

AMERICAN CAMP ASSOCIATION
www.ACAcamps.org
(800) 428-2267
(765) 342-8456
The American Camping Association has a list of accessible camps that are designed around specific disabilities.

CAMP CHANNEL: BRINGING SUMMER CAMPS TO THE INTERNET
www.campchannel.com/

CAMPS FOR CHILDREN WITH DIABETES
www.childrenwithdiabetes.com/camps

CAMP DEPOT
www.campdepot.com/PC_CampSearch.html
Camp Depot connects families of children with disabilities with recreational opportunities.

CAMP PAIVIKA
600 Playground Drive
Cedarpines Park, CA 92322
(909) 338-1102
www.abilityfirst.org
In the San Bernardino mountains offers year-round camp programs for children, teens, and adults with physical disabilities.

DIABETES CAMPING ASSOCIATION: DIABETES CAMP DIRECTORY – U.S. CAMPS
CAMP PREVENT
1900 West 5th Street
Boys & Girls Club of Oxnard
Oxnard, CA 93030
(323) 966-2890
www.diabetescamps.org/
EASTER SEALS CAMPS
1570 E. 17th Street
Santa Ana, CA 92705
(714) 834-1111
www.easterseals.com/southerncal/our-programs/camping-recreation/

Easter Seals provides extensive camping and recreational programs in settings that are fully accessible. Day camps, residential camps, and respite camps address the diverse needs of children with physical disabilities. The camping experience includes sing-a-longs, campfires, boating, nature walks, and arts and crafts.

KIDCAMPS.COM
www.kidscamps.com

One of the most comprehensive directories of camps and summer experiences, this guide lists more than 21,000 camps and summer programs and over 100 programs for children with physical limitations alone. Other camps focusing on disabilities include developmental disabilities, diabetes, epilepsy, cancer, speech/hearing impairments, and visual impairments.

RECREATION – CAMPS (Continued)

NATIONAL CENTER ON PHYSICAL ACTIVITY & DISABILITY (NCPAD) SUMMER CAMPS FACT SHEET
www.nchpad.org/

SUMMER CAMPS FOR AMPUTEES AND CHILDREN WITH LIMB DIFFERENCES
www.amputee-coalition.org/

SUMMER CAMPS FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING
www.gallaudetathletics.com/camps/index
www.gallaudet.edu/youth-programs/summer-youth-camps
PREPARING CHILDREN FOR THE SUMMER CAMP EXPERIENCE

“Summer camp is more than a vacation for children,” says Bruce Muchnick, Ed.D., a licensed Psychologist who works extensively with day and resident camps. “As a parent, there are a few things to consider to increase the opportunity for a rewarding camp experience for your child.” Some helpful suggestions provided by Dr. Muchnick and the American Camping Association include:

**Consider camp as a learning experience**
This is an opportunity for your child to explore a world bigger than his/her neighborhood and a chance for you and your child to practice “letting go.” Letting go allows children to develop autonomy and a stronger sense of self, make new friends, develop new social skills, learn about teamwork, be creative and more. This time also allows parents an opportunity to take care of themselves so that they will feel refreshed when their child returns home.

**Get ready for camp together**
Decisions about camp – like where to go and what to pack – should be a joint venture, keeping in mind your child’s maturity. If your child feels a part of the decision-making process, his/her chance of having a positive experience will improve.

**Talk about concerns**
As the first day of camp nears, some children experience uneasiness about going away. Encourage your child to talk about these feelings rather than acting on what you think his/her feelings may be. Communicate confidence in your child’s ability to handle being away from home.

**Have realistic expectations**
Camp, like the rest of life, has high and low points. Not every moment will be filled with wonder and excitement. Encourage your child to have a reasonable and realistic view of camp. Discuss both the ups and downs your child may experience. Your child should not feel pressured to succeed at camp, either. The main purposes of camp are to relax and have fun.

---

RECREATION - EQUESTRIAN THERAPY

**HEARTS THERAPEUTIC EQUESTRIAN CENTER**
4420 Calle Real
Santa Barbara, CA 93111
(805) 964-1519
[www.heartsriding.org/](http://www.heartsriding.org/)

Hearts Therapeutic Equestrian Center employs the power of the horse to enhance the capabilities of children and adults with exceptional needs in the Tri-County area.

**PAULA TATE TRAINING CENTER**
(805) 550-1693
[www.paulatatetraining.wixsite.com](http://www.paulatatetraining.wixsite.com)

A nonprofit program dedicated to developing and restoring the heart, mind, and strength of our children. Using rescued horses as mentors, we provide a safe learning environment to teach respect for life plus horsemanship skills. Our goal is to cultivate, for the benefit of both, the special bond that exists between humans and horses.
RANCHO DE LOS ANIMALES FOR THE DISABLED (RAD)
2756 Green Place
Arroyo Grande, CA 93420
(805) 459-6000; (805) 459-9083
www.ranchodelosanimales.org/
Riding lessons, trail riding, birthday parties, organization and group picnics, traveling pony rides and petting zoo, and camping.

SANTA YNEZ VALLEY THERAPEUTIC RIDING PROGRAM
195 Refugio Road
Santa Ynez, CA
(805) 686-6739
(805) 598-1099
www.syvtherapeuticriding.org/
Therapeutic riding uses equine oriented activities and the horse's strength and spirit to enhance the cognitive, physical, emotional, and social well-being of people with disabilities.

RECREATION - PARKS AND RECREATION DEPARTMENTS

ATASCADERO (Community Services Department)
6500 Palma Ave
Atascadero, CA 93422
(805) 461-5000
www.atascadero.org

LOMPOC
125 West Walnut
Lompoc, CA 93436
(805) 875-8100
www.cityoflompoc.com/

SANTA MARIA
615 S. McCelland Street
Santa Maria, CA 93454
(805) 925-0951
www.cityofsantamaria.org/

SAN LUIS OBISPO
1341 Nipomo Street
San Luis Obispo, CA 93401
(805) 781-7300
www.slocity.org/

SOLVANG
411 Second Street
Solvang, CA 93463
(805) 688-7529
www.cityofsolvang.com/179/parks-recreation

THOUSAND OAKS
403 W. Hillcrest Drive
Thousand Oaks, CA 91360
(805) 495-6471
www.crpd.org/
OXNARD
300 West 3rd Street
Oxnard, CA
www.oxnard.org/

VENTURA
501 Poli Street
Ventura, CA 93001
(805) 654-7800
www.cityofventura.net/

COMMUNITY CARE LICENSING
www.ccld.ca.gov
Access to find/review a licensed facility

DEVEREUX CALIFORNIA (SANTA BARBARA)
PO Box 6784
Santa Barbara, CA 93160
(805) 968-2525
www.devereuxsb.org
Devereux California provides programs for adults and elders with developmental/ intellectual disabilities and/or emotional disorders; neurological impairments and autism. Programs include campus-based Residential Services; Adult Day Services and Respite Services; and Community-Based Supported Living and Independent Living Services. Medical and Clinical Services are available.

NOVELLES DEVELOPMENTAL SERVICES, CA (CPES)
311 W Church Street
Santa Maria, CA 93458
(805) 489-9472
951 E Fesler St.
Santa Maria, CA 93458
(805) 928-7900
www.cpes.com/novelles_landing.html
Novelles is “a company that has long been committed to the idea that individuals with developmental disabilities must have opportunities to reach their potential for independence in the community.

RESIDENTIAL PROGRAMS (Continued)

PATHPOINT (SANTA BARBARA COUNTY)
South Santa Barbara County
902 Laguna Street
Santa Barbara, CA 93101
(805) 961-9200
www.pathpoint.org/
North Santa Barbara County
2450 Professional Parkway
Santa Maria, CA 93455
(805) 934-3537
PathPoint’s mission is to provide comprehensive training and support services that empower people with disabilities and disadvantages to live and work as valued members of our communities.

UCP, WORK INC.
Santa Barbara
423 W. Victoria St.
Santa Barbara, CA 93101
(805) 962-7204
(805) 962-6699
www.ucpworkinc.org/residential.php
Santa Maria
3070 Skyway Drive, Suite 102
Santa Maria, CA 93455
(805) 739-0454
434 E Rose Ave.
Santa Maria, CA 93454
(805) 614-0967
For those individuals who need a more structured living environment, UCP WORK, Inc. operates four high-level group homes in the Santa Maria Valley. These group homes are operated and supported by highly skilled employees dedicated to assisting individuals in gaining the skills necessary to move into independent living. Many of the same services are provided through the group homes, along with the consultation of our staff Licensed Clinical Social Worker and Registered Nurse.

**SOCIAL SERVICES**

**PEOPLE HELPING PEOPLE**
545 N. Alisal Road, Suite 102
Solvang, CA 93463
(805) 686-0295

175 McMurray Rd,
Buellton, CA 93427
(805) 686-9897

www.svphp.org

Provides individuals and families with resources that help them achieve self-sufficiency, while supporting the local economy by ensuring that those in need can continue to live and work in the community.

**SOCIAL SECURITY OFFICES (and Supplemental Security Income)**
(800) 772-1213
(800) 325-0778 TTY

www.ssa.gov

SANTA BARBARA LOCAL OFFICE
365 Paseo Nuevo
122 W Figueroa St.
Santa Barbara, CA 93101
(866) 695-6285

SANTA MARIA LOCAL OFFICE
2436 Professional Parkway
Santa Maria, CA 93455
(866) 331-2316

**THERAPY SERVICES**

**EASTER SEALS**
1570 E. 17th Street
Santa Ana, CA 92705
(714) 834-1111

www.easterseals.com/southerncal/our-programs/autism-asd-services/

Easter Seals provides extensive camping and recreational programs in settings that are fully accessible. Day camps, residential camps, and respite camps address the diverse needs of children with physical disabilities. The camping experience includes sing-a-longs, campfires, boating, nature walks, and arts and crafts.
COTTAGE REHABILITATION HOSPITAL (medical therapy)
2415 De la Vina St.
Santa Barbara, CA 93105-3819
http://www.cottagehealth.org/services/rehabilitation/
(805) 569-8999 x. 82338
Cottage Rehabilitation Hospital (CRH) provides comprehensive medical rehabilitation services, for both outpatient and inpatient care, to empower people with disabilities to achieve optimal quality of life. For more than 50 years, the not-for-profit facility (formerly known as Rehabilitation Institute of Santa Barbara) has been recognized for excellence, innovation, and excellent outcomes of care.

SANTA BARBARA CENTER FOR EDUCATIONAL THERAPY
972 Miramonte Drive
Santa Barbara, CA 93109
chrbaroni@yahoo.com
(805) 560-3711

TRANSITION SERVICES

DEPARTMENT OF REHABILITATION (DOR)
(844) 729-2800 TTY
www.rehab.cahwnet.gov/santabarbara
509 East Montecito Street, Suite 101 2615 South Miller St, Suite 101
Santa Barbara, CA 93103-3216 Santa Maria, CA 93455
(805) 560-8130 (805) 928-1891
The California Department of Rehabilitation (DOR) administers the largest vocational rehabilitation program in the country. We have a three-pronged mission to provide services and advocacy that assist people with disabilities to live independently, become employed, and have equality in the communities in which they live and work. DOR provides consultation, counseling and vocational rehabilitation, and works with community partners to assist the consumers we serve.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)
SANTA BARBARA CITY COLLEGE
721 Cliff Drive
Santa Barbara, CA 93109
(805) 965 0581 ext 2364
(805) 730 4164
(805) 962 4084 TTY
www.sbcc.edu/dsp
DSPS provides access and educational support to assure that students are integrated and empowered.

LEARNING ASSISTANCE PROGRAM (LAP)
ALLAN HANCOCK COLLEGE
800 S. College Drive
Santa Maria, CA 93454
Building A, Room A304
(805) 922-6966 Ext. 3274
lap@hancockcollege.edu
www.hancockcollege.edu (under “Student Services”>> “Disability Services”)
The Learning Assistance Program (LAP) is committed to providing equal opportunity and access to students with disabilities through reasonable accommodations, instruction, assessment, counseling, and advocacy.

<table>
<thead>
<tr>
<th>TRANSPORTATION - PUBLIC</th>
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<tbody>
<tr>
<td>METROPOLITAN TRANSIT DISTRICT (MTD)</td>
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<tr>
<td>SOUTH SANTA BARBARA COUNTY</td>
</tr>
<tr>
<td>1020 Chapala Street</td>
</tr>
<tr>
<td>Santa Barbara, CA 93101</td>
</tr>
<tr>
<td>(805) 963-3366</td>
</tr>
<tr>
<td><a href="http://www.sbmtd.gov/index.html">www.sbmtd.gov/index.html</a></td>
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<tr>
<td>HELP OF CARPINTERIA</td>
</tr>
<tr>
<td>1069 Casitas Pass Road</td>
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<tr>
<td>Carpinteria, CA 93013</td>
</tr>
<tr>
<td>(805) 684-0065</td>
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<tr>
<td>Demand response door-to-door transportation, information, schedule rides, complaints</td>
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<th>EASY LIFT TRANSPORTATION</th>
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<tr>
<td>53 Cass Place, Suite D</td>
</tr>
<tr>
<td>Goleta, CA 93117</td>
</tr>
<tr>
<td>(805) 681-1181</td>
</tr>
<tr>
<td>(805) 896-7830 (After hours emergency)</td>
</tr>
<tr>
<td><a href="http://www.easylift.org/">www.easylift.org/</a></td>
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<td>Para-transit, demand response door-to-door transportation, information, schedule rides, complaints</td>
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<th>LOMPOC TRANSIT, CITY OF (COLT)</th>
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<tbody>
<tr>
<td><a href="http://www.cityoflompoc.com/transit/colt.htm">www.cityoflompoc.com/transit/colt.htm</a></td>
</tr>
<tr>
<td>1300 West Laurel Avenue</td>
</tr>
<tr>
<td>Lompoc, CA 93436</td>
</tr>
<tr>
<td>(805) 736-6666</td>
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<td>Para-transit, demand response door-to-door transportation, information, schedule rides, complaints</td>
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<tr>
<th>TRANSPORTATION – PRIVATE (Continued)</th>
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<tr>
<td>SANTA MARIA ORGANIZATION OF TRANSPORTATION HELPERS (SMOOTH)</td>
</tr>
<tr>
<td><a href="http://www.smoothinc.org/">www.smoothinc.org/</a></td>
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<tr>
<td>240 E. Roemer Way</td>
</tr>
<tr>
<td>Santa Maria, CA 93454</td>
</tr>
<tr>
<td>(805) 922-0146</td>
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<tr>
<td>Para-transit, demand response door-to-door transportation, information, schedule rides, complaints</td>
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<tr>
<th>SANTA YNEZ VALLEY TRANSIT</th>
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Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

VOCATIONAL TRAINING

DEVEREUX CALIFORNIA (SANTA BARBARA)
PO Box 6784
Santa Barbara, CA 93160
(805) 968-2525
www.devereuxsb.org
Devereux California provides programs for adults and elders with developmental/ intellectual disabilities and/or emotional disorders; neurological impairments and autism. Programs include campus-based Residential Services; Adult Day Services and Respite Services; and Community-Based Supported Living and Independent Living Services. Medical and Clinical Services are available.

