

**SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD**

Regular Meeting

Monday, December 6, 2021

Public Session – 12:00 p.m.

Via ZOOM – Meeting ID: 955 0415 9398

Pursuant to SBCSELPA Resolution 21-22-01

On March 3, 2020, Governor Newsom proclaimed a State of Emergency due to COVID-19 and has issued Executive Order N-29-20 and approved AB361 suspending provisions of the Brown Act allowing meetings via teleconferencing and members of the public to observe and offer comments telephonically or electronically.

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.

Due to COVID-19 and Governor Newsom's Executive Order N-29-20 & approved AB361 this meeting is being held virtually, with the option to join at the physical location provided. If you wish to speak on an item listed on this agenda or under public comment, it is requested that you submit a speaker card in advance of the meeting please contact Lindsay MacDonald, lamacdonald@sbceo.org or (805) 683-1424, to request a form. Persons wishing to make public comments are requested to complete the appropriate form and return it to Lindsay MacDonald via email or another agreed upon method.

I. PUBLIC SESSION

- A. Call to Order
- B. Roll Call
- C. Flag Salute
- D. Welcome Guests
- E. SBCSELPA Executive Director's Report

REF: I-E

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 November 1, 2021 Regular Meeting REF: V-A
- B. Ratification of Payment of Claims REF: V-B
- C. Santa Barbara County Education Office (SBCEO) School Business Advisory Services (SBAS) Request for Authorized Signatures Forms REF: V-C

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

Motion: _____
 Second: _____
 In Favor: _____
 Opposed: _____
 Abstained: _____

VI. PRESENTATION

- A. First Interim Report for Fiscal Year 2021-22 Budget Presentation REF: VI-A
 Presenter Rachel Wigle, SBCSELPA CBO

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. Certification of First Period Interim Report for Fiscal Year 2021-2022 REF: VII-A
 1. Narrative and chart of First Period Interim revenues and expenses
 2. First Period Interim Report

It is recommended that the JPA Board approve the First Period Interim Report for Fiscal Year 2021-2022 as presented.

Motion: _____
 Second: _____
 In Favor: _____
 Opposed: _____
 Abstained: _____

- B. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request to Maintain Arellanes Junior High Program for the 2022-2023 School Year
 1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request to maintain the Arellanes Junior High Program for the 2022-23 school year 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 Request to Maintain Hollister Elementary School Regional Program for the 2022-2023 School Year REF: VII-C
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request to maintain Hollister Elementary School Regional Program for the 2022-2023 school year as presented.

Motion: _____
 Second: _____
 In Favor: _____
 Opposed: _____
 Abstained: _____

- D. Resolution 21-22-02 Recognizing a State of Emergency and Authorizing Teleconferenced Meeting for Special Meeting in January 2022 REF: VII-D
1. Resolution 21-22-02

It is recommended that the JPA Board approve Resolution 21-22-02 Authorizing the scheduling of a Special Meeting in January 2022 to be held virtually as presented.

Motion: _____
 Second: _____
 In Favor: _____
 Opposed: _____
 Abstained: _____

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. JPA Board Membership Discussion/Update REF: VIII-A
1. 2021-22 JPA Board Membership Chart
- B. SBCSELPA "Winter Break" Closure REF: VIII-B
- C. SBCSELPA Professional Development REF: VIII-C
- D. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances REF: VIII-D
- E. SBCSELPA Legal Fees Year-to-Date Reserve REF: VIII-E
- F. Nonpublic School (NPS) Year-to-Date Placement Expenditures REF: VIII-F

IX. MISCELLANEOUS AGENDA ITEMS

- A. Items Proposed for Future Action or Discussion
- B. Next Scheduled JPA Board Meeting: Date: February 7, 2022
 Time: 12:00 p.m.
 Location: Via Zoom due to COVID-19 & AB 361

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS

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

XI. CLOSED SESSION:

- A. Termination of SBCSELPA WRAP Facilitator REF: XI-A
- B. Evaluation of the SBCSELPA Executive Director REF: XI-B

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

XIII. **ADJOURNMENT**

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

December 6, 2021

1) Due Process/Dispute Updates-

Three Due Process filings in progress and no CDE Investigations.

2) Non-Public School (NPS) Placement Update-

We have a total of (3) SBCSELPA funded NPS placements.

3) Proposed Legislation that Supports Special Education-

Two-Year Bills / Bills Returning - Senate

➤ SB 237 (Portantino) - Dyslexia Risk Screening

Status: Inactive, per Senator Stern. Last in Senate Appropriations. May be acted upon in January 2022

➤ SB -291(Stern) - Advisory Commission on Special Education: Pupil Advisory Council (we have support position)

Status: Pending in the Assembly Education Committee.

➤ SB 328 (Portantino) - school start time clean-up: exempts certain rural school districts and rural charter school

Status: Assembly Education Committee.

➤ SB 692 (Cortese) - LCAP State Priorities: LRE

We continue to engage with the author's office and advocate staffing the bill. Status: Assembly Education Committee

4) State Finance Update-

Very positive increases verses projected results, thus benefitting education programs!

- General Fund agency cash receipts were \$9.145B above the forecast of \$33.235B.
- Personal income tax cash receipts to the general fund were \$6.557B above forecast of \$22.088B.
- Per requirements of Prop 63, 1.76% of total monthly personal income tax is transferred to the Mental Health Services Fund. The amount for September was \$72M higher than the forecast of \$170M.
- Sales and tax cash receipts were \$1.035B above forecast of \$6.79B.
- Corporation tax receipts were \$1.449B above forecast of 2.738B.
- Insurance tax cash receipts were \$23M above forecast of \$801M.

5) F3 Law Firm Presentation regarding Transgender Population-

The State SELPA Association facilitated a workshop titled, "A Legal and Practical Framework for Affirming Students' Identities in their Records and in the School Setting" (SEE attachment, REF: I-E.1 PowerPoint). SBCSELPA will be inviting F3 to present in the Spring 2022 in SB County. More information to come!

6) State SELPA Letter to the Advisory Commission on Special Education (ACSE)-

This letter from the State SELPA Association addresses the "California Statewide Individualized Education Program Workgroup Report October 1, 2021..." (SEE attachment, REF: I-E.2).

HAPPY
Holidays



My Name Is...

A Legal and Practical Framework for Affirming Students' Identities in their Records and in the School Setting



Introduction

- Collection of laws intended to support transgender and gender diverse students.
 - Student-centered, intended to honor student's self-identification
- Navigating these legal requirements can be logistically challenging, as schools strive to both comply with record-keeping requirements and protect and support transgender and gender diverse students
- With this presentation, we hope to guide you through legal requirements and practical considerations for supporting students



Roadmap

- What are student records?
- When may transgender and gender diverse students use their chosen name, identified gender, and preferred pronouns in the school setting and in their student records?
- Considerations for changing a student's records:
 - Current students
 - Is parent consent required?
 - Existing records
 - Prospective records
 - Former students



Roadmap

- Supporting transgender and gender diverse students on campus
 - Schoolwide support for students and staff
 - Access to facilities
 - Talking to the school community
 - Dress code
 - Curriculum
 - Bullying and harassment
 - Special education



A NOTE ABOUT LANGUAGE



Key Terms

- **"Gender"** means sex, and includes a person's gender identity and gender expression. (Education Code Section 210.7)
- **"Gender expression"** refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.
- **"Gender identity"** is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.

<https://www.cde.ca.gov/re/di/eo/faqs.asp>



Key Terms

- LGBT, LGBTQ, and LGBTQ+
- “Deadname” and “Deadnaming”
- Words We Use to Discuss Gender Identity
 - Transgender
 - Nonbinary
 - Gender Non-Conforming
 - Genderfluid
 - Genderqueer
 - Agender
 - Cisgender
 - AMAB (assigned male at birth)
 - AFAB (assigned female at birth)
 - ...and more!



Personal Pronouns

- The words you use in place of someone's proper name
 - she/her, they/them, they/he, ze/zir, etc.
- If you don't know someone's personal pronouns, ask!
 - Ask in a manner that is respectful and mindful of the person's privacy
- Teachers may give students a "Get To Know You" form at the start of the school year. Consider adding a question about the student's pronouns to the form.



Using Gender-Inclusive Language

- Singular “they” is already a gender-neutral pronoun in standard English.
 - E.g., “Someone left *their* notebook here.”
 - Where appropriate, use “they” instead of “he or she,” and “their” instead of “his or hers”
- Beyond pronouns, promote inclusivity by using gender-neutral terms other communications.
 - E.g., instead of saying “mom and dad,” say “parents”



WHAT ARE STUDENT RECORDS?



First, a note about FERPA...

- Family Educational Rights and Privacy Act
- Federal law that protects the privacy of student records
- In CA, LEA's obligation regarding whether and when to change a student's name and/or gender in their records depends on the type of record it is under state law, not federal law.
 - So here, we will focus on the categories of records described in state law, not FERPA



Pupil Records, Defined

- Any item of information
- Directly related to an identifiable pupil
- Maintained by a school district or required to be maintained by an employee in the performance of their duties

See Ed. Code §49061



Pupil Records, Defined

- “Pupil record” does NOT include:
 - Directory information: one or more of the following items: pupil’s name, address, telephone number, date of birth, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the pupil
 - Informal notes related to a pupil compiled by a school officer or employee that remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.

See Ed. Code §49061



Three Types of Pupil Records

1. Mandatory Permanent Pupil Records
 2. Mandatory Interim Pupil Records
 3. Permitted Pupil Records
- Law describes characteristics of each record type
 - Law does NOT say what specific records fall into each category
 - Depends on each district's board policies
 - Category of a specific record may vary from district to district



Three Types of Pupil Records

- A student's name will appear in every type of record.
- A student's gender may not appear in all records
 - But gendered pronouns (he/him, she/her) may appear!
- For transgender and gender diverse students, do you use the student's:
 - Legal name or chosen name?
 - Assigned gender or identified gender? Assigned or preferred pronouns?



Three Types of Pupil Records

- Use legal name or chosen name?
- Mandatory permanent pupil records include/require a student's **legal** name. Other types do not.
 - For mandatory permanent pupil records ONLY: Need legal documentation of name change to update student's legal name
 - All other types of records: Upon request, use student's chosen name, whether or not district has received legal documentation
 - But whose request?



Three Types of Pupil Records

- Use assigned gender or identified gender?
Assigned or preferred pronouns?
- For mandatory permanent pupil records ONLY
 - We are not aware of any legal authority that requires legal documentation to change a student's gender within their mandatory permanent pupil record
 - We are also not aware of any legal authority that prohibits use of legal documentation to change a student's gender in mandatory permanent pupil records



Three Types of Pupil Records

- Mandatory permanent pupil records continued:
 - CALPADS guidance: “There is no specific requirement regarding what documents LEAs should review or require, or what specific process LEAs should follow, in determining the gender to be recorded on the mandatory permanent pupil record, or whether and when to update that recorded gender.”
 - Note that you do not need a court ordered recognition of gender change to change your California driver's license, California birth certificate, social security card, or U.S. passport.
- All other types of records: Upon request, use student's identified gender and preferred pronouns
 - But whose request?

<https://www.cde.ca.gov/ds/sp/cl/calpadsupdf158.asp>

<https://www.courts.ca.gov/25797.htm>



Mandatory Permanent Pupil Records

- Maintained in perpetuity (either original or exact copy).
- Records which schools are required to compile by state law or administrative directive.
- Records (either original or exact copy) are forwarded upon request if the student enrolls or intends to enroll in another public or private school.
- **The only record “type” that requires a student’s LEGAL name!**
- **Need legal verification of a name change in order to change a student’s name in this type of record.**

See 5 CCR § 430(d)(1) and 5 CCR § 432(b)(1).



Mandatory Permanent Pupil Records

- Such records shall include:
 - **Legal name of pupil.**
 - Date of birth.
 - Method of verification of birth date.
 - **Sex of pupil.**
 - Place of birth.
 - Name and address of parent of minor pupil.
 - Address of minor pupil if different than the above.
 - An annual verification of the name and address of the parent and the residence of the pupil.
 - Entering and leaving date of each school year and for any summer session or other extra session.
 - Subjects taken during each year, half-year, summer session, or quarter.
 - If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 - Verification of or exemption from required immunizations.
 - Date of high school graduation or equivalent.

See 5 CCR § 432(b)(1).



Mandatory Permanent Pupil Records

- To determine if a record falls into this category:
 - Check state statutes and regulations
 - Check list in 5 CCR § 432(b)(1)
 - Check District's board policies and administrative regulations
 - Is District required to retain any records in perpetuity?
- Depending on board policies, common examples may include:
 - Transcript. But consider:
 - Official transcript?
 - Unofficial transcript?
 - California School Immunization Record ("CSIR Cards")
 - Verification of birth documents (e.g., birth certificate)



Mandatory Interim Pupil Records

- Records which schools are required to maintain for stipulated periods of time and then destroy, as required by state law or administrative directive
- Do not need legal verification to change a student's name and/or gender on these records

See 5 CCR §430(d)(2) and 5 CCR §432(b)(2).



Mandatory Interim Pupil Records

■ Such records include:

- A log identifying people or organizations outside the school requesting or receiving information from the record.
- Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
- Language training records.
- Progress slips, grade reports, report cards as required by Education Code Sections 49066 and 49067
- Parental restrictions regarding access to directory information or related stipulations.
- Parent or adult pupil responses to challenged records and to disciplinary action.
- Parental authorizations or prohibitions of pupil participation in specific programs.
- Results of standardized tests administered within the preceding three years.