LOVARC – LIFE OPTIONS VOCATIONAL AND RESOURCE CENTER
116 North I Street
Lompoc, CA 93436
(805) 735-3428
www.lovarc.com
Serves persons with disabilities by providing employment, social opportunities, and residence.

PATHPOINT (SANTA BARBARA COUNTY)
South Santa Barbara County
902 Laguna Street
Santa Barbara, CA 93101
(805) 961-9200

North Santa Barbara County
2450 Professional Parkway
Santa Maria, CA 93455
(805) 934-3537
www.pathpoint.org/
PathPoint’s mission is to provide comprehensive training and support services that empower people with disabilities and disadvantages to live and work as valued members of our communities.

VOCATIONAL TRAINING (Continued)

UCP WORK, INC. (United Cerebral Palsy Association)
Santa Barbara    Santa Maria    Corporate Office
423 W. Victoria Street  3070 Skyway Drive, Suite 102  5320 Carpinteria Avenue, Suite G
Santa Barbara, CA 93101  Santa Maria, CA 93455  Carpinteria, CA 93013
(805) 962-7201    (805) 739-0451    (805) 566-9000
www.ucpworkinc.org  www.ucpworkinc.org  www.ucpworkinc.org
UCP WORK, Inc. is a non-profit organization whose mission is to empower and support people with significant disabilities so that they may achieve the highest degree of independence.
VOCATIONAL TRAINING CENTER (VTC) ENTERPRISES
2445 A Street
Santa Maria, CA 93455
(805) 928-5000
www.vtc-sm.org
Assists youth and adults with disabilities or other limitations in choosing and achieving their life goals.
# APPENDIX F

<table>
<thead>
<tr>
<th>DISTRICT/COUNTY OFFICE/SELPA</th>
<th>TELEPHONE NUMBER</th>
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<tbody>
<tr>
<td>Ballard School District</td>
<td>(805) 688-4812</td>
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<tr>
<td><a href="http://www.ballardschool.org">www.ballardschool.org</a></td>
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<tr>
<td>Blochman Union School District</td>
<td>(805) 937-1148</td>
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<tr>
<td><a href="http://www.sbceoportal.org/blochman">www.sbceoportal.org/blochman</a></td>
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<tr>
<td>Buellton Union School District</td>
<td>(805) 686-2767</td>
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<tr>
<td>Carpinteria Unified School District</td>
<td>(805) 684-4511</td>
</tr>
<tr>
<td><a href="http://www.cusd.net">www.cusd.net</a></td>
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<tr>
<td>Cold Springs School District</td>
<td>(805) 969-2678</td>
</tr>
<tr>
<td><a href="http://www.coldspringschool.net">www.coldspringschool.net</a></td>
<td></td>
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<tr>
<td>College School District</td>
<td>(805) 686-7300</td>
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<tr>
<td><a href="http://www.collegeschooldistrict.org">www.collegeschooldistrict.org</a></td>
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<tr>
<td>Cuyama Joint Unified School District</td>
<td>(661) 766-2482</td>
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<tr>
<td>Goleta Union School District</td>
<td>(805) 681-1200</td>
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<tr>
<td><a href="http://www.goleta.k12.ca.us">www.goleta.k12.ca.us</a></td>
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<tr>
<td>Guadalupe Union School District</td>
<td>(805) 343-2114</td>
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<tr>
<td>Hope School District</td>
<td>(805) 682-2564</td>
</tr>
<tr>
<td><a href="http://www.hopesdk6.org">www.hopesdk6.org</a></td>
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<tr>
<td>Lompoc Unified School District</td>
<td>(805) 742-3300</td>
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<tr>
<td><a href="http://www.lusd.org">www.lusd.org</a></td>
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<tr>
<td>Los Olivos School District</td>
<td>(805) 688-4025</td>
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<tr>
<td><a href="http://www.sbceoportal.org/losolivos">www.sbceoportal.org/losolivos</a></td>
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<tr>
<td>Montecito Union School District</td>
<td>(805) 969-3249</td>
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<tr>
<td><a href="http://www.montecitou.org">www.montecitou.org</a></td>
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</tr>
<tr>
<td>Orcutt Union School District</td>
<td>(805) 938-8900</td>
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<tr>
<td><a href="http://www.orcutt-schools.net">www.orcutt-schools.net</a></td>
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<tr>
<td>Santa Barbara Unified School District</td>
<td>(805) 963-4338</td>
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<tr>
<td><a href="http://www.sbsdk12.org">www.sbsdk12.org</a></td>
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<tr>
<td>Santa Maria-Bonita School District</td>
<td>(805) 928-1783</td>
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<tr>
<td><a href="http://www.smbsd.org">www.smbsd.org</a></td>
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<tr>
<td>Santa Maria Joint Union High School District</td>
<td>(805) 922-4573</td>
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<tr>
<td><a href="http://www.smjuhsd.k12.ca.us">www.smjuhsd.k12.ca.us</a></td>
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Santa Ynez Valley Union High School District ...................................................... (805) 688-6487
www.syvuhsd.org

Santa Ynez Valley Special Education Consortium ........................................ (805) 688-4222
www.syvsec.org

Solvang School District .............................................................................. (805) 688-4810
www.solvangschoool.org

Vista Del Mar Union School District ............................................................... (805) 686-1880
www.vistadelmarunion.com

Santa Barbara County Education Office ...................................................... (805) 964-4711
www.sbceo.org

Santa Barbara County SELPA ..................................................................... (805) 683-1424
www.sbcsepa.org

SANTA BARBARA COUNTY CHARTER SCHOOLS TELEPHONE NUMBER

Adelante Charter School .............................................................................. (805) 966-7392
www.adelantecharter.org

Family Partnership Home Study Charter School ......................................... (805) 348-3333
www.fpcharter.org

Manzanita Public Charter School ................................................................. (805) 734-5600
www.manzanitacharterschool.com

Olive Grove Charter School ...................................................................... (805) 623-1111
www.sbceoportal.org/losolivos

Orcutt Academy Charter (Grades K-8) ......................................................... (805) 938-8900
www.orcutt-schools.net

Orcutt Academy Charter (Grades 9-12) ......................................................... (805) 938-8900
www.orcutt-schools.net

Peabody Charter School ........................................................................... (805) 563-1172
www.peabodycharter.org

Santa Barbara Charter School ................................................................ (805) 967-6522
www.sbcharter.org

Santa Ynez Valley Charter School .............................................................. (805) 686-7360
www.syvcs.org
APPENDIX G

SIRAS IEP FORMS
Santa Barbara County SELPA

Date: ______________________

MEETING PURPOSE

☐ Initial   ☐ Annual   ☐ Reassessment   ☐ Addendum or Amendment
☐ Manifestation Determination   ☐ Other Review: ______________________

STUDENT INFORMATION

Student: ______________________ Date of Birth: ______________________ Age: ______________________

Grade: ______________________ SSID Number: ______________________ Identification Number: ______________________ Gender: ______________________

Migrant Program Eligibility: ☐ Yes ☐ No English Proficiency: ☐ EO ☐ EL ☐ IFEP ☐ RFEP ☐ TBD

Home Language: ______________________ Hispanic/Latino: ☐ Yes ☐ No ☐ Decline to State

Race 1: ______________________ Race 2: ______________________ Race 3: ______________________

LEA of Residence: ______________________ LEA of Service: ______________________

School of Residence*: ______________________ School of Attendance*: ______________________

*If Different, Give Reason: ______________________

Setting (ages 3-22): ______________________

Residence: ______________________ Specify Residence Name (if applicable): ______________________

Parent/Guardian: ______________________ Email: ______________________

Street Address/P.O. Box: ______________________ City: ______________________ Zip: ______________________

Home Phone: ______________________ Work Phone: ______________________ Cell Phone: ______________________

Parent/Guardian: ______________________ Email: ______________________

Street Address/P.O. Box: ______________________ City: ______________________ Zip: ______________________

Home Phone: ______________________ Work Phone: ______________________ Cell Phone: ______________________

Other Contact: ______________________ Email: ______________________

Street Address/P.O. Box: ______________________ City: ______________________ Zip: ______________________

Main Phone: ______________________ Alternate Phone: ______________________ Cell Phone: ______________________

Educational Rights: ☐ Parent/Guardian   ☐ Educational Representative   ☐ Surrogate Parent   ☐ Adult Student

Ed. Rep./Surrogate (if applicable): ______________________ Email: ______________________

Street Address/P.O. Box: ______________________ City: ______________________ Zip: ______________________

Main Phone: ______________________ Alternate Phone: ______________________ Cell Phone: ______________________

MEETING/CASE MANAGER INFORMATION

Initial Referral Date: ______________________ Referred By: ______________________

Date of Parent Consent for Initial Assessment: ______________________ Initial Assessment IEP Date: ______________________

Initial Special Education Entry Date: ______________________ Last Complete IEP Date: ______________________

Most Recent Assessment IEP Date: ______________________ Next Assessment Due: ______________________

Supplemental IEP Review (if prior to annual) Due: ______________________ Next Annual IEP Review Due: ______________________

Case Manager: ______________________ Position: ______________________

Phone: ______________________ Cell Phone: ______________________ Email: ______________________

ADDITIONAL FACTORS:

☒ ☐ ☐ Yes   ☐ No
☒ ☐ ☐ This is an initial placement and student received coordinated general education early intervening services (CEIS) using Federal IDEA funds in one or both of the preceding two years.

☒ ☐ ☐ Student exhibits behavior that requires a behavior intervention plan.

☒ ☐ ☐ Student is transitioning from special class or NPS to general education class on public campus.

☒ ☐ ☐ Student is transitioning from preschool to elementary school and may require a less intensive program.

☒ ☐ ☐ Student is being considered for possible change in placement due to disciplinary action (more than 10 days of suspension or possible expulsion).
ELIGIBILITY

☑ Student is eligible for special education and related services in the area(s) identified below.

Primary Disability: ___________________________ Secondary Disability: ___________________________

☐ Student is eligible for low incidence funding (visual impairment, deaf/hard-of-hearing, or severe orthopedic impairment).

☐ Student is not eligible for special education and related services (explain on IEP Notes/Additional Information page).

☐ This exit is due to: ___________________________

EFFECT OF DISABILITY AND AREAS OF NEED (complete for eligible students only)

This student’s disability causes difficulty developing skills in the areas checked below which might affect his or her ability to participate and progress in the general curriculum or (for preschoolers) participate in appropriate activities:

☐ Reading – Decoding / Fluency ☐ Receptive Language ☐ Recreation/Leisure
☐ Reading – Comprehension ☐ Expressive Language ☐ Self-Care
☐ Math – Calculation ☐ Articulation/Voice/Fluency ☐ Mobility
☐ Math – Applications ☐ Study/Organization Skills ☐ Other:
☐ Written Language ☐ Social/Behavioral/Emotional Skills ☐ Other:
☐ Readiness – English Language Arts ☐ Attention ☐ Other:
☐ Readiness – Math ☐ Vocational Skills ☐ Other:

STUDENT STRENGTHS, PREFERENCES, AND INTERESTS


PARENT CONCERNS RELEVANT TO EDUCATIONAL PROGRESS


IEP - Present Levels of Academic Achievement and Functional Performance

Student: ____________________________  Date of Birth: ___________  Date: ____________

<table>
<thead>
<tr>
<th>Statewide Assessments</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC</td>
<td></td>
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<tr>
<td>CAA</td>
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<tr>
<td>English/Language Arts</td>
<td></td>
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<tr>
<td>Math</td>
<td></td>
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<tr>
<td>CAST</td>
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<tr>
<td>CAA</td>
<td></td>
<td></td>
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<tr>
<td>Science</td>
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</tbody>
</table>

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.):

Last vision screening: ____________  Pass ☐  Fail ☒  Last hearing screening: ____________  Pass ☐  Fail ☒

PRE-ACADEMIC / ACADEMIC / FUNCTIONAL SKILLS  (Include assessment scores if applicable)
COMMUNICATION DEVELOPMENT  (Include assessment scores if applicable)

GROSS / FINE MOTOR DEVELOPMENT

SOCIAL EMOTIONAL/BEHAVIORAL
Santa Barbara County SELPA

IEP - Present Levels of Academic Achievement and Functional Performance

Student: __________________________ Date of Birth: ___________ Date: ___________

VOCATIONAL

ADAPTIVE / DAILY LIVING SKILLS

GENERAL HEALTH

(Include medication information):

IEP 2B (4/16)
Santa Barbara County SELPA
IEP – Specific Learning Disability Eligibility

IEP TEAM REVIEW OF CRITERIA FOR ELIGIBILITY (SEVERE DISCREPANCY)

School ___________________________   ☐ Initial Evaluation
                      ☐ 3-Year Re-evaluation

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, phonological processing, cognitive abilities including association, conceptualization and expression.