5 CCR §432(b)(2).



Mandatory Interim Pupil Records

- To determine if a record falls into this category:
 - Check state statutes and regulations
 - Check District's board policies and administrative regulations
 - Is District required to retain any records for X amount of time, and then destroy the record?
- Depending on board policies, common examples may include:
 - Progress reports
 - Report cards
 - Special education assessments
 - IEPs
 - 504 Plans
 - Standardized test scores
 - ELPAC/CELDT scores
 - Disciplinary records: ONLY responses/appeals received from parent or adult student



Permitted Pupil Records

- Important to the current educational process of the student
- May be maintained for appropriate educational purposes
- Do not need legal verification to change a student's name and/or gender on these records
- Depending on board policies, common examples may include:
 - Objective counselor and/or teacher ratings.
 - Routine discipline data and disciplinary notices.
 - Attendance records

See 5 CCR §430(d)(3) and 5 CCR §432(b)(3).



Other Relevant School Records

- Schools generate lots of other items that may include a student's name and/or gender. Such items may or may not be pupil records. For example:
 - Student ID cards or badges
 - Classroom and homeroom rosters
 - Sports and other extracurricular team rosters
 - School newspapers or newsletters
 - Yearbooks
 - Certificates or awards
 - Letters home to parents



A Note About Diplomas

- Type of record that diploma falls under may vary from district to district, depending on board policy
- We can locate no legal authority that a diploma must have a student's legal name on their diploma
- AB 245 (2021): Public colleges in CA must allow use of student's chosen name on diploma, regardless of legal documentation



CREATING PROSPECTIVE RECORDS OF CURRENT STUDENTS



Is Parent Consent Required?

- To use a student's chosen name and/or gender in their prospective records
- Two schools of thought:
 1. No, do not require parent consent
 - CDE guidance supports this approach
 2. Yes, require parent consent
 - No specific legal requirement for this
- Disclaimer! Mandatory Permanent Pupil Records
 - Legal documentation is required to change a student's name in these records
 - As discussed previously, unclear whether legal documentation is required to change student's gender in these records
 - Discussion of parent consent applies to all other records



Regardless of Option...

- Student has the right to privacy regarding their gender identity and transgender status
- Upon request, staff must use student's chosen name and preferred pronouns at school
 - Deliberate use of a student's incorrect name could constitute bullying or harassment and should be dealt with accordingly
- CDE: "If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with the student's gender identity, without the necessity of legal documentation or a change to the student's official district record."

<https://www.cde.ca.gov/re/di/eo/faqs.asp>



Option 1: Parent Consent NOT Required

- Can update student's name and/or gender in their records (prospectively) without parent consent or knowledge
- However, parents have the right to review their student's records



Option 1: Parent Consent NOT Required

- If student requests change, talk to them!
 - Explain parents' right to view their records
 - Is student out to their parents?
 - Is student comfortable with parents seeing their chosen name in student records, in notes home, etc.?
 - The intent is NOT to counsel Student away from coming out or changing records, but to ensure that they understand the impact and prioritize their safety
 - Who can/will be informed of the student's gender identity?
- Discuss with student what records they are comfortable changing



Option 1: Parent Consent NOT Required

- Do you document the discussion?
 - Gender Support Plan, messages to student's current teachers, etc.
 - The document may become a pupil record. Parents would have a right to view it.
 - If student does not want parents to know, consider:
 - Maintaining any documentation in personal possession
 - Having verbal conversations with other staff on a "need to know" basis



Option 1: Parent Consent NOT Required

- CDE: "With rare exceptions, schools are required to respect the limitations that a student places on the disclosure of their transgender status, including not sharing that information with the student's parents."
- Discuss: Parent notification if necessary to protect the health or safety of student and/or otherwise required by law

<https://www.cde.ca.gov/RE/DI/eo/faqs.asp>



Option 1: Parent Consent NOT Required

- CDE guidance: Even if district has not received documentation of student's legal name and/or gender change, district should update all unofficial records to student's chosen name, identified gender, and preferred pronouns

<https://www.cde.ca.gov/RE/DI/eo/faqs.asp>



Option 1: Parent Consent NOT Required

- District must protect against inadvertent disclosure of student's legal name and/or gender
 - Separate records with student's legal name and/or gender so only authorized staff can access them
 - Authorized staff can be school psychologist, guidance counselor, special education assessors, nurse, etc.
 - Paper records: Place in a separate location, include note in main file that other records separated
 - Electronic records: "Lock" access in student information system

<https://www.cde.ca.gov/re/di/eo/faqs.asp>



Option 1: Parent Consent NOT Required

- Benefits of this approach
 - Prioritizes privacy of student's gender identity
 - Allows student more control over disclosure of identity
 - Minimizes risk of student being “deadnamed” or “outed” as transgender, which could subject student to bullying or harassment
- Not a “one size fits all” approach



Option 1: Parent Consent NOT Required

- Student may request that school withhold their chosen name and gender identity from parents
- How to address letters, other items that go home with student? Suggestions:
 - Some schools issue two ID cards to student, one with legal and one with chosen name, so student can present whichever they feel is safer/more appropriate
 - Some schools have a list of students whose names are changed temporarily in electronic records before mass mailings.
 - Talk to IT
 - Talk to the student



Option 2: Require Parent Consent

- There appears to be no legal authority that requires districts to obtain parent consent to change a student's name and/or gender in prospective records
- Some districts still require parent consent
- "One size fits all" approach



Option 2: Require Parent Consent

- Logistical challenge: Refer to students by chosen name and preferred pronoun, but use legal name and assigned gender in all records
- Privacy challenge: Risks unintentional disclosure of student's transgender status
 - E.g., Substitute teacher calls student by legal name, listed on class roster, outing student
- This approach may be based on Ed. Code §49070, challenging the content of a pupil record
 - Ed. Code §49070 was amended in 2020 to allow parents and former students to change name and/or gender of student in existing records
 - In general, Ed. Code §49070 is about correcting records that have already been created, not about how future records will be created
 - Ed. Code §49070 only allows parents of current students to challenge content of pupil record. It does not explicitly allow current student to do so
 - May analogize this process to apply to prospective records too, allowing only parents to define the content (name and/or gender) of prospective records



CHANGING EXISTING RECORDS OF CURRENT STUDENTS



Existing Records of Current Students

- Records that were created before the request came in
- State law provides one option for challenging (changing) existing records of current students: Ed. Code §49070
 - Does not specify what must be done with all existing records
 - Under state law, current students do not have authority to change the content of existing records.



Existing Records of Current Students

- Parents of current students can request that district correct student's name and/or gender in its records
 - Using process in Ed. Code §49070(c)(5) for challenging content of pupil record
 - Parent must provide a list of records requested to be corrected
 - Law does not prohibit parent from requesting that ALL records be corrected



Existing Records of Current Students

- If district agrees, district must add a new document to the student's record that includes all of the following information:
 - Date of the request.
 - Date the requested records were corrected.
 - List of the records requested to be corrected.
 - Type of documentation, if any, provided to demonstrate a legal change to the pupil's or name, gender, or both.
 - Such documentation is NOT required under this process
 - Name of staff that completed the request.
 - Corrected and former names, genders, or both, of the student
- Document must be maintained indefinitely in a confidential manner

See Education Code § 49070(c)(5)



Existing Records of Current Students

- Practice tips for changing existing records of current students. Note that none of these items are required by law. These are simply practical considerations:
 - Check board policies for any rules about segregating records
 - Separate old records with deadname from records with student's chosen name and identified gender
 - Keep old records in a locked location
 - Allows necessary staff to access vital information about Student's history for assessments, health reports, etc.
- There appears to be no legal requirement that districts change student's name and/or gender in all prior records, such as:
 - Records that were created before the student requested that their name be changed
 - Records created by a third party (e.g., medical report, records from old school district, etc.)



Existing Records of Current Students

- If district declines to change some or all of student's records:
 - Parent may appeal to the school board
 - School board will determine whether to sustain or deny parent's request to change student's name and/or gender in their records
 - If school board sustains request, district must add document to student's records documenting change, as in Ed. Code §49070(c)(5)
 - If school board denies request, parent may submit a written statement of their objections, which will become part of student's records
 - District may be subjected to complaints of discrimination, harassment, and/or bullying
 - Parent or student may file a complaint with the USDOE OCR
- What happens if a student requests that prospective records use their chosen name and preferred gender, and Parents file a request to change them back? What process would Parents use?
 - Who prevails? Student using chosen name or parents requesting use of birth name?



CHANGING RECORDS OF FORMER STUDENTS



If Legal Documentation IS Provided

- If former student provides district with legal documentation of legal name and/or gender change, district must update former pupil's records with updated legal name or gender
- Legal documentation includes, but is not limited to:
 - State-issued driver's license
 - Birth certificate.
 - Passport.
 - Social security card.
 - Court order indicating a name change or a gender change, or both.

See Education Code § 49062.5



If Legal Documentation IS Provided

- District must reissue any documents to former pupil with updated legal name and/or gender, if requested
 - E.g., transcript, a high school diploma, a high school equivalency certificate
- Do not need to modify any documents that former student has not requested be modified or reissued
- See Education Code § 49062.5



If Legal Documentation IS Provided

- After reissuing the records, district must add a new document to the former pupil's file that includes all of the following:
 - Date of the request.
 - Date the requested records were reissued
 - List of the records that were requested by, and reissued to, the former pupil.
 - Type of documentation provided by the former pupil in order to demonstrate the legal name or gender change.
 - Name of the staff person that completed the request
 - Current and former name or gender of the former pupil.

See Education Code § 49062.5



If Legal Documentation is NOT Provided

- Former student can use the process to challenge a pupil record as described in Education Code §49070
- This process applies to former students and parents of current students



If Legal Documentation is NOT Provided

- Former student can request to change their name and/or gender
- If district agrees, district must add a new document to the student's record that includes all of the following information
 - Date of the request.
 - Date the requested records were corrected.
 - List of the records requested to be corrected.
 - Type of documentation, if any, provided to demonstrate a legal change to the pupil's or name, gender, or both.
 - Such documentation is NOT required under this process
 - Name of staff that completed the request.
 - Corrected and former names, genders, or both, of the student
- Document must be maintained indefinitely in a confidential manner

See Education Code § 49070(c)(5)



Recourse if District Refuses to Change Student's Records

- What if district denies former student's request to update records?
 - Student may file a complaint of discrimination or harassment
 - Complaint is filed with District
 - Decision may be appealed to CDE
 - Student may file a complaint with the USDOE OCR
 - District attract unwanted media attention



SUPPORTING TRANSGENDER AND GENDER DIVERSE STUDENTS ON CAMPUS



Statistics

- 9.2% of kids self-identify as gender diverse (*Pediatrics*, June 2021)
- .7% of individuals ages 13-17 identify as transgender (UCLA School of Law Williams Institute, January 2017)
- 20-40% of homeless youth identify as LGBT (youth.gov)
- 13% of youth detained in juvenile justice system identify as LGBT (youth.gov)
- 85% of LGBT youth reported experiencing bullying in school (GLSEN)
- 30% of youth in foster care identify as LGBTQ+ (childwelfare.gov)
- Transgender and gender diverse youth face mental health conditions at higher rates than cisgender youth (*Pediatrics*, May 2018)
 - Risk of developing a mental health condition was three to 13 times higher
 - Risk of attention deficit disorder was three to seven times greater
 - Risk of depression was four to seven times greater



Communicating with ALL Students

- Affirming students' identities to create a safer, more inclusive campus
- Reduce stigma and discrimination with respect to LGBT identity
- Make all students aware of counseling, other resources for transgender and gender diverse students
 - Orientation/Welcome packets
 - Ongoing reminders, posters
 - Awareness activities
 - Identifying trusted adults to talk to



Communicating with Transgender and Gender Diverse Students

- If you think a student may be questioning their gender identity and may need support:
 - Who initiates communication?
 - When it appropriate for staff to initiate?
 - What triggers the communication?
 - What should be communicated?
- Communication should be based on student themselves, not on expected gender roles or gender presentation.
 - Exercise caution, don't presume intervention or support is needed simply because student has changed their appearance or affect
- Documenting your communication?
 - Is the document a pupil record?
- If a student approaches you regarding bullying or harassment, how do you address it?
- Be realistic and transparent with student about privacy. Do your best to protect the student's privacy, but remind the student that their parents may learn about their gender identity from their records, or even from peers



Staff Training and Support

- Do staff know to use appropriate, inclusive language?
 - Inclusive, gender-neutral terms such as “parent” instead of “mom and dad” or “partner” instead of “girlfriend”
 - Reflecting student’s self-identification (chosen name, preferred pronouns)
- Do staff understand the importance of respecting a student’s privacy related to their gender identity?
- Do staff know what to do if a student comes out to them?
 - Are there resources that staff can share with students questioning their gender identity?
 - Do staff know where they can turn to if they have questions?
 - Do staff understand the fluidity of gender identity, and that a student’s gender identity can change even after they come out?
- Are staff aware of training requirements and legal obligations related to transgender and gender diverse students?
- Staff must understand that they must set aside their personal biases when working with transgender and gender diverse students



Gender Support Plan

- Document to help student and staff understand where and to whom student is “out,” to identify staff members student can go to for support
- Not required for all transgender or gender diverse students
 - Some students may be out and secure in their gender identity
 - Some may request or require support
- Contents can vary. Consider including:
 - Whether parent/guardian is aware, is supportive
 - To whom student is out, among both staff and peers
 - Student’s chosen name and preferred pronouns, and whether student wants everyone or only certain people to use these
 - Student’s preference regarding updating records
 - “Go to” adults if student has a safety issue
 - Which facilities will student use?
 - What sports team will student play on?



Gender Support Plan

- Living document! May change as student's gender identity evolves
- Who may be informed?
- Who may be involved in creating this?
 - Ask student if they wish for parents to be involved
- Is this a pupil record?
 - Depends on the contents of the plan and who it is shared with
 - Pupil record does not include informal notes related to a pupil compiled by school staff, that remain in the sole possession of the maker and are not accessible or revealed to anyone except a substitute. (Ed. Code 49061)
 - If parents are unaware of student's gender identity, discuss with the student that parents have access to their student records, and may have access to gender support plan
 - The intent is NOT to counsel student away from coming out or changing records, but to ensure that they understand the impact and prioritize their safety



ACCESS TO FACILITIES



Access to Facilities

- “A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.”

California Education Code 221.5(f)



Access to Facilities

- Students must be allowed to participate on the sports team that is consistent with their gender identity
- Student must be allowed to use the locker room/changing room that is consistent with their gender identity
 - School can offer Student a private changing area or single-stall restroom, but cannot require the student to use it



Sports Hypotheticals

- AFAB student now identifies as nonbinary, uses he/they. Student wants to continue in female sports. Student currently plays on girls' basketball team. School has a boys' basketball team as well.
 - What does school do?
 - What sports team does Student play on?
- Can a student play girls' basketball and boys' soccer?
- Can a student play both boys' and girls' water polo? (fall and spring seasons, respectively)



Sports Considerations

- Where does the student feel safe?
 - It's not where district thinks they would feel the safest
 - Student-centered decision-making
- Let student know to check in with staff if uncomfortable
 - Staff should continue to monitor and follow up with student to ensure student remains safe and comfortable
- CIF has bylaws regarding participation of transgender student athletes in sports, they can provide guidance on specific situations that may arise
- If you have questions about CIF participation rules, contact CIF to explain the situation.



TALKING TO THE SCHOOL COMMUNITY



Talking to the School Community

- Do not disclose the identity of a transgender or gender diverse student
- If a parent complains of transgender students' access to facilities that are consistent with their gender identity:
 - Explain that the school cannot discuss confidential information about a student, including their gender and gender identity.
 - Explain that under state law, students have the right to use the school facilities that are consistent with their gender identity
 - Express support of every student's right to do so.
 - If a parent/student is not comfortable with the student using facilities alongside a transgender student, the school can offer them the use of a private or single-stall restroom and changing area.
 - Cannot prevent a transgender student from using gendered facilities because other students may be uncomfortable.
- Remind everyone that discrimination and bullying of any student will not be tolerated

See Education Code § 221.5



DRESS CODES



Dress Codes

- Nondiscriminatory gender segregated dress codes may be enforced by a school or school district pursuant to district policy.
 - Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school.
 - School staff shall not enforce a school's dress code more strictly against transgender and gender diverse students than other students.
- Some districts are adopting gender-neutral dress codes
 - Revise school clothing rules to be more equitable, to apply to all students equally.
 - Example: Rules about tank tops/shoulder-baring tops apply to all students, instead of girls only
 - Prioritize comfort and safety over gendered expectations of students' attire
 - Example: "Secured clothing that protects and covers personal body parts"
 - Enforcement
 - Staff are trained to avoid body shaming students for violating the dress code
 - Staff do not correct a dress code violation during instructional time or in front of other students

<https://www.cde.ca.gov/re/di/eo/faqs.asp>

Turlock Unified School District: BP/AR 5132; Student Handbook



CURRICULUM



California Healthy Youth Act (AB 329, 2015)

- LGBTQ-inclusive comprehensive sexual health and HIV prevention education
- Opt out: Parents can opt out of comprehensive sexual health curriculum
 - Opt out does not apply outside of comprehensive sexual health education

Ed. Code§ 51930-51939

<https://www.cde.ca.gov/ci/he/cf/cahealthfaq.asp>



FAIR Education Act (SB 48, 2011)

- FAIR: Fair, Accurate, Inclusive, and Respectful
- Regarding inclusion of contributions of various groups in CA and US history
- Updated to include various ethnic groups, people with disabilities, and LGBT Americans
- Instruction in history—social science, grades 1-12 should include the contributions of listed groups
 - Up to each district how to include the content
- Parents have the right to review curriculum, meet with teacher and principal
 - No opt-out provision

<https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp>



BULLYING AND HARASSMENT



Bullying and Harassment

- Bullying and harassment **based on** student's gender, gender identity, or gender expression MUST be investigated under Uniform Complaint Procedures, not usual bullying investigation practices.
- Deliberate use of a student's incorrect name and/or pronouns could constitute bullying or harassment and should be dealt with accordingly.
- District may have adopted BP/AR 5145.3 regarding nondiscrimination and harassment
 - Includes harassment based on gender, gender identity, and gender expression

Ed. Code §33315



SPECIAL EDUCATION



Special Education Eligibility

- IDEA provides 13 eligibility categories:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hard of hearing
- Intellectual disabilities
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment

34 CFR § 300.8; 20 U.S.C. § 1403g

- Traumatic brain injury

- Visual impairment



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Special Education Eligibility

- Transgender or gender diverse gender identity is not itself a qualifying condition for special education services under Section 504 or IDEA.
- BUT consider if Student has or demonstrates other conditions related to their gender identity (e.g., gender dysphoria, depression, anxiety, psychosis)
 - Conditions may not be caused by their gender identity, but by society's treatment of it
 - Could this lead to eligibility under ED, other categories?
 - This is an IEP team discussion!



Special Education Assessments

- For all students, including transgender and gender diverse students, district must assess in all areas of suspected disability to identify all areas of need
 - Identified areas of need drive development of goals
 - Development of goals drive placement and services
- When assessing a transgender or gender diverse student using a standardized instrument, what norm group should be use if there is no “combined sex” group?
 - Contact the publisher for test-specific instructions
 - Consider doing both norms, depending on age of child, recency of student’s transition, duration of transgender identity, etc.



Special Education Assessments

■ A non-exhaustive list of rating scales:

Rating Scale	Combined Gender Norms Available	Gender Specific Norms Available
BASC-3	X	X Except for ages 19-21
Conners CBRS	X	X
Conners 3*	X Online Scoring Only	X Hand Scoring and Online
Conners 4 (spring 2022)	X	X
RADS -2	X	X
PAI-A	X	
MASC	X	X
ASRS*	X	
CEFI	X	
Vineland – 3	X	

*Many of the rating scales through MHS can be scored online and combined genders can be chosen. The automatically generated reports do use pronouns associated with the gender the examiner chose on the "Add New Client" screen.



Special Education Assessments

- Assessment reports
 - Assessment reports will likely need to have a cautionary statement explaining deviations from available comparative norms, or explanation that highlights the students' identity and reasons for assessing in the manner that the professional determines is appropriate based on the whole child.
 - How should the student be addressed in the report?
 - If appropriate, can staff talk to student about purpose of report, who will see it?
 - How do they wish to be referred to?
- Other considerations for assessment reports:
 - What if student is not out to parents?
 - What if a student comes out as transgender or gender diverse during the assessment process? Shortly after assessment is completed?



Developing IEPs

- Goal development
 - If student has identified needs regarding their gender identity, coming out, etc., consider goals related to self-advocacy, coping skills, etc.
 - Do not presume that every transgender or gender diverse student will need such goals. Ensure goals are based on identified needs
- Communicating with parents
 - For students who are not out to parents, ask how they wish to be addressed in IEP documents, IEP team meetings
 - How do you communicate with parents who have concerns about student's gender expression, in context of disability? For example:
 - Spending time with peers of one gender over another
 - "Acting like a girl" or "acting like a boy"
- If student has experienced bullying
 - If there is evidence that the bullying has adversely affected a student's receipt of FAPE, an IEP team should be convened to determine whether, as result of the bullying, student's needs have changed such that IEP is no longer designed to provide FAPE

Dear Colleague Letter (OCR 2014) 64 IDELR 115



Putting It Into Practice

- Sometimes a student's gender identity is relevant to their disabling condition. Sometimes it is not relevant.
- Is being transgender connected to the student's disability? If so, how? Consider the following examples:
 - A transgender student with a learning disability
 - A nonbinary student with emotional disturbance
 - A transgender student on the autism spectrum



Hypo: SLD and Gender Diversity

- Consider: Transgender student with a specific learning disability (SLD)
- SLD Definition:
 - 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
 - Does 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 disadvantage

5 CCR §3030(b)(10)



Hypo: SLD and Gender Diversity

- How relevant is student's gender identity to their assessment?
 - Does gender identity impact any of the basic psychological processes involved in understanding or in using spoken or written language?
- How relevant is student's gender identity to their needs?
 - Needs may not be limited to academic needs, just because student is eligible under SLD
 - Does the student require counseling related to their social-emotional functioning and gender identity? Is it impacting the student educationally?



Hypo: ED and Gender Diversity

- Consider: Nonbinary student being evaluated for emotional disturbance (ED)
- ED definition: 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 behavior 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**.

5 CCR §3030(b)(4)



Hypo: ED and Gender Diversity

- What is assessor looking for?
- How relevant is student's gender identity to their assessment? How might gender identity interact with ED criteria?
 - Check your biases: Exhibiting transgender or gender diverse identity does not fall under "inappropriate types of behavior or feelings"
 - Could student have "a general pervasive mood of unhappiness or depression?"
 - Not because they are nonbinary, but because of the way their identity is viewed and treated by community, society at large
- How relevant is student's gender identity to their needs?
- What goals would the IEP team develop?
- What services would the IEP team propose?



Hypo: AUT and Gender Diversity

- Consider: Transgender student with autism (AUT)
- AUT eligibility category definition:
 - 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.

5 CCR §3030(b)(1)



Hypo: AUT and Gender Diversity

- Youth with ASD were 7.59 times more likely to express gender variance than the control group.
- In general, autistic individuals may struggle with:
 - Social awareness
 - Communication
 - Peer interaction

(Strang et al., *Archives of Sexual Behavior*, 2015)

(Seattle Children's Autism Center, *Gender Dysphoria and Autism Spectrum Disorder*, 2019)



Hypo: AUT and Gender Diversity

- How might autism interact with gender identity?
 - Individuals with autism may want to present as another gender, but may lack social awareness and so cannot copy behaviors well
 - Individuals with autism may struggle with how to appropriately communicate their gender diversity to others

National Association of School Psychologists and Gender Spectrum, *Gender Inclusive Schools: Counseling and Supporting Students and Families*, 2016



Hypo: AUT and Gender Diversity

- What is assessor looking for?
- How relevant is student's gender identity to their assessment? How might gender identity interact with AUT criteria?
 - Does the student have difficulty communicating their gender identity to others?
 - Does the student persevere on issues related to gender and gender identity?
- How relevant is student's gender identity to their needs?
- What goals would the IEP team develop?
- What services would the IEP team propose?



THANK YOU!



Thank You to...

- Ventura County Schools Self-Funding Authority
- Antelope Valley SELPA
- South East Consortium SELPA
- Whittier Area Cooperative Special Education Program
- Ventura County SELPA
- CASP, Assessment Specialist: James Hiramoto
- VCASP members: Holly Minear, Jenny Ponzuric & Skye Stifel



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October 22, 2021

Ms. Havaughnia Hayes-White, Chair
Ms. Stacey Adler, Vice Chair
Distinguished Members of the Commission
Advisory Commission on Special Education
Via E-Mail: ACSE@cde.ca.gov

*Re: California Statewide Individualized Education Program Workgroup
Report October 1, 2021*

On behalf of the SELPA Administrators of California, I am grateful for this opportunity to provide some initial thoughts and comments in response to the report of the California Statewide IEP Workgroup, which was published on October 1, 2021.

At the outset, we recognize and applaud the vision of the Workgroup, whose efforts without doubt were driven by a heartfelt commitment to improving educational outcomes for students with disabilities throughout the State. The SELPA Administrators wish to express their support for that commitment, as well as for many of the key concepts identified in the report, including the following:

(a) We agree with the development of an IEP template that promotes meaningful, student-centered discussions and decisionmaking in the IEP process. We agree that development of a template to be adopted statewide will support consistency among LEAs and thus reduce disruption for students transitioning from one LEA to another.

(b) We agree that the template IEP should be fully vetted by special education practitioners and implemented over the course of several years. The SELPA Administrators are supportive of focused training in the IEP development process, and this role should be included in the responsibilities of SELPAs.

(c) We agree that all IEP team members should work together in a manner that is student-focused, collaborative and respectful, with value placed on the contributions of each team member, including parents.

(d) We agree that students with disabilities are entitled to inclusive opportunities to the maximum extent appropriate for each child, and that the active participation of a general education teacher in IEP team meetings is key to ensuring that such opportunities are meaningful.



(e) We agree that colleges and universities should provide more focused training for future educators in the IEP process as well as training that will support inclusive practices and improved outcomes for students with disabilities.

SELPA Administrators are committed to efforts to improve outcomes for students with disabilities. We believe that to truly improve outcomes for students with disabilities the state must ensure general and special education teacher preparation programs focus on inclusive practices such as Universal Design for Learning and co-teaching strategies. By focusing on these proven strategies as a State, we would ensure students with disabilities can succeed in general education.