Section I. Instructions: Select Option A, B, or C below.

The decision as to whether or not a severe discrepancy exists takes into account all relevant material, which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil’s eligibility for special education.

☐ A. The IEP team finds a severe discrepancy between intellectual ability and achievement based on valid standardized tests.

☐ B. The IEP team finds a severe discrepancy based on alternative measures as specified on the assessment plan.

☐ C. The IEP team finds a severe discrepancy between intellectual ability and achievement as a result of a disorder in one or more of the basic psychological processes. (Complete and attach the Specific Learning Disability Discrepancy Documentation Form)

Area/s in which the pupil meets criteria under Option A, B, or C:

☐ Oral Expression   ☐ Listening Comprehension   ☐ Written Expression
☐ Basic Reading Skills  ☐ Reading Comprehension  ☐ Mathematical Calculation
☐ Mathematical Reasoning

Section II. The discrepancy identified above is directly related to a processing disorder: ☐ Yes ☐ No

Check appropriate area(s):
☐ Sensory Motor Skills   ☐ Visual Processing   ☐ Phonological Processing
☐ Auditory Processing   ☐ Attention
☐ Cognitive Abilities (including association, conceptualization and expression)

Section III. Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disability. If any of the items below (A-H) are checked “Yes”, the student may not be identified as having a learning disability.

☐ A. Visual, hearing, or motor disability ☐ Yes ☐ No
☐ B. Intellectual disability ☐ Yes ☐ No
☐ C. Emotional disturbance ☐ Yes ☐ No
☐ D. Cultural factors ☐ Yes ☐ No
☐ E. Environmental or economic disadvantage ☐ Yes ☐ No
☐ F. Limited English proficiency ☐ Yes ☐ No
☐ G. Limited school experience or poor school attendance ☐ Yes ☐ No
☐ H. Lack of appropriate instruction in reading or math ☐ Yes ☐ No

a. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

b. The IEP team considered data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil’s parents.

IEP 2C (6/2015)
Section IV. Relevant behavior related to academic functioning, noted during observation:

Section V. Educationally relevant medical findings, if any:

Section VI. Conclusion:
The pupil has a specific learning disability. The degree of the pupil’s impairment requires special education.

I agree with the conclusions stated above:

School Psychologist/Date  Special Ed. Admin./Designee/Date

Special Education Teacher/Date  General Education Teacher/Date

LSH Specialist/Date  Reading Teacher/Date

Parent/Guardian/Date  Other/Date

My assessment of this student differs from the above report as follows: Statement (attach additional pages as necessary)

Signature and Title/Date

IEP 2C (6/2015)
### ANNUAL GOALS

#### Area

<table>
<thead>
<tr>
<th>Skill (Optional)</th>
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</table>

#### Baseline:

#### Annual Goal:

#### Curriculum Standard:  

<table>
<thead>
<tr>
<th>Monitored by:</th>
</tr>
</thead>
</table>

[ ] Goal is related to enabling the student to participate in general education curriculum.
[ ] Goal is related to meeting other educational needs resulting from the student’s disability.
[ ] Goal supports the student’s post-secondary goals/expectations.
[ ] Goal supports one or more ELD standards as identified under “Curriculum Standard”

#### Area

<table>
<thead>
<tr>
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#### Curriculum Standard:  

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[ ] Goal supports the student’s post-secondary goals/expectations.
[ ] Goal supports one or more ELD standards as identified under “Curriculum Standard”
ANNUAL GOAL and SHORT-TERM OBJECTIVES OR BENCHMARKS

<table>
<thead>
<tr>
<th>Area</th>
<th>Skill (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline:</td>
<td></td>
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</table>

Annual Goal:

Curriculum Standard:  | Monitored by: |

- [ ] Goal is related to enabling the student to participate in general education curriculum.
- [ ] Goal is related to meeting other educational needs resulting from the student’s disability.
- [ ] Goal supports the student’s post-secondary goals/expectations.
- [ ] Goal supports one or more ELD standards as identified under “Curriculum Standard”.

Short-Term Objective or Benchmark:

Short-Term Objective or Benchmark:

Short-Term Objective or Benchmark:
### DESIRED RESULTS DEVELOPMENTAL PROFILE (Preschool Only)

**Adaptations Required?**
- [ ] No
- [ ] Yes (specify below)

### STATEWIDE ASSESSMENT SYSTEM (Supports and Accommodations for Accessibility)

- [ ] This student will be assessed using the state-approved standard assessment system following state requirements for participation.
- [ ] The student is unable to participate in the state-approved standard assessment due to a significant cognitive disability and meets the criteria for taking the following alternate assessment:

**Current Grade:**

**Supports and Accommodations for Accessibility**

#### Designated Supports (Non-Embedded)

#### Accommodations (Non-Embedded)

#### Designated Supports (Embedded)

#### Accommodations (Embedded)

**Mathematic Assessment (Grades 3-8 and 11):**

#### Designated Supports (Non-Embedded)

#### Accommodations (Non-Embedded)

#### Designated Supports (Embedded)

#### Accommodations (Embedded)

**Science Assessment (Grades 5, 8 and 10, 11 or 12):**

#### Designated Supports (Non-Embedded)

#### Accommodations (Non-Embedded)

#### Designated Supports (Embedded)

#### Accommodations (Embedded)

**Non-Embedded Universal Tools that may be distracting for this student are identified below and should be deactivated.**

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
</table>

**Physical Fitness (Grades 5, 7, and 9):**

<table>
<thead>
<tr>
<th>Variations</th>
<th>Accommodations</th>
</tr>
</thead>
</table>

IEP 4 (11/16)
Student: ___________________________ Date of Birth: _______________ Date: _______________

ASSISTIVE/AUGMENTATIVE DEVICES OR TOOLS
Does student require assistive/augmentative devices or tools to meet educational goals?
☐ No ☐ Yes (specify below and include justification)

LOW INCIDENCE BOOKS, MATERIALS, EQUIPMENT
Does student require low incidence books, materials, equipment to meet educational goals?
☐ No ☐ Yes (specify below and include justification)

SUPPORTS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING
Support in this area required? ☐ No ☐ Yes (complete information below)
Language Mode:
Specify how opportunities for direct communication with peers of similar abilities and language mode, direct communication with professionals who are proficient in the student’s language mode, and for appropriate academic instruction, school services, and extracurricular activities in the student’s language mode will be provided:

SUPPORTS FOR STUDENTS WHO ARE VISUALLY IMPAIRED
Support in this area required? ☐ No ☐ Yes (based on an evaluation of needs in the areas of reading and writing:
☐ Instruction in Braille is recommended. ☐ Instruction in Braille is not recommended.
☐ Other:

BEHAVIORAL SUPPORTS
Does student’s behavior impede learning of self or others? ☐ No ☐ Yes (describe):

If yes, specify positive behavior interventions, strategies, and supports

☐ Behavior Goal is part of this IEP ☐ Behavior Intervention Plan (BIP) attached
Student: ___________________________ Date of Birth: ___________ Date: ___________

**ACCOMMODATIONS**

Instructional accommodations needed for the student to be involved in and progress in the core curriculum (must be related to the student’s disability). Accommodations alter how instruction is provided but do not alter the content of the curriculum. The accommodations listed below apply to all subjects and settings unless specified otherwise.

<table>
<thead>
<tr>
<th>Setting/Schedule</th>
<th>Sensory Needs</th>
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<tbody>
<tr>
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<tr>
<td>Directions/Instructions</td>
<td>Student Response</td>
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<tr>
<td>Organization/Study Skills</td>
<td>Personal Care/Equipment</td>
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**MODIFICATIONS**

Modifications allow the student to be more successful but fundamentally alter or lower course standards or student expectations. The provision of these modifications means that:

1. The student’s grade may not count towards the honor roll or academic awards.
2. Modified grades may affect a student’s class ranking.
3. The student may not be fully exposed to curriculum in preparation for taking the Statewide Assessment.
4. A student provided with modified curriculum/grades might not graduate with a regular diploma.

<table>
<thead>
<tr>
<th>Assignments/Tests</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Content</td>
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</table>

* The report card will show a modified grade but will not indicate that the student has received special education and related services unless doing so would help the parent or guardian to understand the progress his or her child is making in specific classes, course content, or curriculum. High school transcripts will show a modified grade but will not indicate that the student has received special education and related services. Post-secondary institutions will not be provided with an explanation of the modified grade and of the student’s special education status without written consent of the parent or adult student.
ENGLISH PROFICIENCY ASSESSMENT

☐ The IEP team has decided to recommend the student for reclassification as Fully English Proficient based on alternative measures of English Language Proficiency and performance in basic skills (only if allowed by district policy). If the box is checked, it is not necessary to complete the remainder of this form.

English Language Proficiency Assessment Participation:

Students in Grade K-2 will take the Writing portion of the assessment on paper and Reading, Listening, and Speaking on the computer.

☐ Based on the student’s cognitive functioning and ability to participate in the assessment or a section of the assessment with accommodations, the IEP team has determined the student will be assessed using an alternate to the ELPAC.

<table>
<thead>
<tr>
<th>Universal Tools (Embedded)</th>
<th>Designated Supports (Embedded)</th>
<th>Accommodations (Embedded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks</td>
<td>Line Reader (gr3-12)</td>
<td></td>
</tr>
<tr>
<td>Digital Notepad</td>
<td>Mark for Review (gr2-12)</td>
<td></td>
</tr>
<tr>
<td>Expandable Items</td>
<td>Scratch Paper</td>
<td></td>
</tr>
<tr>
<td>Expandable Passages</td>
<td>Strikethrough (gr3-12)</td>
<td></td>
</tr>
<tr>
<td>Highlighter</td>
<td>Writing Tools (gr3-12)</td>
<td></td>
</tr>
<tr>
<td>Keyboard Navigation</td>
<td>Zoom (in or out)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Universal Tools (Non-Embedded)</th>
<th>Designated Supports (Non-Embedded)</th>
<th>Accommodations (Non-Embedded)</th>
</tr>
</thead>
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</table>

English Proficiency Assessment Results:

☐ Assessment Instrument: ______________________ Date of Most Recent Assessment: ______________________

☐ Listening: ____________ Speaking: ____________ Reading: ____________ Writing: ____________

☐ Oral Language: ____________ Written Language: ____________ Overall: ____________

☐ Alternative Assessment Results: ______________________

INSTRUCTIONAL SUPPORT

English Learner Needs:

Based upon assessed English language proficiency and other areas of identified need, this student requires:

Student requires primary language support, indicate how it would be provided:

☐ N/A ☐ Thesaurus ☐ Preview/Review ☐ Directions in Primary Language

☐ Bilingual Dictionary ☐ Other: ______________________

English Learner Instructional Setting (check one):

☐ Developmental Bilingual ☐ Structured English Immersion ☐ Transitional Bilingual

☐ Dual Immersion ☐ Heritage/Indigenous

English language development provided in: ☐ General Education ☐ Special Education

The student requires instruction in special education using the following language: ______________________

IEP 6C (12.2019)
Student Invited:  
- Yes  
- No 

If appropriate, and agreed upon, agencies invited:  
- Yes  
- No  
- Not applicable 

Describe how the student participated in the process:  
- Present at meeting  
- Interview Prior  
- Interest Inventories  
- Questionnaire

Age-appropriate transition assessments/instruments were used.  
- Yes  
- No 

Describe the results of the assessments:

### Student’s Post Secondary Goal: Training or Education (Required):

<table>
<thead>
<tr>
<th>Upon completion of school I will</th>
<th>Transition Service (Required):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td></td>
<td>Activities to Support Transition Service:</td>
</tr>
<tr>
<td></td>
<td>Community Experiences as Appropriate:</td>
</tr>
<tr>
<td></td>
<td>Related Services as Appropriate:</td>
</tr>
</tbody>
</table>

Select goal to add...  
Add

Linked to Annual Goal #  
Person/Agency Responsible:  
Service Start Date  
Service End Date

### Student’s Post Secondary Goal Employment (Required):

<table>
<thead>
<tr>
<th>Upon completion of school I will find employment in the field of</th>
<th>Transition Service (Required):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
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<tr>
<td></td>
<td>Activities to Support Transition Service:</td>
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<td></td>
<td>Community Experiences as Appropriate:</td>
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<td></td>
<td>Related Services as Appropriate:</td>
</tr>
</tbody>
</table>

Select goal to add...  
Add

Linked to Annual Goal #  
Person/Agency Responsible:  
Service Start Date  
Service End Date

### Student’s Post Secondary Goal Independent Living (As appropriate):

<table>
<thead>
<tr>
<th>Upon completion of school I will</th>
<th>Transition Service:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Frequency</td>
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<td></td>
<td>Community Experiences as Appropriate:</td>
</tr>
<tr>
<td></td>
<td>Related Services as Appropriate:</td>
</tr>
</tbody>
</table>

Select goal to add...  
Add

Linked to Annual Goal #  
Person/Agency Responsible:  
Service Start Date  
Service End Date
IEP – Postsecondary Transition Plan, Page 2 of 3

Student: ___________________________   Date of Birth: __________   Date: __________

TRANSFER OF RIGHTS
On or before your 17th birthday, you must be advised of the transfer of rights that will occur when you reach the age of 18, the age of majority. At that time, unless a conservator is appointed, you will have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP team meeting and give or deny consent to the IEP and all related documents in place of your parent or guardian.

I have been informed of the transfer of rights to me at the age of 18 years.