In sum, as an association with beliefs rooted in a commitment to student-centered collaboration and parent engagement, we support an IEP process that reflects those values. At the same time, we are committed to providing technical assistance and professional development to our members to ensure compliance with the procedural and substantive requirements of the IDEA as well as State law (which must conform to the IDEA in order for the State to receive federal funds).

Two landmark United States Supreme Court cases—*Rowley* in 1982, and *Endrew F.* in 2017—have defined what it means to provide a free, appropriate public education in conformity with the IDEA. The *Endrew F.* decision reminds us that the IDEA defines "special education" as "specially designed instruction to meet the unique needs of a child with a disability." Citing to the earlier *Rowley* decision, the Court went on to note that the IEP is the means by which special education is "tailored to the unique needs" of a particular child. Both decisions underscored the crucial importance of creating the IEP in conformity with the procedures identified in law. The *Rowley* Court stated that adherence to those procedural requirements is as important as providing a substantive FAPE, and the *Endrew F.* Court noted that "the procedures are there for a reason, and their focus provides insight into what it means, for purposes of the FAPE definition, to 'meet the unique needs' of a child with a disability."

Ultimately, the *Endrew F.* Court concluded that each IEP must be "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." But the Court acknowledged that education in the general classroom may not be possible for some children and that, where that is the case, the "IEP need not aim for grade-level advancement." Rather, the student's educational program must be "appropriately ambitious in light of his circumstances, just as advancement from grade to grade is appropriately ambitious" for most students in general education.

We think it important to provide this framework regarding the mandates imposed on the State and LEAs under the IDEA to demonstrate that, unfortunately and despite its laudable goals, the IEP process described, and the template IEP developed, by the Workgroup stand in stark contrast to the rights (for children with disabilities and their parents) and obligations (for LEAs) required by the IDEA.



We understand the appeal of describing an IEP as "strengths-driven," and to be sure the IEP process requires identification of a student's strengths, but as the plain language of the IDEA and the courts have reminded us time and again, an IEP is "needs-driven." The IEP template created by the Workgroup fundamentally is driven by a student and parent's "vision," when the law is clear that an IEP is driven by assessment. The IEP template requires development of an IEP focusing on each student's long-term goals; the law requires that IEPs focus on services to implement annual goals addressing a student's needs. The IEP template requires a presumption that every child will be able to earn a regular high school diploma. That is simply not the case. Focusing on such a presumption even if it is clear that such a goal is unattainable is dishonest, and will divert the IEP team from the Supreme Court's directive that its efforts be focused on understanding each child's unique needs, and building programs that are appropriately ambitious *for that child*.

The Workgroup rationalizes this approach by describing its changes to the IEP documents as a catalyst for a shift in the mindset of IEP teams as they develop programs for students with disabilities. But that shift in mindset finds no support in the IDEA—in fact it is directly contrary to it—and thus will ultimately lead to IEPs that do not conform with law, and that deny children with disabilities the free, appropriate public education which is their entitlement.

We also are concerned that the approach taken by the Workgroup misunderstands or misapplies the language of the Budget Act of 2020 under which the Workgroup was authorized. That Budget Act directed the group to (among other things) develop an IEP process that is designed to "improve student outcomes by capturing student strengths and needs, and informing learning strategies," and to develop a template IEP that "provides information about student strengths, needs, and learning strategies." IEPs must and currently do, consistent with the IDEA, identify students' strengths and needs, and that information can inform the learning strategies to be employed at the discretion of each student's special and general education teachers. But nothing in that language authorized, or could have authorized, the Workgroup to ignore the IDEA and mandate "strengths-driven" IEPs, or to essentially require IEP teams themselves to develop the learning strategies that teachers are to use for each individual child.

Again, the SELPA Administrators fully value and appreciate the vision adopted by the Workgroup that drove their work. As administrators in the field responsible for the implementation and assurance of compliance with IDEA, our role is to take a vision that aligns with IDEA and make it practicable. Unfortunately, the set of IEP documents created by the Workgroup misses the mark and, in the opinion of the SELPA Administrators, ultimately deny children with disabilities and their parents the procedural and substantive rights granted them under the IDEA. Changing IEP documents does not change the law.



For those reasons, while the SELPA Administrators support many of the principles articulated by the Workgroup, we cannot support this approach and the IEP template proposed.

With utmost respect,

A handwritten signature in black ink that reads "Benay Loftus".

Benay Loftus, Chair
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Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF NOVEMBER 1, 2021, REGULAR MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

***There was no physical location for this meeting due to COVID-19 and pursuant to AB 361.**

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 Anne Hubbard at 12:02 p.m. via Zoom (Meeting ID: 958 1250 8015).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Antonio Garcia
Anne Hubbard, Chairperson
Randal Haggard, Vice-Chairperson
Trevor McDonald
Hilda Maldonado
Luke Ontiveros
Susan Salcido (**Arrived at 12:04 p.m.**)

Members Absent: Amy Alzina, Clerk

Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board, and other SBCSELPA staff:
Lindsay MacDonald, SBCSELPA Office Manager
Jennifer Connolly, SBCSELPA Coordinator
Rachel Wigle, SBCSELPA Chief Business Official
Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO
Beverly Sherman, Coordinator for Special Education, SYVSEC

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Anne Hubbard welcomed all guests to the meeting.

E. SBCSELPA Executive Director's Report

Ray Avila highlighted item #5 in his Executive Director's Report regarding the WestEd Study Update (SEGA & Finance). Ray shared that the State SELPA Association put together a letter that was sent to ACSE and now they are just waiting for a response and to see if this report and all of its findings gets its way in front of legislation. Ray will be attending his monthly State SELPA meeting this week where he expects to hear a report as well. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF NOVEMBER 1, 2021 REGULAR MEETING

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: Luke Ontiveros **Second:** Randal Haggard

Vote: 6 – 0 The motion passed with JPA Board Members Antonio Garcia, Randal Haggard, Anne Hubbard, Trevor McDonald, Hilda Maldonado, and Luke Ontiveros voting in favor; none opposed.

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

- A. **Minutes of October 4, 2021 Regular Meeting**
- B. **Ratification of Payment of Claims:** 01-666093 - 01-666108, 01-667919 – 01-667942, 01-668837 – 01-668848.
- C. **2021-22 Nonpublic Agency (NPA) Master Contract Rates:**
 - 1. Exhibit A Rates Sheet: California Psychare
 - 2. Exhibit A Rates Sheet: Hiddleson Listening, Language, and Speech Center

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

Motion to Approve: Randal Haggard **Second:** Hilda Maldonado
The Board was satisfied; there were no questions or comments.

Vote: 6 – 0 The motion passed with JPA Board Members Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, and Luke Ontiveros voting in favor; none opposed.

***Susan Salcido joined the meeting at 12:04 p.m.**

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

- A. **SBCSELPA Local Plan Update/Revisions to Section 9, Policy 3204 AB 602 Special Education Fiscal Allocation Plan, V. Funding for Regional Programs or Services regarding DHH.**

- 1. SBCSELPA Local Plan Section 9, Policy 3204, V. Funding for Regional Programs or Services Proposed Revisions

Recommendation: The JPA Board approve the proposed revisions to the Local Plan, Section 9, Policy 3204 AB 602 Special Education Fiscal Allocation Plan, V. Funding for Regional Programs or Services regarding DHH as presented.

Motion to Approve: Antonio Garcia **Second:** Susan Salcido

Vote: 7 – 0 The motion passed with JPA Board Members Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.

SBCSELPA JPA BOARD
MINUTES OF NOVEMBER 1, 2021 REGULAR MEETING

VI. **ITEMS SCHEDULED FOR ACTION/CONSIDERATION** *(continued)*

Ray Avila introduced this action item and reviewed with the Board that periodically the SBCSELPA does language revisions to the Local Plan and this time it is specifically related to the Deaf and Hard of Hearing (DHH) Programs, specifically our regional programs. Ray thanked Jennifer Connolly, SBCSELPA Coordinator, and Rachel Wigle, SBCSELPA CBO, who led an Ad Hoc Committee that worked on reviewing the current language, specifically around the funding for regional services. On the Ad Hoc Committee they had a good representation of Special Education Administrators and service providers from our County that met several times and presented these revisions to the SEAM group several times to get a consensus on the revised language. Jennifer and Rachel were both present at the meeting to answer any specific questions anyone may have related to these revisions. Lastly, Ray mentioned that Kirsten Escobedo who oversees the regional programs was also a big participant in moving the committee work along. The board was satisfied; there were no questions or comments

B. Fund 1 Resolution 21-22-01 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings

1. Resolution 21-22-01

Recommendation: The JPA Board approve the Resolution 21-22-01 Authorizing Teleconferenced JPA Board Meetings as presented.

Motion to Approve: Randal Haggard **Second:** Hilda Maldonado

Vote: 7 – 0 The motion passed with JPA Board Members Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.

Anne Hubbard shared with the Board that this was an item that Anne Hubbard, Randy Haggard, and Susan Salcido brought to the SELPA since in the Superintendent Council planning, they decided to go remote for the December 2021 meeting which was originally planned to be held in-person. Since the SELPA follows, they asked SELPA to consider aligning with the remote meeting and therefore they need to have this resolution. Ray thanked the 3 Board members for bringing this to our attention and confirmed the SELPA plans to continue to follow the Superintendents Council meetings plans regarding venue and location for future meetings. The board was satisfied; there were no questions or comments.

VII. **ITEMS FOR INFORMATION AND DISCUSSION**

A. Approval of Fiscal Year 2021-22 Adopted Budget with Analysis and Recommendation

Ray Avila reviewed this item and confirmed that the 2021-22 Adopted Budget was approved. Ray also thanked Rachel Wigle for all her hard work and efforts to finalize items during the CBO transition over the summer. The Board was satisfied; there were no questions or comments.

B. Orcutt Union School Districts retraction of Notice of Intent to Take Back Preschool Special Education Services as Non-Regional

Ray Avila introduced this item, reminding the Board that in June 2021 we shared with the Board that Orcutt intended to transition back their regional preschool special education programs. However, on October 4, 2021, Orcutt has rescinded their take back request and will not be taking back their preschool program at this time for the 2022-23 school year.

SBCSELPA JPA BOARD
MINUTES OF NOVEMBER 1, 2021 REGULAR MEETING

VII. **ITEMS FOR INFORMATION AND DISCUSSION** *(continued)*

Ray was sharing this with the Board because he does like to keep the Board informed of all our regional programs, their existence and if they are going to be providing services into the new school year. The Board was satisfied; there were no questions or comments.

C. **SBCSELPA Professional Development**

Ray Avila thanked Jennifer Connolly, SBCSELPA Coordinator, and all the providers who give professional developments throughout the County, they continue to do an amazing job.

Hilda Maldonado commented that her as a superintendent could use some of these refreshers and asked if there was a way that some of these professional developments could be marked as appropriate for an administrative/superintendent level type person. Ray responded that Jennifer could discuss this with Hilda sometime after the meeting and as to marking the trainings in the PD offerings booklet he appreciated the suggestion and share that this is something that could be done to update the offerings booklet. The Board was satisfied; there were no further questions or comments.

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

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

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

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

F. **Nonpublic School (NPS) Year-to-Date Placement Expenditures**

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

Ray Avila reviewed items D – F, the updated charts that are provided to the JPA Board in each agenda. Ray highlighted that we currently still have only 3 NPS students, the same 3 as last month. Anne Hubbard asked about Rays recent NPS site visits and if Ray went to the NPS's that the students are currently placed at. Ray shared that the week before he went to 4 different residential treatment centers in Utah with Stephan Salter & Alison Lindsey, SBCSELPA Mental Health Specialists. Ray shared that they were able to see all 3 students in-person, talk to them, see their campuses and meet the staff that are supporting them. 2 of the students are doing great, the 3rd student had been struggling. Ray was informed the day after the student visited and talked with Ray, Stephan & Alison the student started attending class and was engaged, it seems that seeing some people from back home gave the student the motivation he needed to re-engage, which was a pleasure to hear. Anne further commented that she wondered why the schools seem to all be in Utah, Ray clarified that one of the main reasons is that these are considered lock-down facilities and so the students are not free to walk off the campus whenever they like which is not the case in California and other states. Lastly, Ray reminded the Board that all the facilities the SBCSEPA places students at are CDE approved.

Hilda Maldonado commented that she wondered if it would be recommended and/or beneficial for them to go and see the residential places that students are placed at. Hilda has never been to one, and she has often wondered about them because these placements are huge decisions made that effect the students and families lives and they are impacted by this.

SBCSELPA JPA BOARD
MINUTES OF NOVEMBER 1, 2021 REGULAR MEETING

VII. **ITEMS FOR INFORMATION AND DISCUSSION** *(continued)*

Ray responded that he would be happy to arrange that for any of the Board members, as he does understand that the Superintendents schedules are impacted, he shared that the facilities offer virtual tours, so if you have the time to sit at your computer, they have produced some great virtual tours. Ray understands that this doesn't replace the in-person visits, but it can be a starting point. Hilda requested that Ray share the information regarding the virtual tours with her. The Board was satisfied; there were no further questions or comments.

VIII. **MISCELLANEOUS AGENDA ITEMS**

A. **Items Proposed for Future Action or Discussion**

Luke Ontiveros announced that December would be his last meeting as he is retiring and so he reminded the Board that something will need to be agenized at the next meeting to discuss filling his seat upon his retirement. Ray confirmed that he would put this item on the December agenda and discuss the options for filling this vacancy in the prep meeting he has with Anne & Randy prior to the next board meeting. There were no other requests for future agenda items.

Next Scheduled JPA Board Meeting: **Date:** December 6, 2021
Time: 12:00 p.m.
Location: Via Zoom due to COVID-19 & AB 361

IX. **PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM**

There were no public comments.

X. **CLOSED SESSION:** The JPA Board adjourned to Closed Session at 12:32 p.m.

A. **CONFERENCE WITH LABOR NEGOTIATOR** *(Government Code §54957.6)*

Agency Designated Representative: Ray Avila

SBCSELPA Unrepresented Employees: Classified and Certificated Staff

XI. **RECONVENE TO PUBLIC SESSION:** Anne Hubbard called the meeting back into Public Session at 1:35 p.m. The Board took action as appropriate.

A. **REF: X-B, CONFERENCE WITH LABOR NEGOTIATOR** *(Government Code §54957.6)*

Agency Designated Representative: Ray Avila

SBCSELPA Unrepresented Employees: Classified and Certificated Staff

The Board took action; there were no questions or comments.

Motion: Randall Haggard **Second:** Hilda Maldonado

In Favor: 7 **Opposed:** 0 **Abstained:** 0

XII. **ADJOURNMENT**

The meeting was adjourned at 12:33 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

ReqPay12a

Board Report

Checks Dated 10/26/2021 through 11/23/2021					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-669688	10/26/2021	Alison Lindsey	01-4300		144.69
01-669689	10/26/2021	Barbara Katic	01-5860		3,000.00
01-669690	10/26/2021	Coalition For Adequate Funding	01-5300		1,400.00
01-669691	10/26/2021	County Education Office	01-5800		2,250.00
01-669692	10/26/2021	Dr. Erin Dowdy	01-5860		4,000.00
01-669693	10/26/2021	Dr. Shane Jimerson	01-5860		4,091.63
01-669694	10/26/2021	Emily Hattouni	01-5860		3,000.00
01-669695	10/26/2021	Emma Pierini	01-5860		3,000.00
01-669696	10/26/2021	Falcon Ridge Ranch	01-5890		2,539.00
01-669697	10/26/2021	Hearing Consultants Of Calif.	01-5800		240.00
01-669698	10/26/2021	Kim Hernandez	01-5860		2,527.00
01-669699	10/26/2021	Lozano Smith	01-5830		147.50
01-669700	10/26/2021	Luisana Suchilt	01-5860		3,000.00
01-669701	10/26/2021	Monica Galindo	01-5860		3,000.00
01-669702	10/26/2021	Nicholas Scheel	01-5860		3,000.00
01-669703	10/26/2021	Patterson Associates	01-5600		6,199.00
01-669704	10/26/2021	Selpa Administrators Of Calif.	01-5300		1,300.00
01-670727	11/02/2021	Business Consulting, Marketing , and Content Services, Inc.	01-5860		112.50
01-670728	11/02/2021	CALPERS	01-5860		700.00
01-670729	11/02/2021	Fowler Mediation	01-5800		500.00
01-670730	11/02/2021	Frontier	01-5910		259.45
01-670731	11/02/2021	Goleta Union School District	01-5860		24,985.68
01-670732	11/02/2021	Lompoc Unified School District	01-7281		1,698.74
01-670733	11/02/2021	Ray Avila	01-4300		8.00
01-670734	11/02/2021	X Tech Laser Printing Inc.	01-5860		47.25
01-671594	11/09/2021	Alison Lindsey	01-5200		355.97
01-671595	11/09/2021	Big Green Cleaning Company	01-5860		365.00
01-671596	11/09/2021	Business Consulting, Marketing , and Content Services, Inc.	01-5860		450.00
01-671597	11/09/2021	Cassandra Silvola	01-4310		139.91
01-671598	11/09/2021	Copper Hills Youth Center	01-5890		13,300.00
01-671599	11/09/2021	Cpr Computer Services	01-5860		1,300.00
01-671600	11/09/2021	Dyslexia Training Institute	01-5800		1,650.00
01-671601	11/09/2021	Frontier	01-5910		22.21
01-671602	11/09/2021	Graciela Vega	01-5200		663.82
01-671603	11/09/2021	Monica Santana	01-4310		32.60
01-671604	11/09/2021	Provo Canyon School, Inc.	01-5890		13,825.00
01-671605	11/09/2021	Sage Communications, Inc.	01-5910		491.61
01-671606	11/09/2021	Santa Maria Jt.union High Dist	01-7281		99.00
01-671607	11/09/2021	Staples Business Credit	01-4310		236.59
01-671608	11/09/2021	Staples Business More	01-4300		511.61
01-671609	11/09/2021	Stephanie Guertin	01-5200		71.85
01-671610	11/09/2021	Verizon Wireless	01-5910		221.83
01-671611	11/09/2021	X Tech Laser Printing Inc.	01-5860		151.68
01-672380	11/16/2021	ALD Telecom	01-5910		68.13

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.

ESCAPE ONLINE

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Checks Dated 10/26/2021 through 11/23/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-672381	11/16/2021	Alison Lindsey	01-4300	146.86	
			01-5200	297.59	
			01-5800	883.03	1,327.48
01-672382	11/16/2021	Frontier	01-5910		84.06
01-672383	11/16/2021	Lindamood-Bell	01-5800		7,800.00
01-672384	11/16/2021	Lisa Foote	01-5200		214.20
01-672385	11/16/2021	Natalie Facio-Leon	01-4300	16.15	
			01-5200	252.00	268.15
01-672386	11/16/2021	Ray Avila	01-5200		1,148.50
01-672387	11/16/2021	Rosy Bucio	01-5200		608.55
01-672388	11/16/2021	Santa Barbara Charter School	01-7281		4,432.91
01-672389	11/16/2021	Santa Maria Jt.union High Dist	01-7281		11,936.75
01-672390	11/16/2021	Sparkletts	01-4300		22.98
01-672391	11/16/2021	Stephanie Guertin	01-4300		3.85
01-672392	11/16/2021	Victoria Navarro	01-5200		63.00
01-672393	11/16/2021	Visa	01-4300	299.98	
			01-5200	1,599.06	
			01-5800	834.37	2,733.41
01-673439	11/23/2021	Alice Mitchell	01-5300		200.00
01-673440	11/23/2021	Alison Lindsey	01-5200		481.48
01-673441	11/23/2021	Alyssa Hudson	01-5300		400.00
01-673442	11/23/2021	Barbara Katic	01-5860		3,000.00
01-673443	11/23/2021	Benjamin Morales	01-5300		400.00
01-673444	11/23/2021	Business Consulting, Marketing , and Content Services, Inc.	01-5860		300.00
01-673445	11/23/2021	Chantal Martinez	01-5300		200.00
01-673446	11/23/2021	County Education Office	01-7282		37,971.45
01-673447	11/23/2021	Cynthia Spangler	01-5300		200.00
01-673448	11/23/2021	David Yasbek	01-5300		400.00
01-673449	11/23/2021	Debbie Goldsmith	01-5300		400.00
01-673450	11/23/2021	Debbie Philley	01-5300		400.00
01-673451	11/23/2021	Debbie Trinidad	01-5300		400.00
01-673452	11/23/2021	Elijah Parker	01-5300		400.00
01-673453	11/23/2021	Emily Hattouni	01-5860		3,000.00
01-673454	11/23/2021	Emma Pierini	01-5860		3,000.00
01-673455	11/23/2021	Fowler Mediation	01-5800		500.00
01-673456	11/23/2021	Gander Publishing	01-4300		4,846.64
01-673457	11/23/2021	Great America Financial Svcs.	01-5860		160.65
01-673458	11/23/2021	Jessica Ambroz	01-5300		400.00
01-673459	11/23/2021	Joan Carey	01-5300		400.00
01-673460	11/23/2021	Lauren Jensen	01-5300		400.00
01-673461	11/23/2021	Louisa Wood	01-5300		200.00
01-673462	11/23/2021	Luisana Suchilt	01-5860		3,000.00
01-673463	11/23/2021	Marquis Hunt	01-5300		400.00
01-673464	11/23/2021	Melanie Stapelmann	01-5300		400.00
01-673465	11/23/2021	Monica Galindo	01-5860		3,000.00

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.

ESCAPE ONLINE

Page 2 of 3

Checks Dated 10/26/2021 through 11/23/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-673466	11/23/2021	Nicholas Scheel	01-5860		3,000.00
01-673467	11/23/2021	Patricia Gutierrez	01-5300		200.00
01-673468	11/23/2021	Patterson Associates	01-5600		6,199.00
01-673469	11/23/2021	Raul Olvera	01-5300		400.00
01-673470	11/23/2021	Ray Avila	01-5200		869.87
01-673471	11/23/2021	Rita Beynon	01-5300		400.00
01-673472	11/23/2021	SANDRA PIZANO	01-5300		400.00
01-673473	11/23/2021	Santa Maria Jt.union High Dist	01-7281		139.06
01-673474	11/23/2021	Sebastiana Hernandez	01-5300		400.00
01-673475	11/23/2021	Shilani Hemming	01-5300		400.00
01-673476	11/23/2021	Stanley Convergent Security So	01-5860		66.14
01-673477	11/23/2021	Stephan Salter	01-5200		1,610.93
01-673478	11/23/2021	Stephanie Guertin	01-4300		17.23
01-673479	11/23/2021	U.S. Bank Equipment Finance	01-5860		259.59
01-673480	11/23/2021	Vivian Velasquez	01-5300		400.00
01-673481	11/23/2021	William Morales-Vega	01-5300		400.00
01-673482	11/23/2021	X Tech Laser Printing Inc.	01-5860		5.29
Total Number of Checks			101		215,778.42

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	101	215,778.42
	Total Number of Checks	101	215,778.42
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		215,778.42

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.

ESCAPE ONLINE

Page 3 of 3



SELECTION OF DATE AND TIME FOR THE ANNUAL GOVERNING BOARD ORGANIZATIONAL MEETING

Today's date: 12/06/21

District: Santa Barbara County SELPA (SBCSELPA)

Completed by: Lindsay MacDonald

Title: SBCSELPA Office Manager

Annual Governing Board Organization Meeting

- Date of meeting: 12/06/2021
- Time of meeting: 12:00 p.m.

**Note: Meeting must
be scheduled
between Dec. 10-24**

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office

REFERENCE:
EC§35143; 72000(B)(5)(C)(2)A,B,C

ATTACHMENT A



GOVERNING BOARD MEETING SCHEDULE

Today's date: 12 / 06 / 2021

District: Santa Barbara County SELPA (SBCSELPA)

Completed by: Lindsay MacDonald

Title: SBCSELPA Office Manager

BOARD MEETING LOCATION

Site Name: Virtual Meeting via Zoom (Resolution 21-22-01)

Room Name/No.: Via Zoom, Meeting ID 955 0415 9398

Address: N/A - Virtual Meeting

DATE(S) / TIME(S) OF MEETINGS (E.G. 1ST MONDAY OR 2ND AND 4TH TUESDAYS EACH MONTH)

Day(s): 1st Monday of Each Month

Time(s): 12:00 p.m.

PLEASE NOTE ANY MEETING EXCEPTIONS:

Alternate dates: No meeting held in July, August, January, & April

Alternate times: N/A

Alternate locations: Jonata Middle School Library or SBCSELPA Office

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office

REFERENCE: EC§35143; 72000(B)(5)(C)(2)A,B,C
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ATTACHMENT B



GOVERNING BOARD MEMBER ORGANIZATION

DISTRICT: Santa Barbara County SELPA (SBCSELPA)

Name:	Dr. Anne Hubbard, Hope School District	Title: Board President
Address:	3970 La Colina Road, Santa Barbara, CA	Zip: 93110
Phone No.:	(805) 682-2564	Trustee area # (if applicable) ____
	Year term expires: 6/30/2023	

Name:	Dr. Randal Haggard, Buellton Union School District	Title: Vice President
Address:	301 Second Street, Buellton, CA	Zip: 93427
Phone No.:	(805) 686-2767	Trustee area # (if applicable) ____
	Year term expires: 6/30/2022	

Name:	Dr. Amy Alzina, Cold Spring School District	Title: Clerk
Address:	2243 Sycamore Canyon Road, Santa Barbara, CA	Zip: 93108
Phone No.:	(805) 969-2678	Trustee area # (if applicable) ____
	Year term expires: 6/30/2022	

Name:	Mr. Trevor McDonald, Lompoc Unified School District	Title: Board Member
Address:	1301 North A Street, Lompoc, CA	Zip: 93438
Phone No.:	(805) 742-3300	Trustee area # (if applicable) ____
	Year term expires: 6/30/2023	

Name:	Ms. Hilda Maldonado, Santa Barbara Unified School District	Title: Board Member
Address:	720 Santa Barbara Street, Santa Barbara, CA	Zip: 93101
Phone No.:	(805) 928-1783	Trustee area # (if applicable) ____
	Year term expires: 6/30/2022	

Name:	Mr. Antonio Garcia, Santa Maria Joint Union High School District	Title: Board Member
Address:	2560 Skyway Drive, Santa Maria, CA	Zip: 93455
Phone No.:	(805) 922-4573	Trustee area # (if applicable) ____
	Year term expires: 6/30/2022	

Name:	Dr. Holly Edds, Orcutt Union School District (Replacing Luke Ontiveros)	Title: Board Member
Address:	500 Dyer Street, Orcutt, CA	Zip: 93455
Phone No.:	(805) 938-8900	Trustee area # (if applicable) ____
	Year term expires: 6/30/2022	

Name:	Dr. Susan Salcido, SBCEO Superintendent of Schools	Title: Board Member
Address:	4400 Cathedral Oaks Road, P.O. Box 6307, Santa Barbara, CA	Zip: 93160
Phone No.:	(805) 964-4711	Trustee area # (if applicable) ____
	Year term expires: NONE	

The below named individual is the Secretary to the Board.