Signature of Student: ___________________________   Date: __________

EDUCATIONAL RIGHTS (check one of the following)
☐ Student has not yet reached the age of 18 and education rights remain with the parent or education representative.
☐ Student has reached the age of 18 and educational rights have transferred to the adult student.
☐ Student has reached the age of 18 and is an adult with a legally appointed conservator (identify below):

Name of Conservator: ___________________________   Phone: __________
Address: ___________________________   City: ___________________________   State: __________   Zip Code: __________

ADULT AGENCIES CURRENTLY SUPPORTING STUDENT or THAT MAY SUPPORT STUDENT
If applicable, parent consented to inviting appropriate agency representatives to this meeting.   Yes ☐   No ☐   N/A ☐

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Service(s) Provided</th>
<th>Referral Needed</th>
<th>Person Responsible</th>
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COURSE OF STUDY
☒ Diploma
☐ Certificate of Completion

Anticipated Completion Date __________

A multiple year plan of courses to be provided during the period of this IEP and to be provided in following years to support the student in achieving the postsecondary goals.

<table>
<thead>
<tr>
<th>Current Year</th>
<th>Future Year 1</th>
<th>Future Year 2</th>
<th>Future Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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☐ Transcript attached

Credits Required: ___________________________   Credits Earned: ___________________________   Credits Needed: ___________________________

☒ Algebra I Passed:   ☐ No   ☐ Yes   Date of Pass: __________
☐ NA (certificate, waiver/exemption, Alternate)

IEP 6D (1/16)
1. The student’s IEP includes appropriate measurable postsecondary goal or goals that cover the education or training, employment, and as needed independent living? □ Yes □ No

2. Is (are) the postsecondary goal(s) updated annually? □ Yes □ No

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? □ Yes □ No

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? □ Yes □ No

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? □ Yes □ No

6. Is (are) there annual IEP goal(s) related to the student’s transition services needs? □ Yes □ No

7. Is there evidence that the student was invited to the IEP meeting where transition services were discussed? □ Yes □ No

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? □ Yes □ No □ N/A
Student: ___________________________  Date of Birth: _______________  Date: _______________

PURPOSE OF PLAN

☐ Transition from NPS to Public School  ☐ Transition from Special Class to Less Restrictive Environment
☐ Transition from Preschool to Elementary School  ☐ Fading of Service (specify): ___________________________
☐ Other: __________________________________________

DESIRED OUTCOME

.

PRESENT LEVELS OF PERFORMANCE AND LEARNING STYLE (Preschool to Elementary Only)

.

ACTIVITIES

A. Describe the activities to be provided to prepare the student for success in the new or modified program.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time in Activities</th>
<th>Responsible Agency/Person</th>
</tr>
</thead>
<tbody>
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</table>

B. Describe the activities to be provided to support the student during the initial period of participation in the new or modified program.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time in Activities</th>
<th>Responsible Agency/Person</th>
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</thead>
<tbody>
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</table>

COMMENTS

.
Student: __________________________ Date of Birth: ____________ Date: ____________

1. The behavior impeding learning is… (describe what it looks like)

2. It impedes learning because…

3. The need for a Behavior Intervention Plan  □ early stage intervention  □ moderate  □ serious  □ extreme

4. Frequency or intensity or duration of behavior

□ Reported by__________________________________________
□ Observed by________________________________________

PREVENTION  PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5. What are the predictors for the behavior?
(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)
6. What supports the student using the problem behavior?
   *(What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)*

7. What environmental changes, structure and supports are needed to remove the student’s need to use this behavior? *(Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)*

Who will establish and who will monitor? ________________________________________________________

Frequency? ____________________________________________________________________________

ALTERNATIVES PART II: FUNCTIONAL FACTORS / BEHAVIORS TO TEACH AND SUPPORT

8. Function of behavior: □ getting something □ rejecting something (protest, escape, or avoid)
Team believes the behavior occurs because…*(specify the function of the behavior in detail below)*
9. What team believes the student should do INSTEAD of the problem behavior?
(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

10. What teaching Strategies/Necessary Curriculum/Materials are needed?
(List successive teaching steps for student to learn replacement behavior/s)

Who will establish and who will monitor? ________________________________________________________
Frequency?_________________________________________________________________________________

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the
replacement behavior(s)?

Selection of reinforcer based on:
☐ Reinforcer for using replacement behavior ☐ Reinforcer for general increase in positive behaviors
By whom?_________________________________________________________________________________
Frequency?_________________________________________________________________________________
EFFECTIVE REACTION  PART III: REACTIVE STRATEGIES

12. What strategies will be employed if the problem behavior occurs again? Include personnel for each step
   1. Prompt student to switch to the replacement behavior
   2. Describe how staff should handle the problem behavior if it occurs again
   3. Positive discussion with student after behavior ends
   4. Any necessary further classroom or school consequences (optional)

Describe in the box below the strategies to ensure safety and/or attach an Escalation Cycle Management Plan.

☐ An Escalation Cycle Management Plan is attached.
OUTCOME   PART IV: BEHAVIORAL GOALS

13. IEP Behavioral Goal(s) related to this plan. Goal number(s):
The behavioral goal(s) are to: □ Increase use of replacement behavior □ Reduce frequency of problem behavior □ Develop new general skills that remove student’s need to use the problem behavior

Observation and Analysis Conclusion:
Are curriculum accommodations or modifications also necessary? ............................................................... □ yes □ no
Are environmental supports/changes necessary? .......................................................................................... □ yes □ no
Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ................ □ yes □ no
Are both teaching of new replacement behavior AND reinforcement needed? ........................................ □ yes □ no
Is this BIP to be coordinated with other agency’s service plans*? ................................................................. □ yes □ no
*If yes, the person responsible for contact between agencies__________________________________________________________

COMMUNICATION   PART V: COMMUNICATION PROVISIONS

14. Manner and content of communication
1. Who?
2. Under what condition(s)
3. Delivery Manner
4. Expected Frequency?
5. Content?
6. How will this be two-way communication

1. Who?
2. Under what condition(s)
3. Delivery Manner
4. Expected Frequency?
5. Content?
6. How will this be two-way communication

1. Who?
2. Under what condition(s)
3. Delivery Manner
4. Expected Frequency?
5. Content?
6. How will this be two-way communication

Notes and additional information:

Additional documents related to this plan attached:
PROBLEM BEHAVIOR
Describe the behavior that is causing difficulty in objective and measurable terms (what it looks and sounds like).

Describe the typical pattern of the problem behavior including the antecedent events that precede or trigger the behavior and the consequences that support continuation of the behavior.

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
</table>

Frequency, Duration, and Intensity:

The hypothesized function of the problem behavior is to □ obtain □ protest □ avoid the following:

DESIRED BEHAVIOR
Describe the behavior that the student is expected to exhibit.

REPLACEMENT BEHAVIOR
Describe what the student may do instead of the problem behavior to get his or her needs met while progressing towards mastery of the desired behavior.

COMMUNICATION ABOUT THE PLAN

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
<th>Frequency:</th>
<th>Method:</th>
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<tr>
<td>Content:</td>
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<td>Content:</td>
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<td>Content:</td>
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</tbody>
</table>
INTERVENTIONS

Describe in the boxes below the strategies that will be used to increase positive behavior and decrease problem behavior.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Desired Behavior</th>
<th>Replacement Behavior</th>
<th>Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Specify each)</td>
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</table>

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<thead>
<tr>
<th>Area</th>
<th>To Develop &amp; Increase Desired Behavior</th>
<th>To Develop &amp; Increase Replacement Behavior</th>
<th>To Eliminate Or Reduce Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alteration of Antecedents: Environmental Structures and Supports</td>
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<tr>
<td>Plan to Teach the Behavior: Curriculum and Instructional Strategies/Materials</td>
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<tr>
<td>Manipulation of Consequences: Procedures to Reinforce, Ignore, Redirect</td>
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</table>

STRATEGIES FOR ADDRESSING RECURRING PROBLEM BEHAVIOR

Describe in the box below the strategies that will be employed to ensure safety if the problem behavior occurs again or attach an Escalation Cycle Management Plan. If an Emergency Plan is needed, describe when / how techniques will be employed.

☐ An Escalation Cycle Management Plan is attached.

EVALUATION OF PLAN’S EFFECTIVENESS

Dates of Periodic Review to Evaluate the Plan’s Effectiveness: ________________________________

COMMENTS


This student may receive health services intended to promote wellness which may include, but is not limited to: health assessments, health training and counseling, catheterizations, tube feedings, maintenance tracheotomies, oxygen administration, specimen collections, ventilator care, health monitoring and management of chronic health conditions, health care coordination and referrals, crisis intervention, review of health histories, screenings (such as scoliosis, vision, dental, hearing, growth and development), first aid, consultation and coordination with other care staff, parents, teachers, and/or family during the Individual Education Plan (IEP) or at other times deemed appropriate by nurse/staff as well as medication administration services for prescription medication. These services will be provided by a teacher, health aide, or registered nurse under the supervision of a credentialed school nurse/health specialist.

**Diagnosis:**

<table>
<thead>
<tr>
<th>TYPE OF SERVICE</th>
<th>PROCEDURE REQUIRED</th>
<th>REASON</th>
<th>SCHEDULE</th>
<th>PERSON RESPONSIBLE</th>
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IEP – Individualized Healthcare Plan (IHP)

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<th>TYPE OF SERVICE</th>
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<th>REASON</th>
<th>SCHEDULE</th>
<th>PERSON RESPONSIBLE</th>
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Comments:
### SPECIAL EDUCATION AND RELATED SERVICE OPTIONS CONSIDERED

The following service options were reviewed in selecting the least restrictive environment and consideration was given to the benefits and potential harmful effects on the student and the quality of services that the student needs:

- [ ] General Education Class
- [ ] Specialized Academic Instruction
- [ ] District Special Education Class
- [ ] Regional Special Education Class
- [ ] State School
- [ ] Home and Hospital
- [ ] Nonpublic School
- [ ] Related Services
- [ ] Other: ____________________________

In selecting LRE, describe the consideration given to any potential harmful effect on the child or quality of services that the child needs:

______________________________________________________________________________________________

### SPECIAL EDUCATION AND RELATED SERVICES OFFERED

<table>
<thead>
<tr>
<th>Primary Service</th>
<th>Provider</th>
<th>Responsible Staff</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Model</td>
<td>Frequency</td>
<td>Duration (total minutes)</td>
<td>Start Date</td>
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<tr>
<td>Service</td>
<td>Provider</td>
<td>Responsible Staff</td>
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IEP – Extended School Year (ESY) Eligibility Worksheet

Santa Barbara County SELPA

Student: ___________________________ Date of Birth: _______________ Date: _______________

EXTENDED SCHOOL YEAR ELIGIBILITY

Definitions

ESY: Extended School Year services are programs and services that assist the student in working toward the same goals and objectives that the student works on during the school year. ESY services are only provided for those areas on the current IEP where the student has demonstrated a) regression of skills during an extended school break and b) limited ability to benefit from re-teaching of skills after an extended school break. Regression Loss of previously attained skills documented by a review of the IEP goals, due to an extended school break.

Rate of Recoupment: Length of time required to re-learn skills following an extended school break.

Regression and Recoupment: Some students have disabilities that are likely to continue indefinitely or for a prolonged period. In this situation, interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. (5 C.C.R. Section 3043.)

The IEP Team shall determine the following in order to designate a student as requiring ESY as part of FAPE:

Using input from staff and parents, answer the following questions

1. At the start of the school year, with a review period equal to that of general education students, was the student unable to regain skills lost over the break that would otherwise be expected in view of the student's disabling condition?
   - Yes  No  If yes, specify what area(s)

2. Does this student display a loss of previously taught skills and an inability to regain those skills following interruptions in instruction during the regular school year, i.e., Thanksgiving break, Winter break, and Spring break?
   - Yes  No  If yes, specify what area(s)

3. Is the current student at a crucial stage in learning a skill(s), such that an interruption in school program might cause loss of a skill(s) that the student would not be able to re-learn in a reasonable period of time, in view of the student's disabling condition?
   - Yes  No  If yes, specify what area(s)

4. Is the student able to maintain the skills identified without Extended School Year?
   - Yes  No  If no, specify what skill

5. Does the student require ESY to continue to achieve at the level of independence that is expected in view of the student's disabling condition?
   - Yes  No
<table>
<thead>
<tr>
<th>Service:</th>
<th>Provider:</th>
<th>Responsible Staff:</th>
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<tr>
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<td>Frequency:</td>
<td>Duration: total minutes</td>
<td>Start Date:</td>
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</table>

**SUPPORTS FOR SCHOOL PERSONNEL**

Supports for school personnel are required for this student.

<table>
<thead>
<tr>
<th>Aids, Services and/or Supports:</th>
<th>Provider:</th>
<th>To Support: □ Student □ Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Frequency:</td>
<td>Duration: total minutes</td>
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</table>

<table>
<thead>
<tr>
<th>Aids, Services and/or Supports:</th>
<th>Provider:</th>
<th>To Support: □ Student □ Personnel</th>
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<tbody>
<tr>
<td>Location:</td>
<td>Frequency:</td>
<td>Duration: total minutes</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Frequency:</td>
<td>Duration: total minutes</td>
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</tbody>
</table>
Physical Education □ General □ Modified General □ Specially Designed □ Adapted □ Exempt

District of Service □ □ School of Attendance □ □

Program Setting (ages 3-22):

All special education services provided at student’s school of residence? □ Yes □ No (rationale)

___% of time student is outside general education class & extracurricular & non academic activities

___% of time student is in the general education class & extracurricular & non academic activities

Student will not participate in the general class & extracurricular & non academic activities because

Other Agency Services

□ N/A □ California Children’s Services (CCS) □ Probation □ Department of Social Services (DSS)
□ Regional Center □ Department of Rehabilitation □ Other ________________________________

Promotion Criteria □ District □ Progress on Goals □ Other ________________________________

Parents will be informed of progress.

□ Quarterly □ Trimester □ Semester □ Other ________________________________

How? □ With Grade Reports □ Progress Summary Report □ Other ________________________________
**SUPPORTS FOR SCHOOL PERSONNEL**

Supports for school personnel are required for this student.

<table>
<thead>
<tr>
<th>Aids, Services and/or Supports:</th>
<th>Provider:</th>
<th>To Support:</th>
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<tbody>
<tr>
<td>Location:</td>
<td>Frequency:</td>
<td>Duration:</td>
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<td>total minutes</td>
<td>Start Date:</td>
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**TRANSPORTATION**

Special Education Transportation:  

<table>
<thead>
<tr>
<th>Student Type:</th>
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<tbody>
<tr>
<td>Non-Ambulatory</td>
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<table>
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<tr>
<th>Transportation Needs:</th>
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<tbody>
<tr>
<td>A/C Required</td>
</tr>
<tr>
<td>Alternate Address</td>
</tr>
<tr>
<td>Bring Equipment</td>
</tr>
<tr>
<td>Buckle Guard</td>
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<tr>
<td>Car Seat</td>
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<tr>
<td>Curb-to-curb</td>
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<tr>
<td>Vest</td>
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<td>Other:</td>
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<td>Other:</td>
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<table>
<thead>
<tr>
<th>Reg. ESY</th>
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<tbody>
<tr>
<td>Electric Chair</td>
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<tr>
<td>Limited Ride</td>
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<tr>
<td>Medical Protocol</td>
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<tr>
<td>Nurse/Aide on Bus</td>
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<tr>
<td>Parent Transport</td>
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<tr>
<td>Release Form</td>
</tr>
<tr>
<td>Walker</td>
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<tr>
<td>Station to Station</td>
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<tr>
<td>Restraint Harness</td>
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<tr>
<td>Rides Cab</td>
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<td>Seat Belt</td>
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<td>Transports Medication</td>
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<td>Transportation Behavior Plan</td>
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<tr>
<td>Travel Chair</td>
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<tr>
<td>Wheelchair</td>
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<td>Access to Electronic Device</td>
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*Note: The table cells have been marked with an 'x' to indicate the presence of specific supports.*
IEP TEAM MEETING PARTICIPANTS

<table>
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<th>Signature</th>
<th>Position</th>
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PARENT ACKNOWLEDGEMENTS AND REQUESTS

Initial all of the following boxes that apply:

1. _____ I have been advised and received a copy of the Notice of Procedural Safeguards.
2. _____ I attended and participated in the IEP team meeting.
3. _____ I received notice of the IEP team meeting but did not attend.
   If parent did not attend, specify the methods and dates of contact to encourage the parent to attend.
   a. Method/Date: ____________________________
   b. Method/Date: ____________________________
   c. Method/Date: ____________________________
   d. Method/Date: ____________________________
4. _____ I request a copy of this IEP in my primary language/other mode of communication: ____________________________
5. _____ I have received a copy of the assessment report(s) reviewed in developing this IEP.
6. _____ The school district facilitated parent involvement as a means of improving services & results for my child.

PARENT CONSENTS

_____ I agree with the determination of my child’s eligibility or ineligibility for special education.

If your child is eligible for special education, initial one of the following two boxes:

1. _____ I understand and consent to the contents of this IEP.
2. _____ I understand and consent to the contents of this IEP except for: ____________________________
3. _____ I decline the offer of initiation of special education services.

If your child is eligible for special education, initial the box below, if applicable

_____ I approve the District's billing for MediCal related services.

I understand that services will not be made-up when my child is absent or when a normally scheduled session falls on a non-student day unless otherwise agreed upon and that services will not be provided during school holidays and breaks except for those provided during extended school year.

Signature below is to authorize implementation of this IEP.

Signature: ____________________________ Date: __________________

   Parent   Guardian   Surrogate   Adult Student

Signature: ____________________________ Date: __________________

   Parent   Guardian   Surrogate   Adult Student
**STUDENT INFORMATION**

<table>
<thead>
<tr>
<th>Student: ________________________________</th>
<th>Date of Birth: ________________</th>
<th>Age: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: _______</td>
<td>SSID Number: _______</td>
<td>Student Identification Number: _______</td>
</tr>
<tr>
<td>English Proficiency: □ EO □ EL □ IFEP □ RFEP</td>
<td>Home Language: __________________</td>
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</tr>
<tr>
<td>Residence: ___________________</td>
<td>Specify Residence Name (if applicable): __________________</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian: ___________________</td>
<td>Email Address: __________________</td>
<td></td>
</tr>
<tr>
<td>Street Address/P.O. Box: ___________________</td>
<td>City: __________________</td>
<td>Zip: __________________</td>
</tr>
<tr>
<td>Home Phone: __________________</td>
<td>Work Phone: __________________</td>
<td>Cell Phone: __________________</td>
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<td>Educational Rights: □ Parent/Guardian □ Educational Representative □ Surrogate Parent □ Adult Student</td>
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<tr>
<td>Ed. Rep./Surrogate (if applicable): ___________________</td>
<td>Email: __________________</td>
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<tr>
<td>Street Address/P.O. Box: ___________________</td>
<td>City: __________________</td>
<td>Zip: __________________</td>
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<td>Main Phone: __________________</td>
<td>Alternate Phone: __________________</td>
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**MEETING INFORMATION FROM PREVIOUS LEA**

| Current Complete IEP Date: __________________ | Next Assessment Due: __________________ |
| Next Annual IEP Review Due: __________________ | Interim Placement Review Due: __________________ |

**PREVIOUS LEA AND SERVICES**

| LEA: ___________________ | Contact Person: ___________________ | Phone: ___________________ |
| Resource Specialist Program | Learning Center | Special Class (Specify): ___________________ |
| Related Services (specify): ___________________ |

**ELIGIBILITY**

Primary Disability: ___________________ | Secondary Disability: ___________________ |

**INTERIM PLACEMENT AUTHORIZATION**

Following review of the previously approved IEP and consultation with the parent, an interim placement has been made for this student in the special education and related services identified on page 2 of this document. Within a period not to exceed 30 days, the receiving LEA shall adopt the previously approved IEP or develop and implement a new IEP.

| LEA Representative Making Interim Placement: ___________________ | Signature: ___________________ | Date: ___________________ |
| Assigned Case Manager: ___________________ | Position: ___________________ |

**NOTES/ADDITIONAL INFORMATION**
### SPECIAL EDUCATION AND RELATED SERVICES OFFERED

<table>
<thead>
<tr>
<th>Service</th>
<th>Provider</th>
<th>Responsible Staff</th>
<th>Location</th>
<th>Delivery Model</th>
<th>Frequency</th>
<th>Duration (total minutes)</th>
<th>Start Date</th>
<th>End Date</th>
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### SUPPORTS FOR SCHOOL PERSONNEL

Supports for school personnel are required for this student.

- Yes (specify below)
- No

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<tr>
<th>Description</th>
<th>Provider</th>
<th>Responsible Staff</th>
<th>Location</th>
<th>Frequency</th>
<th>Duration (total minutes)</th>
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### PARTICIPATION IN GENERAL EDUCATION

Percent of time in general education environment: ________

Percent of time out of general education environment: ________

### TRANSPORTATION

- Yes
- No

Provided By: ____________________________

Responsible Agency: ____________________
Student: ___________________________ Date of Birth: _______________ Date: _______________

Date of Current Complete IEP: __________________________

REASON FOR REVIEW

OUTCOME

☐ Continue implementing the most recent IEP as written
☐ Continue implementing the most recent IEP with amendments to the pages checked below:

☐ Eligibility (specific to effects of disability) (IEP 2A)
☐ Annual Goals (IEP 3A); or Annual Goals and Benchmarks (IEP 3B)
☐ Participation in District and Statewide Assessments (IEP 4)
☐ Special Factors (IEP 5)
☐ Instructional Accommodations & Modifications (IEP 6A) or Strategies and Adaptations for Instruction (IEP 6B)
☐ Assessment and Support for English Learners (IEP 6C)
☐ Transition Plan: ☐ Postsecondary (IEP 6D) ☐ Program Change (IEP 6E)
☐ Manifestation Determination (IEP 6F)
☐ Behavior Intervention Plan (IEP 6G-1)
☐ Special Education and Related Services (IEP 7A-1)
☐ Supplementary Aids, Services & Transportation (IEP 8)
☐ Other (specify): _____________________________

☐ Convene an IEP team meeting to develop a full revision of the IEP

PARENT CONSENT, AGREEMENTS, AND REQUESTS

Check one of the following three boxes:

1. ☐ I understand and consent to the contents of this supplemental IEP review/amendment.
2. ☐ I understand and consent to the contents of this supplemental IEP review/amendment except for: _____________________________

3. ☐ I do not consent to the contents of this supplemental IEP review/amendment.

Check all of the following boxes that apply:

1. ☐ I attended and participated in the IEP team meeting.
2. ☐ I agree that a meeting is not needed for this IEP review/amendment.
3. ☐ I request a copy of this document in my primary language/other mode of communication: _____________________________

Signature of Parent/Adult Student: ___________________________ Date: _______________

Signature of Parent/Adult Student: ___________________________ Date: _______________

IEP TEAM PARTICIPANTS

<table>
<thead>
<tr>
<th>Signature</th>
<th>Position</th>
<th>Date</th>
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<tbody>
<tr>
<td>LEA Representative/</td>
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ABOUT MEDI-CAL BILLING

All public school districts and County Offices of Education are referred to as Local Educational Agencies (LEAs). Through the Medi-Cal LEA Billing Option, the LEA(s) providing special education and related services to your child may submit claims to California Medi-Cal in order to receive federal funds to help pay for health-related special education and related services as identified on his or her Individualized Education Program (IEP).

Your consent is voluntary and can be revoked at any time. If you do revoke consent, the revocation is not retroactive so it does not negate any billing that occurred after consent was given and before it was revoked. Your consent will not result in a denial or limitation of community-based services provided outside of school. If you refuse to consent for the school district and/or the County Office of Education to access California Medi-Cal to pay for health-related special education and/or related services, the school district and/or County Office of Education must still ensure that all required special education and related services are provided at no cost to you.

This consent is good for one year unless you withdraw your consent before that time. It can be renewed annually at the IEP team meeting.

Information about your child and family is strictly confidential. Your rights are preserved under Title 34 of the Code of Federal Regulations, Section 300.154; Family Education Rights Privacy Act of 1974; Title 20 of the United States Code, section 1232(g); and Title 34 of the Code of Federal Regulations, Section 99.

When providing the special education and related services required to ensure that a student receives a free appropriate public education (FAPE) under Part B of the IDEA, an LEA may not:

- Require parents to enroll in public benefits or insurance programs, including Medi-Cal in order to receive FAPE (34 CFR § 300.154(d)(2)(i)).

- Require parents to incur any out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services and reimbursement through Medi-Cal (34 CFR § 300.154(d)(2)(ii)).

- Use a student’s benefits under Medi-Cal if that use would decrease available lifetime coverage or any other insured benefit; result in the family paying for services that would otherwise be covered by the public benefits or insurance program (Medi-Cal) and are required for the child outside of the time the child is in school; increase premiums or lead to the discontinuation of public benefits or insurance (Medi-Cal); or risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures (34 CFR § 300.154(d)(2)(iii)9A-D)).
PARENT CONSENT

☐ I authorize the LEA to release the following health-related information to representatives of the LEA’s Medi-Cal Billing Company:

☒ Child’s name;
☐ Date of Birth;
☐ Gender;
☒ Type and number of services specified on the IEP;
☐ Service provider name(s); and
☐ Service dates.

This information may be disclosed for the sole purpose of processing claims to the Medi-Cal program for reimbursement for costs in providing health – related special education and related services.

☐ I do not authorize the LEA to release any health-related information to representatives of the LEA’s Medi-Cal Billing Company.

Signature of Parent/Guardian: ____________________________ Date: ____________

Return To: ____________________________ Title: ____________________________
Location: ____________________________ Phone: ____________________________
Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B, and the California Education Code

Notice of Procedural Safeguards
Revised October 2016

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child’s special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement

(20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g] [1])

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a “free appropriate public education” (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child’s education?

You must be given opportunities to participate in any decision-making meeting regarding your child’s special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child’s FAPE. (20 USC 1414[d] [1]B–[d][1][D]; 34 CFR 300.321; EC 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.
Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC 1401[3], 1412[a][3]; 34 CFR 300.111; EC 56301, 56341.1[g][1], and 56506)

**Where can I get more help?**

When you have a concern about your child’s education, it is important that you contact your child’s teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child’s education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at http://www.cde.ca.gov/sp/se/qa/caprntorg.asp.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

**What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?**

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at http://www.cde.ca.gov/sp/ss/ or ask for more information from the members of your child’s IEP team.

**Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records**

**Prior Written Notice**

**When is a notice needed?**

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 USC 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 CFR 300.503; EC 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 CFR 300.304; EC 56321)
What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused. (20 USC 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 CFR 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child’s first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 USC 1414[a][1][D] and 1414[c]; 34 CFR 300.300; EC 56506[e], 56321[c] and [d], and 56346).
When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 CFR (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4. Is not required to convene an IEP team meeting or develop an IEP under 34 CFR Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 CFR Section 300.9 (c)(3), that if the parents revoke consent in writing for their child’s receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child’s education records to remove any references to the child’s receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 USC 1415[b][2] ; 34 CFR 300.519; EC 56050; GC 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child’s native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC 1414[b][1]–[3], 1412[a][6][B]; 34 CFR 300.304; EC 56001[j] and 56320)
Independent Educational Assessments

May my child be tested independently at the district’s expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district’s assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC 1415[b][1] and [d][2][A]; 34 CFR 300.502; EC 56329[b] and [c])

Access to Educational Records

May I examine my child’s educational records?