Name:	Ray Avila, SBCSELPA Executive Director	Title: Secretary
Address:	5385 Hollister Ave., Bldg. 7, Santa Barbara, CA	Zip: 93111
Phone No.:	(805) 683-1424	

I certify that all the information provided herein is true and correct.

Board President's Signature: _____ Date: ____/____/____

REFERENCE:
EC§ 1010, 35025, 35250, 35143, 72000(B)(5)(C)(2)A,B,C
CSBA BOARD BYLAWS 9100, 9121, 9122

ATTACHMENT C



SCHOOL BOARD REPRESENTATIVE TO THE COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION

Our office needs the name of the governing board member that has been selected as your district's representative to the Santa Barbara County Committee on School District Organization ("County Committee").

Education Code Section 35023 specifies that the representative must be a member of your governing board and must be selected at your annual organizational meeting. The board representative will **not** be a member of the County Committee. **The singular function of the board representative is to nominate and elect the eleven members of the County Committee.** Elections are held in the fall. Board representatives will be directly notified by our office, with courtesy copies sent to their superintendents. You may name an alternate representative, but there is no requirement that you do so.

Today's date: 12 / 06 / 2021

District: Santa Barbara County SELPA (SBCSELPA)

Completed by: Lindsay MacDonald

Title: SBCSELPA Office Manager

Name of representative: Dr. Anne Hubbard, Hope School District

Home address: _____

E-mail address: ahubbard@hopeschooldistrict.org

Name of alternate representative: Dr. Randal Haggard, Buellton Union School District

Home address: _____

E-mail address: rhaggard@buelltonusd.org

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office



GOVERNING BOARD AUTHORIZED SIGNATURE FORM

Today's date: 12/06/21 Number of Board Members: 8

District: Santa Barbara County SELPA (SBCSELPA)

Completed by: Lindsay MacDonald

Title: SBCSELPA Office Manager

Board Member Signature	Typed Name
	Dr. Anne Hubbard, Chairperson
	Dr. Randal Haggard, Vice Chairperson
	Dr. Amy Alzina, Clerk
	Mr. Trevor McDonald
	Ms. Hilda Maldonado
	Mr. Antonio Garcia
	Dr. Holly Edds

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office

REFERENCE:
EC§ 17604; 35161; 42632; 42633;
70902; 85232; 85233; & 81655

ATTACHMENT E



GOVERNING BOARD AUTHORIZED SIGNATURE FORM

Today's date: 12/06/21 Number of Board Members: 8

District: Santa Barbara County SELPA (SBCSELPA)

Completed by: Lindsay MacDonald

Title: SBCSELPA Office Manager

Board Member Signature	Typed Name
	Ms. Susan Salcido, Santa Barbara County Superintendent of Schools

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office

REFERENCE:
EC§ 17604; 35161; 42632; 42633;
70902; 85232; 85233; & 81655

ATTACHMENT E
(Continued)



AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE SUPERINTENDENT
FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS

DISTRICT: Santa Barbara County SELPA (SBCSELPA)

Signature _____ Typed Name/Title <u>Ray Avila, SBCSELPA Executive Director</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Rachel Wigle, SBCSELPA CBO</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Lindsay MacDonald, SBCSELPA Office Manager</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the names and signatures above are authorized district personnel who may receive warrants on behalf of our district.

Superintendent's Signature: _____ Date: ____/____/____



AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE BOARD
TO ACT AS DISTRICT AGENTS

DISTRICT: Santa Barbara County SELPA (SBCSELPA)

Signature _____ Typed Name/Title <u>Ray Avila, SBCSELPA Executive Director</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Rachel Wigle, SBCSELPA CBO</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Lindsay MacDonald, SBCSELPA Office Manager</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Anne Hubbard, SBCSELPA JPA Board Chairperson</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: _____ Date: ____/____/____

REFERENCE:
K-12: EC\$42632, 42633, 17604
COMMUNITY COLLEGE: EC\$85232, 85233, 85655

Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.

RESOLUTION OF THE GOVERNING BOARD
DELEGATION OF GOVERNING BOARD POWERS DUTIES
AUTHORITY TO MAKE CASH AND BUDGET TRANSFERS

Whereas, Education Code Section 35161 provides that “The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board...;” and

Whereas, Education Code Section 35161 further provides that the governing board “...may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated;” and

Whereas, the governing board of the Santa Barbara County SELPA (SBCSELPA) recognizes that, while the authority provided in Education Code Section 35161 authorizes the board to delegate any of its powers and duties, the governing board retains the ultimate responsibility over the performance of those powers and duties; and

Whereas, the governing board further recognizes that where other Education Code provisions authorize a delegation of authority for a specific purpose, but impose restrictions on such delegated authority, these restrictions must be observed;

Now, Therefore, Be It Resolved that, in accordance with the authority provided in Education Code Section 35161, the governing board of the Santa Barbara County SELPA (SBCSELPA) hereby delegates to the following officers or employees of the district, the authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective from the date this resolution is passed through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

Rachel Wigle, SBCSELPA CBO	N/A
Authorized District Employee/Officer	Authorized District Employee/Officer
Ray Avila, SBCSELPA Executive Director	N/A
Authorized District Employee/Officer	Authorized District Employee/Officer

Passed and adopted this 6th day of December, 2021 by the following vote:

Ayes:

Noes:

Absent:

Abstain:

Board President’s Signature: _____ Date: ____/____/____

Note for Escape Financial System Users: The district must have an active employee with Escape access authorized to perform cash and budget transfers. This resolution is needed in order to grant activity permissions necessary to authorize certain budget and cash transfers (i.e., interfund cash transfers and deposits) in Escape.

**RESOLUTION OF THE GOVERNING BOARD
DELEGATION OF GOVERNING BOARD POWERS DUTIES
AUTHORITY TO MAKE CASH AND BUDGET TRANSFERS**

Whereas, Education Code Section 70902(d) provides that “Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district’s chief executive officer or any other employee or committee as the governing board may designate...;” and

Whereas, Education Code Section 70902(d) further provides, “However, the governing board shall not delegate any power that is expressly made nondelegable by statute.”, and “Any rule delegating authority shall prescribe the limits of the delegation;” and

Whereas, the governing board of the Santa Barbara County SELPA (SBCSELPA) recognizes that while the authority provided in Education Code Section 70902(d) authorizes the board to delegate its vested powers, the governing board retains the ultimate responsibility over the performance of those vested powers; and

Whereas, the governing board further recognizes that where other statutory provisions make certain powers nondelegable, the governing board shall not delegate those powers, and that any rule delegating authority shall prescribe the limits of the delegation;

Now, Therefore, Be It Resolved that in accordance with the authority provided in Education Code Section 70902(d), the governing board of the Santa Barbara County SELPA (SBCSELPA) hereby delegates to the following officers or employees of the district, the authority to act in consultation with the Superintendent/President on its behalf in performance of the duties and powers granted to the board by law as indicted below and subject to the following limitations and restrictions:

Authorized District Employee/Officer: _____

Delegated Power or Duty: _____

Limitations and Restrictions: _____

Authorized District Employee/Officer: _____

Delegated Power or Duty: _____

Limitations and Restrictions: _____

Passed and adopted this _____ day of _____, _____ by the following vote:

Ayes:

Noes:

Absent:

Abstain:

Board President’s Signature: _____ Date: ____/____/____

REFERENCE:
EC§70902(D)

ATTACHMENT H (2) – COMMUNITY COLLEGE DISTRICTS



CHARTER GOVERNING BOARD MEMBER ORGANIZATION

CHARTER: Santa Barbara County SELPA (SBCSELPA)

Name: <u>Dr. Anne Hubbard, Hope School District</u>	Title: Board President	
Address: <u>3970 La Colina Road, Santa Barbara, CA</u>	Zip: <u>93110</u>	
Phone No.: <u>(805) 682-2564</u>	Year term expires: <u>6/30/2023</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Dr. Amy Alzina, Cold Spring School District</u>	Title: Clerk	
Address: <u>2243 Sycamore Canyon Road, Santa Barbara, CA</u>	Zip: <u>93108</u>	
Phone No.: <u>(805) 969-2678</u>	Year term expires: <u>6/30/2022</u>	Trustee area # (if applicable) <u> </u>
		Vice Chairperson

Name: <u>Dr. Randal Haggard, Buellton Union School District</u>	Title: Board Member	
Address: <u>301 Second Street, Buellton, CA</u>	Zip: <u>93427</u>	
Phone No.: <u>(805) 686-2767</u>	Year term expires: <u>6/30/2022</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Mr. Trevor McDonald, Lompoc Unified School District</u>	Title: Board Member	
Address: <u>1301 North A Street, Lompoc, CA</u>	Zip: <u>93438</u>	
Phone No.: <u>(805) 742-3300</u>	Year term expires: <u>6/30/2023</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Ms. Hilda Maldonado, Santa Barbara Unified School District</u>	Title: Board Member	
Address: <u>720 Santa Barbara Street, Santa Barbara, CA</u>	Zip: <u>93101</u>	
Phone No.: <u>(805) 928-1783</u>	Year term expires: <u>6/30/2022</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Mr. Antonio Garcia, Santa Maria Joint Union High School District</u>	Title: Board Member	
Address: <u>2560 Skyway Drive, Santa Maria, CA</u>	Zip: <u>93455</u>	
Phone No.: <u>(805) 922-4573</u>	Year term expires: <u>6/30/2022</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Dr. Holly Edds, Orcutt Union School District (Replacing Luke Ontiveros)</u>	Title: Board Member	
Address: <u>500 Dyer Street, Orcutt, CA</u>	Zip: <u>93455</u>	
Phone No.: <u>(805) 938-8900</u>	Year term expires: <u>6/30/2022</u>	Trustee area # (if applicable) <u> </u>

The below named individual is the Secretary to the Board.

Name: <u>Ray Avila, SBCSELPA Executive Director</u>	Title: Secretary	
Address: <u>5385 Hollister Ave., Bldg. 7, Santa Barbara, CA</u>	Zip: <u>93111</u>	
Phone No.: <u>(805) 683-1424</u>		

I certify that all the information provided herein is true and correct.

Board President's Signature: _____ Date: 12 / 06 / 21

REFERENCE:
EC§1010, 35025, 35250, 35143, 72000(B)(5)(C)(2)A,B,C
CSBA BOARD BYLAWS 9100, 9121, 9122

ATTACHMENT A



CHARTER GOVERNING BOARD MEMBER ORGANIZATION

CHARTER: Santa Barbara County SELPA (SBCSELPA)

Name: <u>See Page 1</u>	Title: Board President	
Address: _____	Zip: _____	
Phone No.: _____	Year term expires: _____	Trustee area # (if applicable) ____

Name: <u>See Page 1</u>	Title: Clerk	
Address: _____	Zip: _____	
Phone No.: _____	Year term expires: _____	Trustee area # (if applicable) ____

Name: <u>Dr. Susan Salcido, SBCEO Superintendent of Schools</u>	Title: Board Member	
Address: <u>4400 Cathedral Oaks Road, P.O. Box 6307, Santa Barbara, CA</u>	Zip: <u>93160</u>	
Phone No.: <u>(805) 964-4711</u>	Year term expires: <u>NONE</u>	Trustee area # (if applicable) ____

Name: _____	Title: Board Member	
Address: _____	Zip: _____	
Phone No.: _____	Year term expires: _____	Trustee area # (if applicable) ____

Name: _____	Title: Board Member	
Address: _____	Zip: _____	
Phone No.: _____	Year term expires: _____	Trustee area # (if applicable) ____

Name: _____	Title: Board Member	
Address: _____	Zip: _____	
Phone No.: _____	Year term expires: _____	Trustee area # (if applicable) ____

Name: _____	Title: Board Member	
Address: _____	Zip: _____	
Phone No.: _____	Year term expires: _____	Trustee area # (if applicable) ____

The below named individual is the Secretary to the Board.

Name: <u>See Page 1</u>	Title: Secretary	
Address: _____	Zip: _____	
Phone No.: _____		

I certify that all the information provided herein is true and correct.