You have a right to inspect and review all of your child’s education records without unnecessary delay, including prior to a meeting about your child’s IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) business days after the request has been made orally or in writing. (EC 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[l])
Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC 56500.3 and 56503)

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505[e][1])
3. Present evidence, written arguments, and oral arguments (EC 56505[e][2])
4. Confront, cross-examine, and require witnesses to be present (EC 56505[e][3])
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e][4])
6. Have your child present at the hearing (EC 56501[c][1])
7. Have the hearing be open or closed to the public (EC 56501[c][2])
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (EC 56505[e][7] and 56043[v])
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (EC 56505[e][6])
10. Have an interpreter provided (CCR 3082[d])
11. Request an extension of the hearing timeline (EC 56505[f][3])
12. Have a mediation conference at any point during the due process hearing (EC 56501[b][2]), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (EC 56507[a]). (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC 1415[f][1][B]; 34 CFR 300.510)

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents’ due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC 1415[f][1][B]; 34 CFR 300.510)
Does my child’s placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 USC 1415[j]; 34 CFR 300.518; EC 56505[d])

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 USC 1415[i][2] and [3][A], 1415[l]; 34 CFR 300.516; EC 56505[h] and [k], EC 56043[w])

Who pays for my attorneys’ fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys’ fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys’ fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517; EC 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys’ hourly fees exceed the prevailing rate in the community
   for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys’ fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 USC 1415[i][3][B]-[G]; 34 CFR 300.517)

Attorneys’ fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys’ fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890
School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
- Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than ten (10) days?

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child’s misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district’s decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child’s disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC 1415[k][1] and [7]; 34 CFR 300.530)

If you disagree with the IEP team’s decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])
Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
- In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
- Providing notice would likely have resulted in physical harm to your child
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child (20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)
State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 CFR 300.151–153; 5 CCR 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

For complaints involving issues not covered by federal or state special education laws or regulations, consult your district’s uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at http://www.cde.ca.gov/sp/se.

Glossary of Abbreviations Used in This Notification

ADR  Alternative Dispute Resolution

CFR:  Code of Federal Regulations

EC  California Education Code

FAPE  Free Appropriate Public Education

IDEA  Individuals with Disabilities Education Act

IEP  Individualized Education Program

OAH:  Office of Administrative Hearings

SELPA:  Special Education Local Plan Area

USC:  United States Code
Student Name: ___________________________ D.O.B. ___________ Grade: ______

PARENT NOTICE

Name of Parent or legal guardian: ______________________________________________________________

Address: _______________________________________, ________________________________

Street                      City                        Zip Code

Phone: ________________________________

Person making referral: ___________________________________________ __________________________

Name                          Title

Date parent notified of intent to refer: ________________

Method of notifying parent of intent to refer:

☐ Conference   ☐ Phone call   ☐ Written

Parent’s or adult student’s native language or other primary mode of communication if other than English:

________________________________________________________________________________________

Student’s native language or other primary mode of communication: __________________________________

Primary Concern Regarding Student:

- Reading
- Math
- Spelling
- Cognitive Functioning
- Written Language
- Self-Help Skills
- Fine Motor Skills
- Gross Motor Skills
- Hearing
- Vision
- Health
- Speech/Language
- Attention
- Social/Emotional

Other: ____________________________________________________________________________________

General Education Interventions Attempts: If this referral is by an educational representative, describe interventions attempted prior to this referral and attach documentation. (EC 56303)

For District Use Only

Date Received: _______________ Date Assessment Plan due (15 days) _____________

Received by: ____________________ Forwarded to: ________________________________

Case Manager: ______________________________

NC 2A (6/15)
PARENT NOTICE

Your child has been referred for an assessment to determine:

☐ Current educational needs/possible need for revision of the IEP
☐ Continuing eligibility for special education and current educational needs

To decide upon the appropriate action, the following procedures were used:

☐ Review of student records (specify):

☐ Review of assessments and/or assessment reports (specify):

☐ Observation of your child’s progress in his or her current placement
☐ Teacher/Specialist input about your child’s educational needs
☐ Parent input
☐ Other:

Proposed Action (Select one action from A or B, below):

A. Additional Assessment to Determine Current Educational Needs
   ☐ Conduct the requested assessment (Assessment Plan attached)
   ☐ Deny the request for assessment (Explanation of Denied Request for Assessment attached)

B. Assessment to Determine Continuing Eligibility and Current Educational Needs
   ☐ Conduct assessment to gather further data to determine continuing eligibility and/or current educational needs (Assessment Plan attached)
   ☐ Use existing assessment data to determine continuing eligibility and/or current educational needs (you have the right, however, to request additional assessment in the Parent Response section below).

PARENT RESPONSE

Please check one of the following three boxes:

☐ I agree with the proposed action.
☐ I do not agree with the proposed action as identified in item A, and request reconsideration
☐ I do not agree with the proposed action as identified in item B, and request additional assessment data.

Signature of Parent/Adult Student: ___________________________ Date ____________

Return To: ___________________________ Title: ___________________________
Location: ___________________________ Phone: ___________________________

☐ A copy of the Notice of Procedural Safeguards is enclosed.
Santa Barbara County SELPA
Assessment Plan & Prior Written Notice

☐ Initial  ☐ Triennial  ☐ Transition  ☐ Other: __________________ Date: __________
To Parent or Guardian of: ___________________ Student ID: _______________ Birthdate: __________
District of Service: ___________________ District of Residence: ___________________
Student Language: ___________________ Designation: ☐ EO ☐ EL ☐ IFEP ☐ RFEP ☐ TBD
Has been referred and/or recommended for an assessment by the following individual(s):

☐ Parent  ☐ Nurse  ☐ Teacher  ☐ Special Ed Teacher  ☐ Other

This notice is to inform the parent(s) regarding the school district’s proposal to initiate an evaluation of the above-named student: This prior written notice includes a description of the proposed evaluation, an explanation of why the district proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant in this proposal. Your written permission must be given before we assess your child. You have the right to be familiar with the assessment procedures and type of tests that may be given to your child. After the assessment is completed, you will be notified in writing of an IEP meeting to discuss the results of the evaluation.

If your child is found eligible for special education services, a full range of program options will be considered.

Description of the proposed assessment:
In order to understand/meet your child’s educational needs, the assessments in the attached assessment plan are being proposed. The assessment will be conducted by qualified staff, and when appropriate, interpreters of the individual’s primary language or mode of communication may be used. Activities conducted as part of these assessments may include, but are not limited to, classroom observations, administration of rating scales, one-on-one testing, a review of records, including any previously conducted assessment(s), and any available independent assessment(s), and a review of any information the parent requests to be considered. No single procedure may be used as the sole criterion for determining appropriate educational program. All testing instruments are selected and administered so as not to be racially, culturally or sexually discriminatory. You will receive a copy of the assessment report(s). You will be asked to participate in a meeting of the Individualized Education Program Team following completion of the assessment(s). The results of this assessment may be a recommendation for special education services or maintenance or change of the current special education service(s). No special education services will be provided to your child without your written consent. All information and assessment results are confidential.

Reason(s) for proposed assessment:

Description of other options considered and reasons for rejecting them:

Other factors relevant to the proposal:

Date Received by District: __________
Santa Barbara County SELPA
Assessment Plan & Prior Written Notice

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Birthdate:</th>
<th>Examiner Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Academic Achievement</td>
<td>These tests measure reading, spelling, arithmetic, oral and written language skills, and/or general knowledge.</td>
</tr>
<tr>
<td>☐ Health</td>
<td>Health information and testing is gathered to determine how your child’s health affects school performance.</td>
</tr>
<tr>
<td>☐ Intellectual Development</td>
<td>These tests measure how well your child thinks, remembers, and solves problems.</td>
</tr>
<tr>
<td>☐ Language/Speech Communication Development</td>
<td>These tests measure your child’s ability to understand and use language and speak clearly and appropriately.</td>
</tr>
<tr>
<td>☐ Perceptual Motor Development</td>
<td>These tests measure how well your child coordinates body movements in small and large muscle activities. Perceptual skills may also be measured.</td>
</tr>
<tr>
<td>☐ Social/Emotional</td>
<td>These tests will indicate how your child feels about him/herself, and/or gets along with others</td>
</tr>
<tr>
<td>☐ Adaptive/Behavior</td>
<td>These tests indicate how your child behaves and/or takes care of personal needs at home, school and/or in the community.</td>
</tr>
<tr>
<td>☐ Post-Secondary Transition</td>
<td>Age appropriate transition assessments related to training, education, employment and where appropriate independent living skills.</td>
</tr>
<tr>
<td>☐ Other (Specify):</td>
<td></td>
</tr>
<tr>
<td>☐ Alternative Means of Assessment</td>
<td>Describe alternative methods of assessing the child, if applicable.</td>
</tr>
</tbody>
</table>

| Comments: | |

Parents/Guardians have protections under state and federal procedural safeguard provisions. Please refer to the enclosed NOTICE OF PROCEDURAL SAFEGUARDS for an explanation of these rights. If you would like further information about your rights or the proposed action and/or referral please contact:

Print Name of District Contact | Position | Phone | Email Address |
|------------------------------|---------|-------|---------------|

THIS FORM MUST BE SIGNED BEFORE ASSESSMENT CAN BEGIN (See statement of Notice of Procedural Safeguards)
Please check the following items, as appropriate.

☐ I give informed consent for my child, __________________________, to be assessed according to the Assessment Plan above. I understand: 1) that the results will be confidential, and that I will be invited to discuss them at an Individualized Education Program Team meeting, and; 2) that no special educational assessment or service will be provided without my written permission unless ordered by due process hearing officer.

☐ I deny consent to conduct the assessment described above.

☐ I have received a copy of the Procedural Safeguards.

☐ I would like the following assessment information to be considered by the IEP team: _____________________________________

☐ I prefer to discuss the assessment plan before I give approval. Home Phone: ___________ Work Phone: ___________

Signature of Parent/Adult Student: ___________________________________________ Date: _____________________

☐ Parent  ☐ Guardian  ☐ Surrogate  ☐ Adult Student

☐ Parent/Guardian/Student has received written notification of protections available to parents when LEA requests to access Medi-Cal Health Insurance benefits.

Note: Attach Procedural Safeguards & Medi-Cal Protections

Date Received by District/LEA: _____________________
Student: ___________________________ Date of Birth: ___________ Date: ___________

Dear ____________________________

An Individual Education Program (IEP) Meeting has been scheduled for your child. Your participation is important in the development of an appropriate education for your child. Your child could benefit from participation in the IEP Meeting and is invited to attend. Secondary students age 15 or older should attend the IEP meeting. You have the right to have other individuals present who have knowledge or special expertise relating to your child. If this is your child’s initial IEP meeting and your child was receiving services under Part C, through an IFSP you may request that the district invite the Part C Service Coordinator or other representative.

Purpose: [ ] Initial [ ] Annual [ ] Reassessment [ ] Addendum or Amendment [ ] Manifestation Determination [ ] Other Review: ________________________________

Date ___________________________ Start time _________ End time _________ Place ______________________________

Location: __________________________

At the meeting, the following areas will be discussed:

☐ Assessment Results
☐ Eligibility for special education
☐ Development or revision of the IEP
☐ Review of student progress
☐ Transition Planning and Services*
☐ Behavioral Emergency
☐ Program Placement/Services
☐ Other: ________________________________

* With parent consent, appropriate agency representatives will be invited to attend

We anticipate that the following IEP team members will be in attendance:

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>LEA Representative</td>
</tr>
<tr>
<td>General Education Teacher</td>
</tr>
</tbody>
</table>

NOTE: If you wish to audio tape this meeting, you must provide 24 hour notice.

PARENT RESPONSE

☐ I have received a copy of the Notice of Procedural Safeguards.
☐ I plan to attend the meeting.
☐ I plan to attend and bring the following additional attendees: ________________________________
☐ I do not plan to attend the meeting, but am available by teleconference.
☐ I request a different time and/or place; please contact me at: ________________________________
☐ I request an interpreter in my primary language or other mode of communication: ________________________________
☐ I do not plan to attend the meeting but give consent for the meeting to be held without me; I understand that the IEP and related documents from this meeting will be provided to me for my signature and I agree to return them in a timely manner.
☐ I do not plan to attend the meeting but will send ________________________________ to represent me; I understand that the IEP and related documents from this meeting will be provided to me for my signature and I agree to return them in a timely manner.
☐ If transition planning and services will be discussed, I consent to appropriate agency representatives being invited.

Signature: ___________________________ Date: ___________

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Please complete and sign this form, and return to: ________________________________
Student: ___________________________ Date of Birth: ___________ Date: ___________

Dear

An Individualized Education Program (IEP) team meeting has been scheduled for your child. You are requested, as a participating member of this team, to attend the meeting. Your participation is important in the development of an appropriate educational program for your child. Your child is invited to attend all or part of the meeting if it is appropriate and we strongly encourage your child’s attendance if transition planning and services will be discussed. If your child is 18 years of age or older, he/she is required to participate. You may bring someone with you or you may designate another person to be your representative if you are unable to attend. The meeting is scheduled for:

Purpose: □ Initial □ Annual □ Reassessment □ Addendum or Amendment
□ Manifestation Determination □ Other Review: __________________________

Date __________________ Start time ___________ End time ___________ Place ___________________________

This is a continuation of the meeting begun on: __________________________ Location: __________________________

At the meeting, the following areas will be discussed:

☐ Assessment Results ☐ Transition Planning and Services*
☐ Eligibility for special education ☐ Behavioral Emergency
☐ Development or revision of the IEP ☐ Program Placement/Services
☐ Review of student progress ☐ Other:

* With parent consent, appropriate agency representatives will be invited to attend

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NOTE: If you wish to audio tape this meeting, you must provide 24 hour notice.

PARENT RESPONSE

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☐ I plan to attend the meeting.
☐ I plan to attend and bring the following additional attendees: __________________________
☐ I do not plan to attend the meeting, but am available by teleconference.
☐ I request a different time and/or place; please contact me at: __________________________
☐ I request an interpreter in my primary language or other mode of communication: __________________________
☐ I do not plan to attend the meeting but give consent for the meeting to be held without me; I understand that the IEP and related documents from this meeting will be provided to me for my signature and I agree to return them in a timely manner.
☐ I do not plan to attend the meeting but will send __________________________ to represent me; I understand that the IEP and related documents from this meeting will be provided to me for my signature and I agree to return them in a timely manner.
☐ If transition planning and services will be discussed, I consent to appropriate agency representatives being invited.

Signature: ___________________________ Date: ___________________________

☐ Parent  ☐ Guardian  ☐ Surrogate  ☐ Adult Student

Please complete and sign this form, and return to: __________________________
PARENT NOTICE

A member of the IEP team is not required to attend an IEP team meeting, in whole or part, if the parent and the local educational agency (LEA) agree that attendance is not necessary either because the member has submitted written input into the development of the IEP to the parent and the IEP team prior to the meeting or because the member’s area of curriculum or related services is not being modified or discussed.

The following IEP team member(s) are not expected to be in attendance at the IEP team meeting scheduled on:


* If yes, the member must submit written input to the parent and the IEP team prior to the meeting.

LOCAL EDUCATION AGENCY (LEA) AGREEMENT

The LEA agrees to excuse the IEP team members listed above.

Signature of LEA Representative: ___________________________ Date: ______________

Title/Position: ___________________________

PARENT AGREEMENT (check one)

☐ I agree to excuse the IEP team members listed above.

☐ I request that the IEP team meeting be rescheduled so that the following team member(s) can be in attendance:


Signature of Parent/Adult Student: ___________________________ Date: ______________

Return To: ___________________________ Title: ___________________________ Phone: ___________________________
CONCERNS

We would like some information from you to help us meet your child’s needs. Please check any areas below about which you are concerned:

☐ Reading  ☐ Study habits  ☐ Vision
☐ Spelling  ☐ Feelings  ☐ Hearing
☐ Math  ☐ Self-image  ☐ Speech
☐ Handwriting  ☐ Getting along with others  ☐ Overall health (sleep habits, diet, etc.)
☐ Other

In the space below, please provide any additional comments you would like to share about the concerns you checked above. You might want to include information about when your child’s difficulties began, what may have led to the difficulties, and problems at home that may be affecting your child.

STRENGTHS, PREFERENCES, AND INTERESTS

Please include below any information about your child’s strengths, preferences, and interests that you would like to share.

Signature of Parent/Guardian: ________________________ Date: __________
Return To: ________________________ Title: ________________________
Location: ________________________ Phone: ________________________
Provided to parent prior to district initiation or refusal regarding change of identification, evaluation, educational placement, or provision of free appropriate public education

This notice is to inform the parent(s) of the above named student regarding the school district's:

☐ Proposal to initiate or change the:
☐ Identification ☐ Evaluation ☐ Educational Placement ☐ Provision of a free appropriate public education to your child

This notice includes a description of the proposed action, an explanation of why the district proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant in this proposal. Your written permission must be given before we assess your child to determine eligibility. You have the right to be familiar with the assessment procedures and type of tests that may be given to your child. After the assessment is completed, you will be notified in writing of a meeting to discuss the results of the evaluation.

☐ Refusal of your request to initiate or change the:
☐ Identification ☐ Evaluation ☐ Educational Placement ☐ Provision of a free appropriate public education to your child

This notice includes a description of action being refused, an explanation of why the district refused to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant to this refusal.

Description of proposed or refused action:


Reason(s) for proposed or refused action:
### Description of evaluation procedures, tests, records, or reports used in deciding to propose or refuse this action:


### Description of other options considered and reasons for rejecting them:


### Other factors relevant to the proposal or refusal:


You have protection under the procedural safeguards of Part B of the IDEA. If you would like a copy of the Procedural Safeguards please contact the district and a copy will be sent to you. If you would like further information about your rights or the proposed action and/or referral please contact:

________________________  ______________________  __________________  ___________________
Print Name and District Contact    Position    Phone    E-mail Address

RPT 6 (6/2015)
HEALTH HISTORY

Pupil’s Name: ________________________________  Sex: ______  Birthdate: __________  Age: __________

Parents: Father: ____________________________  In Home?  □ Yes  □ No  Mother: ____________________________  In Home?  □ Yes  □ No

Address: ___________________________________  Phone: ______________

Guardian/Other: ______________________________  Relationship: ______________

Name of Person Completing Form: ______________________________  Relationship: ______________

Physician: ______________________________  Address: ____________________________  Phone #: ______________

Dentist: ______________________________  Address: ____________________________  Phone #: ______________

Current Medication (Indicate name and how often given)

Known Allergies: ______________________________

Is child a Client of  □ Medical  □ SSI  □ CCS  □ KRC

Vision Tested: ______________________ Results: ____________________________  Hearing Tested: ______________________ Results: ____________________________

PLEASE CHECK THE APPROPRIATE ANSWER IN THE FOLLOWING SECTIONS AND EXPLAIN ‘YES’ ANSWER UNDER COMMENTS

PREGNANCY HISTORY (With this child)  FOR INITIAL EVALUATION ONLY

Mother’s age: ____________________________  (at time of pregnancy)

Received Medical care?  □ Yes  □ No

□ Yes  □ No  Used tobacco - How much? ______________________________  □ Yes  □ No  Infections

□ Yes  □ No  Consumed alcohol - How much? ______________________________  □ Yes  □ No  Previous miscarriage

□ Yes  □ No  Medicines ______________________________  □ Yes  □ No  Maternal diabetes

□ Yes  □ No  Used recreational drugs - How much? ______________________________  □ Yes  □ No  Pregnancy planned

□ Yes  □ No  Weight gain more than 30 lbs. ______________________________  □ Yes  □ No  Mother illness or injury while pregnant

□ Yes  □ No  High blood pressure ______________________________  □ Yes  □ No  Child # ______________________________

□ Yes  □ No  Length of pregnancy ______________________________  □ Yes  □ No  Other conditions/illness

DELIVERY HISTORY (With this child)  FOR INITIAL EVALUATION ONLY

□ Yes  □ No  Water broke too early / Premature rupture of membranes

□ Yes  □ No  Cord around baby’s neck

□ Yes  □ No  Mother asleep / General anesthetic

□ Yes  □ No  Cesarean section:  □ Planned  □ Unplanned

□ Yes  □ No  Any observed skull damage at birth

□ Yes  □ No  Oxygen given

□ Yes  □ No  Normal delivery

□ Yes  □ No  Forceps

□ Yes  □ No  Did baby cry right away?

□ Yes  □ No  Did baby breathe right away?

□ Yes  □ No  RH incompatibility

□ Yes  □ No  Fetal distress

NEWBORN HISTORY (First month of this child's life)  FOR INITIAL EVALUATION ONLY

Birth weight: ____________________________  Age of baby when he/she came home from hospital: ____________________________

□ Yes  □ No  Baby had yellow jaundice

□ Yes  □ No  Blueness of skin

□ Yes  □ No  Seizures (convulsions)

□ Yes  □ No  Sleep problems

□ Yes  □ No  Other Illnesses

□ Yes  □ No  Vomiting

□ Yes  □ No  Diarrhea

□ Yes  □ No  Infections

□ Yes  □ No  Feeding problems

□ Yes  □ No  Other problems
ILLNESSES (Please give approximate age of illness or injury)

- Skin Infection
- Unconscious more than 1 hour
- Hay fever / Allergies
- Hospitalization for
- Asthma

CURRENT HEALTH HISTORY (Review of Systems)

1 - Skin
- Rashes
- Acne

2 - Eye & Vision
- Vision problems
- Eye pain or redness
- Wears glasses
- Eye Surgery for

3 - Ears & Hearing
- Hearing aids
- Hearing problems
- Ear infections, drainage (more than 2 per year)
- Fevers
- Ear tubes - Date

4 - Nose and Throat
- Bloody noses
- Difficulty swallowing
- Swollen glands
- Hoarseness
- Speech difficulty
- Bad teeth / Cavities

5 - Respiratory
- Frequent Colds/Sore throats
- Cough
- Wheeze
- Bronchitis
- Asthma/Current Medication

6 - Cardiovascular
- Chest pain
- Heart defects

7 - Gastrointestinal
- Frequent vomiting
- Weight loss
- Overweight
- Poor growth
- Abdominal pain
- Digestion difficulty
- Blood in stool
- Constipation
- Diarrhea
- Soiled pants - How often?
- Ulcer
- Other bowel problems

8 - Genital-Urinary
- Pain upon urination
- Frequent urination
- Frequent daytime accidents
- Bedwetting
- Blood in urine

9 - Neurological
- Cerebral Palsy
- Headaches
- Seizures or convulsions
- Overactive
- Fevers over 102 degrees
- Retardation
- Head injury (unconsciousness)
- Fatigue (often too tired)
10 - SKELETAL SYSTEM

Yes ☐ No ☐ Pain in arms and legs
Yes ☐ No ☐ Limping
Yes ☐ No ☐ Broken bones (which) _________________
Yes ☐ No ☐ Joint swelling or pain
Yes ☐ No ☐ Congenital abnormality

11 - PSYCHO-SOCIAL

Yes ☐ No ☐ Temper tantrums
Yes ☐ No ☐ Is too shy
Yes ☐ No ☐ Gets into trouble
Yes ☐ No ☐ Behavior problem at home
Yes ☐ No ☐ Trouble making/keeping friends
Yes ☐ No ☐ Poor sleep
Yes ☐ No ☐ Behavior problem in school
Yes ☐ No ☐ Inability to sit still

12 - GROSS & FINE MOTOR

Fine Gross
Yes ☐ No ☐ Use a pencil Yes ☐ No ☐ Run without limitation
Yes ☐ No ☐ Button & Zip Yes ☐ No ☐ Walk without limitation
Yes ☐ No ☐ Tie Shoes If no, explain: ___________________

13 - NUTRITION

Food Allergies
Foods he/she likes/dislikes
Special diet:

14 - SELF-CARE

Yes ☐ No ☐ Toilet self
Yes ☐ No ☐ Bath self
Yes ☐ No ☐ Feed self
Yes ☐ No ☐ Dress Self
If No, explain:

15 - OTHER

Any known syndrome?
Operations?

WHEN DID YOUR CHILD FIRST DO EACH OF THE FOLLOWING:

Sit Alone _______________ Crawl _______________ Walk _______________ Toilet Trained _______________

Reviewed by: __________________________ R.N., School Nurse Date __________________________

Nurse Comments:
WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION OF SPECIAL EDUCATION ENGLISH LEARNERS TO FLUENT ENGLISH PROFICIENT

For use for consideration of reclassification of English Learners with IEPs who do not meet regular district reclassification criteria.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>D.O.B.</th>
<th>Student ID#</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Grade</td>
<td>Case Manager</td>
<td></td>
</tr>
</tbody>
</table>

Description of how disability affects language acquisition (if applicable):

---

Grade First Entered School: _____ Years in the U.S.: _____ Years in EL Program: _____ Current English Learner Instructional Setting: __________________________

THE TEAM CONSIDERED THE FOUR CRITERIA OF RECLASSIFICATION (EC 313(D)) IN ORDER TO ASSIST THE RECLASSIFICATION TEAM.

1. English Language Proficiency Assessment

<table>
<thead>
<tr>
<th>Current School Year Data</th>
<th>Date</th>
<th>Assessment Name: □ ELPAC □ VCCALPS □ Other: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overall Score/Level: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Language/Level: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Language/Level: ________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening Score/Level: _________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking Score/Level: _________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Score/Level: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Score/Level: __________________________</td>
</tr>
</tbody>
</table>

□ Yes □ No □ N/A Student met language proficiency level criteria: Level 4-Well Developed on ELPAC. (CDE Criteria)

(If yes, proceed to section 2. If no, fill out the information required below and consider alternate measures for establishing language proficiency.)

<table>
<thead>
<tr>
<th>Previous School Year Data</th>
<th>Date</th>
<th>Assessment Name: □ ELPAC □ VCCALPS □ Other: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overall Score/Level: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Language/Level: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Language/Level: ________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening Score/Level: _________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking Score/Level: _________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Score/Level: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Score/Level: __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current School Year Primary Language Data</th>
<th>Date</th>
<th>Assessment Name: □ VCCALPS □ Other: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overall Score/Level: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening Score/Level: _________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking Score/Level: _________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Score/Level: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Score/Level: __________________________</td>
</tr>
</tbody>
</table>

□ Yes □ No □ N/A The student did not meet the LEA assessment threshold criteria for reclassification, but has an overall performance on ELPAC in the upper end of Level 3-Moderately Developed. The IEP team reviewed other informal measures of proficiency (such as teacher, parent, EL expert observations/reports) and determined it is likely the student is proficient in English.

□ Yes □ No The IEP team has determined that the student’s disability impacts his or her ability to manifest English proficiency.

Areas impacted: □ Listening □ Speaking □ Reading □ Writing

If yes, explanation:

(Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language; error patterns in listening, speaking, reading, and writing are typical of students with that disability versus students with developing second language; VCCALPS scores indicate overall proficiency level of Bridging.)

(If either of the above are checked “yes”, indicate “yes” to the following statement):

□ Yes □ No The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities. (If yes, proceed to section 2. If no, stop here.)
2. Teacher's Evaluation of Student Academic Performance

Evaluation was based on: □ Classroom performance □ District-wide assessments □ Progress toward IEP Goals □ Formative Assessment

□ Other: __________________________________________

□ Yes □ No Student met academic performance indicators set by district.  (If yes, proceed to section 3, if no, consider the following):

□ Yes □ No The IEP team has determined that the deficit is due to the disability, and unrelated to English Language proficiency.

If yes, explanation: __________________________________________

(If the above is checked “yes,” indicate “yes” to the following statement):

□ Yes □ No The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.  (If yes, proceed to section 3.  If no, stop here.)

3. Comparison of Performance in Basic Skills - grades 3 and above

Assessment(s) taken: □ SBAC □ CAA □ Other __________________________  Date(s): ________________

English Language Arts/Literacy Score(s)/Level(s): __________________________

(Note: Score in English Language Arts/Literacy (ELA) must be in a range of scores that corresponds to a performance level or a range within a performance level determined by the LEA to be considered for reclassification.  Each district may select an exact cut point.)