Board President's Signature: _____ Date: 12 / 06 / 21

REFERENCE:
EC§ 1010, 35025, 35250, 35143, 72000(B)(5)(C)(2)A,B,C
CSBA BOARD BYLAWS 9100, 9121, 9122

ATTACHMENT A

(Continued)



**CHARTER
GOVERNING BOARD AUTHORIZED
SIGNATURE FORM**

Today's date: 12/06/21 Number of Board Members: 8
 District: Santa Barbara County SELPA (SBCSELPA)
 Completed by: Lindsay MacDonald
 Title: SBCSELPA Office Manager

Board Member Signature	Typed Name
	Dr. Anne Hubbard, Chairperson
	Dr. Randal Haggard, Vice Chairperson
	Dr. Amy Alzina, Clerk
	Mr. Trevor McDonald
	Ms. Hilda Maldonado
	Mr. Antonio Garcia
	Dr. Holly Edds

Return completed form to:

School Business Advisory Services
 Santa Barbara County Education Office

REFERENCE:
 EC§ 17604; 35161; 42632; 42633;
 70902; 85232; 85233; & 81655

ATTACHMENT B



**CHARTER
GOVERNING BOARD AUTHORIZED
SIGNATURE FORM**

Today's date: 12/06/21 Number of Board Members: 8
 District: Santa Barbara County SELPA (SBCSELPA)
 Completed by: Lindsay MacDonald
 Title: SBCSELPA Office Manager

Board Member Signature	Typed Name
	Ms. Susan Salcido, Santa Barbara County Superintendent of Schools

Return completed form to:

School Business Advisory Services
 Santa Barbara County Education Office

REFERENCE:
 EC§ 17604; 35161; 42632; 42633;
 70902; 85232; 85233; & 81655

ATTACHMENT B

(Continued)



AUTHORIZED SIGNATURES
CHARTER PERSONNEL APPROVED BY THE BOARD
FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS

CHARTER: Santa Barbara County SELPA (SBCSELPA)

Signature _____ Typed Name/Title <u>Ray Avila, SBCSELPA Executive Director</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Rachel Wigle, SBCSELPA CBO</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Lindsay MacDonald, SBCSELPA Office Manager</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the names and signatures above are authorized district personnel who may receive warrants on behalf of our district.

Board President's Signature: _____ Date: 12/06/21

ATTACHMENT C



**CHARTER AUTHORIZED SIGNATURES
PERSONNEL APPROVED BY THE BOARD
TO ACT AS DISTRICT AGENTS**

CHARTER: Santa Barbara County SELPA (SBCSELPA)

Signature _____ Typed Name/Title <u>Ray Avila, SBCSELPA Executive Director</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Rachel Wigle, SBCSELPA CBO</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Lindsay MacDonald, SBCSELPA Office Manager</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Anne Hubbard, SBCSELPA JPA Board Chairperson</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: _____ Date: 12 / 06 / 21

REFERENCE:
K-12: EC§42632, 42633, 17604
COMMUNITY COLLEGE: EC§85232, 85233, 85655

Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable warrants. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.

ATTACHMENT D

Presentation to JPA Board

First Interim Report for Fiscal Year 2021-22

12-6-21

By Rachel Wigle
SBCSELPA Chief Business Official



Schedule of SELPA Budgets Reviews

The JPA Board reviews the SELPA Budgets and reports to the public and to the State the financial health of the SELPA.

Budget Reviews throughout the year are as follows:

- ❖ June — Adopted Budget
- ❖ September — Unaudited Actuals
- ❖ October — Ending Fund Balance Allocation from Unaudited Actuals
- ❖ December — First Interim Budget
- ❖ March — Second Interim Budget
- ❖ May — estimated actuals for next year's Adopted Budget



First Interim — What is it?

First Interim is the mid-year budget test.

- ❑ Pursuant to ED Code (sections 41023 and 42131), the governing board of the JPA reviews the current projections and certifies whether or not the SELPA will meet it's financial obligations for the current year and subsequent two years.
- ❑ Positive Certification — The SELPA **will** meet it's financial obligations.
- ❑ Qualified Certification — SELPA **may not** meet it's financial obligations.
- ❑ Negative Certification — SELPA **will be unable to** meet it's financial obligations.
 - Spoiler alert: SELPA is reporting a **positive certification**



First Interim – What is in it?

- ❑ Board approved carry-overs from prior year unaudited actuals are documented at First Interim
- ❑ Any changes from Adopted Budget, such as actual salary expenditures previously estimated
- ❑ Updated Projections for Multi-Years



Budget Changes from Adopted

The following items increased expenditures at First Interim:

- ☐ Board Approved FY20-21 Ending Fund Balances added to budget
- ☐ Salary & Benefit Changes
 - ☐ 3% COLA included
 - ☐ CBO Salary Schedule and placement
 - ☐ Benefits and Statutory Rates updated for actuals
- ☐ SELPA Alternative Dispute Resolution Budget \$206k Revenue
- ☐ Added Fund 10 Budget
 - ☐ Alternative Dispute Resolution (ADR) \$ 824,918
 - ☐ Learning Recovery Budget (LR) \$ 4,640,167



Board Approved FY20-21 Ending Fund Balance items to add to FY21-22 Budget at First Interim

Board Approved SBCSELPA Ending Fund Balance September 13, 2021

For the Fiscal Year Ended June 30, 2021

Total 2020-21 SBCSELPA Ending Fund Balance **\$ 4,353,741**

Non-Mental Health **\$ 2,914,188**

Designated Ending Fund Balance:

Regional Program Facilities Deferred Maintenance	\$ 25,782
Potential MTU Site Replacement (Lompoc area)	250,000
Low Incidence equipment, materials, services funding carryover*	1,106,195
LEA/District legal fees carryover balance from 2009-10	118,990
SELPA-Wide Staff Development Carryover--recommended to use to make most PD's free to LEAs	16,952
CPI-SELPA-Wide Staff Development for 21-22 recert for CPI trainers	18,263
SELPA Legal Reserve	325,000
MAA Funding for SELPA	31,138
SIPE Rebate for SELPA	35,246
Economic Uncertainty - Cash Reserve	150,000
Total	\$ 2,077,566

Undesignated Ending Fund Balance **\$ 836,622**

Mental Health **\$ 1,439,553**

Undesignated Ending Fund Balance **\$ 1,439,553**

* Balance reflects an increase of \$772,050 compared to prior year as a result of additional revenue.

Board Approved FY20-21 Ending Fund Balance items to add to FY21-22 Budget at First Interim

Board Approved Allocations for Undesignated Balances

Prior Year Comparison

	2019-20 Ending Fund Balance	2020-21 Ending Fund Balance	
Non-Mental Health	\$ 778,242	\$ 836,622	Recommendations
LEA/District legal fees	300,000	300,000	Legal Fees allocation for LEAs.
Deferred Maintenance	-	49,218	Replenish regional program facilities deferred maintenance (Target = \$75,000)
LEA professional development allocated by pupil count	-	-	SELPA to provide free PDs this year using PD carryover
SELPA professional development for LEAs to include assitive technology, reading Intervention, and parent	-	-	SELPA to provide free PDs this year using PD carryover
SELPA reserve for unanticipated expenses including Non-MH NPS placement costs	100,000	100,000	Reserve for unanticipated Non-MH NPS
Allocate to LEAs	\$ 378,242	\$ 387,404	To LEAs

Mental Health	\$ 1,906,933	\$ 1,439,553	Recommendations
SELPA Reserve for unanticipated costs including MH NPS placements and WRAP services	100,000	100,000	Reserve for unanticipated MH NPS and WRAP
Allocate to LEAs	\$ 1,806,933	\$ 1,339,553	To LEAs

Alternative Dispute Resolution and Learning Recovery One-Time 21-22 Funding

		SBCSELPA		
2021-22 Governor's Enacted Budget (AB 130 Trailer Bill)				
One-Time COVID-19 Learning Loss Funding				
Alternative Dispute Resolution (ADR) and Learning Recovery (LR) Support & Services				
			6536	6537
	Special Ed		ADR	LR
District of Service	Pupil Count*	Ratio	\$1,031,148	\$4,640,167
Adelante Charter	28	0.34%	2,773	15,597
Blochman Union Elementary	22	0.26%	2,179	12,255
Carpinteria Unified	358	4.30%	35,453	199,421
Family Partnership Charter	42	0.50%	4,159	23,396
Goleta Union Elementary	392	4.71%	38,820	218,361
Guadalupe Union Elementary	141	1.69%	13,963	78,543
Hope Elementary	105	1.26%	10,398	58,490
Lompoc Unified	1,436	17.24%	142,207	799,914
Manzanita Public Charter	45	0.54%	4,456	25,067
Orcutt Union Elementary	626	7.52%	61,993	348,709
Santa Barbara Charter	20	0.24%	1,981	11,141
SBCEO - Direct Service	92	1.10%	9,111	51,248
Santa Barbara Unified	1,872	22.47%	185,384	1,042,784
Santa Ynez Valley Special Ed Consortium	344	4.13%	34,066	191,623
Santa Maria Joint Union High	1,009	12.11%	99,921	562,056
Santa Maria-Bonita	1,798	21.58%	178,056	1,001,563
SBCSELPA (20%)		0.00%	206,230	-
TOTAL	8,330	Grand Total	1,031,148	4,640,167

FY 21-22 First Interim Compared to FY 21-22 Adopted Budget

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			21-22 Adopted Budget	21-22 First Interim	Change from Prior	Explanations and Notes
Beginning Balance			2,747,052	4,353,741	1,606,689	
Revenue:			-	-	-	
Fund 01	Federal Revenue	8100-8299	862,683	877,284	14,601	Added 21-22 Federal ADR Grant
	State Revenue	8300-8599	2,063,763	5,865,417	3,801,654	Increase in ADR funding, AB602 and Low Incidence based on 20-21 P-2 Object Code
	Local Revenue	8600-8799	3,948,143	527,466	(3,420,677)	change in revenue between State and Local revenue
	s/total Revenue Fund 01		6,874,589	7,270,167	395,578	
			-	-	-	
Fund 10	Federal Revenue	8100-8299	13,054,980	19,770,017	6,715,037	One time Increase for 20-21 grant year revenues to be received
	State Revenue	8300-8599	28,458,328	37,636,139	9,177,811	\$5.5 million increased for ADR/LR funding and \$3.6 million in AB602
	s/total Revenue Fund 10		41,513,308	57,406,156	15,892,848	
Expenditures:			-	-	-	
Fund 01	Certificated	1000-1999	344,058	354,352	10,294	3% COLA
	Classified	2000-2999	737,539	806,599	69,060	3% COLA, increase for CBO Salary
	Benefits	3000-3999	372,194	375,012	2,818	3% COLA, H&W rates updated, PERS previously overbudgeted
	Books & Supplies	4000-4999	190,353	228,771	38,418	Staff Development Materials
	Services & Other	5000-5999	3,403,360	4,167,122	763,762	
						Increase for 20-21 EFB Items:
						Legal fees & NPS Placements \$ 568,990
						PD, Low Incidence, MAA Carryover \$ 87,103
						Increased Services for ADR funding \$ 108,867
						Misc Reductions \$ (1,198)
						s/total 763,762
Fund 01	Capital outlay	6000-6999	5,390	18,760	13,370	
	Other Outgo	7000-7399	1,682,903	4,625,295	2,942,392	Increase for 20-21 EFB Items and change in Housing Costs:
						Low Incidence to districts \$ 1,215,435
						Non-MH to districts 387,404
						MH to districts 1,339,553
						s/total 2,942,392
s/total Expenditures Fund 01			6,735,797	10,575,911	3,840,114	
			-	-	-	
Fund 10	Transfer for Fed & State Expenditures		41,513,308	57,406,156	15,892,848	Matches Fund 10 Revenues
			-	-	-	
Ending Balance June 30			2,885,844	1,047,997	(1,837,847)	
Reserves:						
Regional Deferred Maintenance reserve			50,000	50,000	-	
MTU Site Improvement Fund Reserve			250,000	250,000	-	
SELPA Designated Legal Reserve			325,000	325,000	-	
SIPE Rebate for move and SELPA-bration			37,246	35,246	(2,000)	
SELPA-Wide Staff Development Carryover				-	-	
CPI carryover to reduce costs in 21-22			23,219	-	(23,219)	
5% Set aside for Economic Contingencies			105,648	150,000	44,352	
Non-MH EFB Reserve				100,000	100,000	
MH EFB Reserve				100,000	100,000	
s/total Designated			791,113	1,010,246	219,133	
Unassigned			2,094,731	37,751	2,056,980	

Multi-Year Projection

Revenue:

- Federal funding flat, no cola, removed 1x ADR in 22-23
- AB602 projected to increase 2.48% in 22-23 & 3.11% in 23-24
- AB602 21-22 increase in funding for CPI Training (every 2 years)
- 1x ADR & LR funding excluded from 22-23 & 23-24

Expenses:

- Salary and step-column increases, 1% COLA for 22-23 & 0% for 23-24
- 5% increase to benefits each year
- 2% COLA to cost of supplies & applicable services