□ Yes □ No Student met performance criteria.  (If yes, proceed to question 4, if no, check all that apply):

□ Yes □ No Student’s Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.

□ Yes □ No Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference.

□ Yes □ No Student has received ELD services for more than three years and academic progress in ELA is commensurate with that of peers who manifest similar disabilities who are not English learners.

(If any of the above are checked “yes,” indicate “yes” to the following statement):

□ Yes □ No The IEP team has determined that the student has demonstrated an appropriate level of performance in ELA Basic Skills commensurate with his/her abilities.  (If yes, proceed to section 4.  If no, stop here.)

4. Parent Opinion and Consultation

□ Yes □ No The parent/guardian participated in this discussion. Parent comments: __________________________________________

(If no, an opportunity for parent consultation must be given before a final decision will be made.)

The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Language Development services.  □ Yes □ No

Name of ELD Representative who provided input for this discussion: __________________________________________

Other team members who participated in the decision-making process:

Special Ed Provider ___________________________ LEA Representative ___________________________

This worksheet will be forwarded to the appropriate site or district English Language Reclassification representative.  The final decision will be made according to district policy.  Parent and Special Education Case Manager will be informed of the decision.
Date: March 2, 2020
To: SBCSELP A JPA Board
From: Ray Avila, SBCSELP A Executive Director
Re: JPA Board Membership Term Expirations

BACKGROUND:
- The SBCSELP A Board is composed of eight (8) members from varying North and South, direct and non-direct service districts.
- As of June 30, 2020, four (4) of the current JPA Board members terms expire, Debbie Blow, Cary Matsuoka, Randy Haggard, and Antonio Garcia. Two (2) of the members, Debbie Blow and Cary Matsuoka, are retiring and therefore ineligible to renew their current membership terms.
- Antonio Garcia and Randy Haggard are eligible to renew their membership terms for another two (2) years, if they so desire and the Board votes to approve their re-election.
- As of July 1, 2020, the JPA Board will need to have a representative for the North County “Non-Direct” seat member and a representative for the South County “Non-Direct” member.

FISCAL IMPACT: None.

RECOMMENDATION: That the current JPA Board discuss potential new Board members to fill the upcoming vacant seats.

RA:lm
<table>
<thead>
<tr>
<th>District Superintendents</th>
<th>Current SBCSELPA JPA Board Members</th>
<th>Term Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>North County Nondirect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luke Onitveros, Santa Maria-Bonita</td>
<td>Debbie Blow, Orcutt Union</td>
<td>6/30/2020</td>
</tr>
<tr>
<td>Debbie Blow, Orcutt Union</td>
<td>Debbie Blow, Orcutt Union</td>
<td></td>
</tr>
<tr>
<td>Doug Brown, Blochman Union</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emilio Handall, Guadalupe Union</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trevor McDonald, Lompoc Unified</td>
<td>Trevor McDonald, Lompoc Unified</td>
<td>6/30/2021</td>
</tr>
<tr>
<td>Antonio Garcia, Santa Maria Joint Union High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South County Nondirect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anne Hubbard, Hope</td>
<td>Anne Hubbard, Hope</td>
<td>6/30/2021</td>
</tr>
<tr>
<td>Donna Lewis, Goleta Union</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cary Matsuoka, Santa Barbara Unified</td>
<td>Cary Matsuoka, Santa Barbara Unified</td>
<td>6/30/2020</td>
</tr>
<tr>
<td>Diana Rigby, Carpinteria Unified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined North &amp; South County Direct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amy Alzina, Cold Spring</td>
<td>Amy Alzina, Cold Spring</td>
<td>6/30/2021</td>
</tr>
<tr>
<td>Stephen Bluestein, Cuyama Joint Unified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony Ranii, Montecito Union</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Ynez Valley Special Education Consortium Nondirect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vicky Dudek, Los Olivos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maureen Donner, College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Cory, Santa Ynez Valley Union High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randy Haggard, Buellton Union</td>
<td>Randy Haggard, Buellton Union</td>
<td>6/30/2020</td>
</tr>
<tr>
<td>Randy Haggard, Vista Del Mar Union (Interim)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allan Pelletier, Ballar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steve Seaford, Solvang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Barbara County Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Cory, Santa Ynez Valley Union High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antonio Garcia, Santa Maria Joint Union High School</td>
<td>Antonio Garcia, Santa Maria Joint Union High School</td>
<td>6/30/2020</td>
</tr>
<tr>
<td>9th - 12th High School</td>
<td></td>
<td></td>
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<tr>
<td>Santa Barbara County Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Salcido, Santa Barbara County Education Office</td>
<td>Susan Salcido, Santa Barbara County Education Office</td>
<td>No expiration</td>
</tr>
</tbody>
</table>
### Professional Development
#### March / April 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 3</td>
<td>Note Taking for IEPs and “Hot Topics” in Special Education (8:30-11:30 a.m.)</td>
<td>SBC SELPA</td>
</tr>
<tr>
<td>March 3</td>
<td>Note Taking for IEPs and “Hot Topics” in Special Education (1:00-4:00 p.m.)</td>
<td>SM-B Souza Center</td>
</tr>
<tr>
<td>March 4</td>
<td>Multi-Tiered System of Supports (MTSS) for Behavior and Social Success</td>
<td>Buellton Rec. Center</td>
</tr>
<tr>
<td>March 4</td>
<td>Trauma Informed Education</td>
<td>For Carpinteria Middle School</td>
</tr>
<tr>
<td>March 4 &amp; 5</td>
<td>CPI</td>
<td>SBC SELPA</td>
</tr>
<tr>
<td>March 11 &amp; 12</td>
<td>CPI</td>
<td>SM-B Souza Center</td>
</tr>
<tr>
<td>March 18</td>
<td>Behavior</td>
<td>For Buellton Union SD</td>
</tr>
<tr>
<td>March 23</td>
<td>CPI – Refresher</td>
<td>For Orcutt</td>
</tr>
<tr>
<td>March 25</td>
<td>Self-Care for the Educator</td>
<td>For Santa Maria-Bonita</td>
</tr>
<tr>
<td>March 30</td>
<td>Behavior</td>
<td>For Santa Ynez Valley UHS</td>
</tr>
<tr>
<td>April 1</td>
<td>Evidence Based Practices for Students with Autism Spectrum Disorders</td>
<td>Buellton Rec. Center</td>
</tr>
<tr>
<td>April 2</td>
<td>CPI – Refresher</td>
<td>For Santa Maria-Bonita</td>
</tr>
<tr>
<td>April 2 &amp; 3</td>
<td>ADOS</td>
<td>With SLO SELPA in Nipomo</td>
</tr>
<tr>
<td>April 20</td>
<td>Behavior</td>
<td>For Buellton</td>
</tr>
<tr>
<td>April 22</td>
<td>Behavior</td>
<td>For Solvang</td>
</tr>
<tr>
<td>April 22 &amp; 23</td>
<td>CPI</td>
<td>SBC SELPA</td>
</tr>
<tr>
<td>April 30</td>
<td>Evidence Based Practices for Students with Autism Spectrum Disorder</td>
<td>Buellton</td>
</tr>
</tbody>
</table>
## 2019-20 LEA/District Cost Associated with Due Process
### SBCSELPA Account Balances

<table>
<thead>
<tr>
<th>Organization</th>
<th>Carryover Funding</th>
<th>2019-20 Allocation</th>
<th>Expended to Date 2019-20</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelante Charter</td>
<td>$ 5,772.00</td>
<td>$ 5,772.00</td>
<td>$ 5,772.00</td>
<td>$ 5,772.00</td>
</tr>
<tr>
<td>Blochman</td>
<td>$ 5,567.00</td>
<td>-</td>
<td>$ 5,567.00</td>
<td>$ 5,567.00</td>
</tr>
<tr>
<td>Carpenteria</td>
<td>$ 10,831.00</td>
<td>-</td>
<td>$ 10,831.00</td>
<td>$ 10,831.00</td>
</tr>
<tr>
<td>Family Partnership Charter</td>
<td>$ 10,000.00</td>
<td>$ 5,997.00</td>
<td>-</td>
<td>$ 15,997.00</td>
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<tr>
<td>Goleta</td>
<td>$ 14,851.00</td>
<td>$ 11,487.40</td>
<td>$ 3,363.60</td>
<td>$ 3,363.60</td>
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<tr>
<td>Guadalupe</td>
<td>$ 7,966.50</td>
<td>$ 8,443.00</td>
<td>-</td>
<td>$ 16,409.50</td>
</tr>
<tr>
<td>Hope</td>
<td>$ 7,582.00</td>
<td>-</td>
<td>$ 7,582.00</td>
<td>$ 7,582.00</td>
</tr>
<tr>
<td>Lompoc</td>
<td>$ 30,403.00</td>
<td>-</td>
<td>$ 30,403.00</td>
<td>$ 30,403.00</td>
</tr>
<tr>
<td>Manzanita Charter</td>
<td>$ 6,127.00</td>
<td>-</td>
<td>$ 6,127.00</td>
<td>$ 6,127.00</td>
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<tr>
<td>Orcutt</td>
<td>$ 18,895.00</td>
<td>-</td>
<td>$ 18,895.00</td>
<td>$ 18,895.00</td>
</tr>
<tr>
<td>Santa Ynez Valley Consortium</td>
<td>$ 42,704.00</td>
<td>$ 7,454.00</td>
<td>$ 35,250.00</td>
<td>$ 35,250.00</td>
</tr>
<tr>
<td>SBCEO - Direct Service</td>
<td>$ 17,039.00</td>
<td>$ 1,220.00</td>
<td>$ 15,819.00</td>
<td>$ 15,819.00</td>
</tr>
<tr>
<td>Santa Barbara Unified</td>
<td>$ 42,580.00</td>
<td>$ 42,580.00</td>
<td>$ 42,580.00</td>
<td>$ 42,580.00</td>
</tr>
<tr>
<td>Santa Barbara Charter</td>
<td>$ 5,781.00</td>
<td>-</td>
<td>$ 5,781.00</td>
<td>$ 5,781.00</td>
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<tr>
<td>Santa Maria JUHSD</td>
<td>$ 20,580.46</td>
<td>$ 26,682.00</td>
<td>$ 15,675.00</td>
<td>$ 31,587.46</td>
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<tr>
<td>Santa Maria-Bonita</td>
<td>$ 89,672.23</td>
<td>$ 50,946.00</td>
<td>$ 38,726.23</td>
<td>$ 140,618.23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$ 128,219.19</td>
<td>$ 300,000.00</td>
<td>$ 35,836.40</td>
<td>$ 392,382.79</td>
</tr>
</tbody>
</table>

Total balances as of 3/2/2020
Total balances reported 2/3/20

Difference as of 3/2/20

Payments to date to individual legal firms:
- Dannis Wolfer $ -
- Fagen Friedman Futfrost $ -
- 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

2/6/2020
# 2019-20

## YEAR TO DATE SELPA LEGAL FEES (RESERVE)

<table>
<thead>
<tr>
<th>Month</th>
<th>YTD Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td>$325,000.00</td>
</tr>
<tr>
<td>July</td>
<td>$234.50</td>
</tr>
<tr>
<td>August</td>
<td>$-</td>
</tr>
<tr>
<td>September</td>
<td>$-</td>
</tr>
<tr>
<td>October</td>
<td>$2,140.00</td>
</tr>
<tr>
<td>November</td>
<td>$-</td>
</tr>
<tr>
<td>December</td>
<td>$3,865.00</td>
</tr>
<tr>
<td>January</td>
<td>$3,535.00</td>
</tr>
<tr>
<td>February</td>
<td>$350.00</td>
</tr>
<tr>
<td>March</td>
<td>$-</td>
</tr>
<tr>
<td>April</td>
<td>$-</td>
</tr>
<tr>
<td>May</td>
<td>$-</td>
</tr>
<tr>
<td>June</td>
<td>$-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$10,124.50</td>
</tr>
<tr>
<td><strong>ENDING BALANCE</strong></td>
<td>$314,875.50</td>
</tr>
</tbody>
</table>

### Payments to Law Firms:

- **Dannis Woliver Kelley** $-  
- **Fagen Friedman Fulford** $7,374.50  
- **Law Office of Melissa Hatch** $-  
- **Liebert Cassidy Whitmore** $-  
- **Lozano Smith** $-  
- **Musick, Peeler & Garrett** $-  
- **Lana Clark** $-  
- **Atkinson, Andelson, Loya** $350.00  
- **Payments to Districts** $2,400.00  

**TOTAL 2019-20 LEGAL SETTLEMENTS TO DATE**  
Settlement Agreements $3,220.00  

2/6/2020
# 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>
<td></td>
<td>$176,736.55</td>
</tr>
<tr>
<td>Lompoc Unified - Mental Health Placement</td>
<td>3</td>
<td>4</td>
<td>$162,027.50</td>
<td></td>
<td>$411,041.00</td>
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<tr>
<td>Santa Barbara Unified - Mental Health Placements</td>
<td>4</td>
<td>5</td>
<td>$327,147.08</td>
<td></td>
<td>$645,289.74</td>
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<tr>
<td>Santa Maria Jt. Union - Mental Health Placements</td>
<td>0</td>
<td>1</td>
<td>$33,420.46</td>
<td></td>
<td>$155,000.00</td>
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<tr>
<td>Santa Ynez Valley Consortium - Mental Health Placements</td>
<td>1</td>
<td>2</td>
<td>$91,977.13</td>
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<td>$272,603.00</td>
</tr>
</tbody>
</table>

TOTAL 9 14 $614,572.17 $ - $1,660,670.29

**2019-20 Mental Health NPS Placement Budget**

| TOTAL YTD Mental Health Placement Costs | $1,910,000.00 |
| Balance Available                      | $1,295,427.83 |

**2019-20 Non Mental Health NPS Placement Budget**

| TOTAL YTD Non Mental Health Placement Costs | $360,000.00 |
| Balance Available                         | $ -          |

**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 2/4/20**