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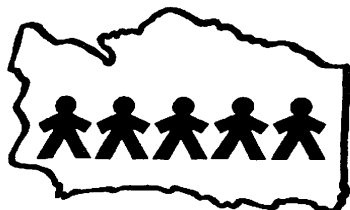
											FY 22-23	FY 23-24		
			FY 19-20				FY 20-21				FY 21-22			
			Adopted Budget	First Interim	Second Interim	Unaudited Actuals	Adopted Budget	First Interim	Second Interim	Unaudited Actuals	Adopted Budget	First Interim	Multi-Year Projection	
Beginning Balance			3,324,968	3,351,683	3,351,683	3,351,683	2,807,444	4,006,240	4,006,240	4,006,240	2,747,052	4,353,741	1,047,997	1,000,969
Revenue:														
Fund 01	Federal Revenue	8100-8299	764,731	768,243	775,071	778,332	773,807	779,603	779,603	782,997	862,683	877,284	782,997	782,997
	State Revenue	8300-8599	2,236,214	2,168,355	2,212,355	2,739,093	2,204,841	2,021,191	2,021,191	2,120,168	2,063,763	5,865,417	5,691,698	5,745,337
	Local Revenue	8600-8799	2,942,307	2,918,902	2,940,427	3,078,820	3,050,678	3,479,355	3,853,328	3,861,258	3,948,143	527,466	527,466	527,466
	s/total Revenue Fund 01		5,943,252	5,855,500	5,927,853	6,596,245	6,029,326	6,280,149	6,654,122	6,764,423	6,874,589	7,270,167	7,002,161	7,055,800
Fund 10	Federal Revenue	8100-8299								20,560,705	13,054,980	19,770,017	13,054,980	13,054,980
	State Revenue	8300-8599								30,385,632	28,458,328	37,636,139	32,844,496	33,799,918
	s/total Revenue Fund 10									50,946,337	41,513,308	57,406,156	45,899,476	46,854,898
Expenditures:														
	Certificated	1000-1999	333,525	333,525	333,525	333,525	341,128	341,128	341,128	341,128	344,058	354,352	357,887	357,887
	Classified	2000-2999	726,684	709,412	709,412	709,472	725,126	732,282	739,168	757,468	737,539	806,599	840,782	853,125
	Benefits	3000-3999	315,093	305,671	332,670	292,248	368,968	366,149	366,861	373,762	372,194	375,012	386,636	391,318
	Books & Supplies	4000-4999	273,570	594,659	583,059	302,247	283,614	174,589	174,589	94,697	190,353	228,771	233,346	238,013
	Services & Other	5000-5999	3,270,780	4,188,780	4,218,742	1,923,984	3,246,017	3,681,561	3,681,561	1,635,597	3,403,360	4,167,122	3,466,048	3,390,908
	Capital outlay	6000-6999		4,850	4,850	-	3,500	3,500	3,500	-	5,390	18,760	0	0
	Other Outgo	7000-7399	930,085	1,676,899	1,699,041	2,380,212	960,115	3,892,407	4,257,337	3,214,271	1,682,903	4,625,295	1,764,489	1,764,489
	s/total Expenditures Fund 01		5,849,737	7,808,946	7,881,299	5,941,688	5,928,468	9,191,615	9,564,144	6,416,923	6,735,797	10,575,911	7,049,190	6,995,740
Fund 10	Transfer for Fed & State Expenditures									50,946,337	41,513,308	57,406,156	45,899,476	46,854,898
Ending Balance June 30			3,418,483	1,398,237	1,398,237	4,006,240	2,908,302	1,094,774	1,096,218	4,353,741	2,885,844	1,047,997	1,000,969	1,061,029
Designated from Fund Balance:														
Board Approved Reserves:														
	Regional Deferred Maintenance reserve		22,316	52,702	25,000	50,000	50,000	50,000	50,000	75,000	50,000	50,000	50,000	50,000
	MTU Site Improvement Fund Reserve		800,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000
	SELPA Designated Legal Reserve		325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000
	SIPE Rebate for move and SELPA-bration		14,000	15,821	15,821	37,246	37,246	37,246	37,246	35,246	37,246	35,246	35,246	35,246
	5% Set aside for Economic Contingencies		98,772	134,605	152,765	106,534	106,534	123,256	123,557	150,000	105,648	150,000	150,000	150,000
	Non-MH EFB Reserve			100,000	100,000	100,000		100,000	98,503	100,000		100,000		
	MH EFB Reserve			100,000	100,000	100,000		100,000	100,000	100,000		100,000		
	19-20 EFB Board Approved increases 20-21 First Interim:						20-21 EFB Board Approved increases 21-22 First Interim:							
	Low Incidence Carryover					334,145				1,106,195				
	MAA Carryover					31,976				31,138				
	LEA Legal fees carryover					120,253				118,990				
	LEA Legal fees					300,000				300,000				
	SELPA-Wide Staff Development Carryover					36,692				16,952				
	Non-MH EFB to districts					378,242				387,404				
	MH EFB carryover to districts		790,000			1,806,933				1,339,553				
	CPI carryover to reduce costs in 21-22					23,219		23,219	23,219	18,263	23,219	-		
	total designated		2,050,088	978,128	968,586	3,983,021	768,780	985,502	984,306	4,353,741	767,894	1,010,246	810,246	810,246
	Unassigned		1,368,395	420,109	429,651	23,219	2,139,522	109,272	111,912	0	2,117,950	37,751	190,723	250,783



QUESTIONS? COMMENTS?

Thank you!





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

Date: December 6, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Certification of First Period Interim Report for the Fiscal Year 2021-2022

BACKGROUND:

The proposed first interim budget for 2021-2022 includes the following information:

➤ **Revenue Accounts**

- **8100-8299** – Federal Preschool Staff Development, Preschool Regionalized Services, ADRE, and Federal Mental Health Funding, Federal Local Assistance Entitlements
- **8300-8599** – State Mental Health Funding, STRs On-Behalf, Alternative Dispute Resolution, Learning Recovery
- **8600-8799** – AB 602 Funding, Regionalized Services, Interest Income and SELPA-Wide Staff Development Funding
- 4.05% COLA, 2.48% in 22-23, 3.11% in 23-24.

➤ **Expenditure Accounts**

- 3% COLA was applied to Certificated and/or Classified salaries in 21-22; 1% in 22-23 and 0% in 23-24 for the multi-year projections. Step and Column was applied where appropriate.
- 5% was applied to health and welfare benefits for the multi-year projections based on prior history of increases in this area.
- 2% COLA was applied to the two subsequent years for supplies.
- One-time increases from 2020-21 ending fund balances were made in the 4000s & 5000's in 2021-22 budget to be spent in full with no carryover except as may be designated by the board from 2021-22 ending fund balances:
 - \$418,990 – District Legal Carryover and Allocation
 - \$150,000 – NPS Placements
 - \$87,103 – PD, Low Incidence, MAA Carryover
 - \$108,867 – Alternative Dispute Resolution

- One-time increases from 2020-21 ending fund balances were made in the 7000's in 2021-2022 budget to be spent in full with no carryover in subsequent years:
 - \$1,067,182 – Low Incidence Allocation to LEAs
 - \$ 387,242 – Non-MH Allocation to LEAs
 - \$ 133,553– MH Allocation to LEAs

➤ **Fund Balance**

- The Ending Fund Balance for 2021-2022 and two subsequent years show the SBCSELPA meeting the required 5% minimum reserve for Economic Uncertainties. The SBCSELPA 5% Economic Uncertainties calculation is based on expenditures in the SBCSELPA budget excluding mental health expenditures as these funds do not have a requirement for economic uncertainties.
- Ending Fund Balance Components:

▪ 5% Economic Uncertainties:	\$ 150,000
▪ Deferred Maintenance for Regional Programs:	\$ 50,000
▪ MTU Site improvement (prior to reduction):	\$ 250,000
▪ SELPA Legal Reserve:	\$ 325,000
▪ SIPE Reserve	\$ 35,246
▪ Reserve for unanticipated expenses in Non-MH SPED	\$ 100,000
▪ Reserve for unanticipated expenses in MH including NPS and Wrap	\$ 100,000

➤ **Criteria and Standards Review Summary for Items:**

- Salaries and Benefits – First Interim expenditures include prior year carryover items such as \$387,404 paid to districts for Non-Mental Health Special Education and \$1,339,553 for Mental Health, \$418,990 in district legal allocation and other carryovers. Recognition of JPA Board approved one-time expenses cause the current year total expenditures to increase. This also makes the percentage of salaries/benefits to be different than the two subsequent years that do not include carryovers.
- Revenues & Expenditures – First Interim one-time object code change, reclassification of Local Revenues to State Revenues. Additional Expenditures for one-time allocated ending fund balances. Multi-Year Projection reduction in revenue due to 1x COVID and Alternative Dispute Resolution funding in 21-22.
- Deficit Spending – Recognition of prior year carryover items (as referenced above) for expenditures causes the SELPA to appear to be deficit spending. These items were all identified in the Unaudited Actuals report as part of the ending fund balance to be budgeted at First Interim for expenditure.
- 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 AB602 funding is all accounted for in Reserve 6500 and is therefore used to meet reserve requirements. The JPA Board also approved \$100,000 in both Mental Health and Non-Mental Health reserves.

RECOMMENDATION: The JPA Board certify the First Period Interim Report for the Fiscal Year 2021-22 as presented.

Santa Barbara County SELPA
2021-22 First Interim Budget With Multi-Year Projection

143
REF: VII-A.1

											FY 22-23	FY 23-24

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: _____

JPA Administrator or Designee

Date: _____

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: December 06, 2021

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: Rachel Wigle

Telephone: 805-683-1424

Title: Chief Business Official

E-mail: rwigle@sbcselfpa.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.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	This criterion is not checked for JPAs.	n/a	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	This criterion is not checked for JPAs.	n/a	
3	ADA to Enrollment	This criterion is not checked for JPAs.	n/a	
4	Local Control Funding Formula (LCFF) Revenue	This criterion is not checked for JPAs.	n/a	
5	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.		X
6a	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 budget adoption.		X
6b	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 budget adoption.		X
7	Ongoing and Major Maintenance Account	This criterion is not checked for JPAs.	n/a	
8	Deficit Spending	Deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	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)?	X	
S5	Contributions	Have transfers to or from the general fund to cover operating deficits changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the JPA have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2020-21) annual payment?	n/a	
		• 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?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the JPA provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since budget adoption in OPEB liabilities?	n/a	
S7b	Other Self-insurance Benefits	Does the JPA operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	X	
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			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the JPA will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	n/a	
A4	New Charter Schools Impacting JPA's Enrollment	Are any new charter schools operating in JPA boundaries that are impacting the JPA's enrollment, either in the prior or current fiscal years?	n/a	
A5	Salary Increases Exceed COLA	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?	X	
A6	Uncapped Health Benefits	Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the JPA's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the JPA have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of JPA Director or Financial Official	Have there been personnel changes in the JPA director or financial official positions within the last 12 months?		X

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	862,683.00	862,683.00	0.00	877,284.00	14,601.00	1.7%
3) Other State Revenue		8300-8599	2,063,763.00	2,063,763.00	3,718,668.93	5,865,417.00	3,801,654.00	184.2%
4) Other Local Revenue		8600-8799	3,948,143.00	3,948,143.00	145,156.74	527,466.00	(3,420,677.00)	-86.6%
5) TOTAL, REVENUES			6,874,589.00	6,874,589.00	3,863,825.67	7,270,167.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	344,058.48	344,058.48	114,685.80	354,352.15	(10,293.67)	-3.0%
2) Classified Salaries		2000-2999	737,539.08	737,539.08	240,226.73	806,599.23	(69,060.15)	-9.4%
3) Employee Benefits		3000-3999	372,194.15	372,194.15	137,504.28	375,011.64	(2,817.49)	-0.8%
4) Books and Supplies		4000-4999	190,353.00	190,353.00	7,312.40	228,771.00	(38,418.00)	-20.2%
5) Services and Other Operating Expenditures		5000-5999	3,403,360.31	3,403,360.31	456,115.74	4,167,122.00	(763,761.69)	-22.4%
6) Capital Outlay		6000-6999	5,390.00	5,390.00	15,169.86	18,760.00	(13,370.00)	-248.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,682,903.00	1,682,903.00	18,966.82	4,625,295.00	(2,942,392.00)	-174.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,735,798.02	6,735,798.02	989,981.63	10,575,911.02		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			138,790.98	138,790.98	2,873,844.04	(3,305,744.02)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			138,790.98	138,790.98	2,873,844.04	(3,305,744.02)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,747,051.72	4,353,740.82		4,353,740.82	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,747,051.72	4,353,740.82		4,353,740.82		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,747,051.72	4,353,740.82		4,353,740.82		
2) Ending Balance, June 30 (E + F1e)			2,885,842.70	4,492,531.80		1,047,996.80		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,728,677.65	4,330,908.41		886,373.41		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	157,165.05	161,623.39		161,623.39		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Special Education Discretionary Grants		8182	862,683.00	862,683.00	0.00	877,284.00	14,601.00	1.7%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			862,683.00	862,683.00	0.00	877,284.00	14,601.00	1.7%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	2,385,238.93	3,403,201.00	3,403,201.00	New
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,063,763.00	2,063,763.00	1,333,430.00	2,462,216.00	398,453.00	19.3%
TOTAL, OTHER STATE REVENUE			2,063,763.00	2,063,763.00	3,718,668.93	5,865,417.00	3,801,654.00	184.2%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	7,528.49	20,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	509,519.00	509,519.00	135,107.25	507,466.00	(2,053.00)	-0.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	3,418,624.00	3,418,624.00	2,521.00	0.00	(3,418,624.00)	-100.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,948,143.00	3,948,143.00	145,156.74	527,466.00	(3,420,677.00)	-86.6%
TOTAL, REVENUES			6,874,589.00	6,874,589.00	3,863,825.67	7,270,167.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	284,968.08	284,968.08	94,989.00	293,516.05	(8,547.97)	-3.0%
Other Certificated Salaries		1900	59,090.40	59,090.40	19,696.80	60,836.10	(1,745.70)	-3.0%
TOTAL, CERTIFICATED SALARIES			344,058.48	344,058.48	114,685.80	354,352.15	(10,293.67)	-3.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	116,280.00	116,280.00	37,224.00	115,142.16	1,137.84	1.0%
Other Classified Salaries		2900	621,259.08	621,259.08	203,002.73	691,457.07	(70,197.99)	-11.3%
TOTAL, CLASSIFIED SALARIES			737,539.08	737,539.08	240,226.73	806,599.23	(69,060.15)	-9.4%
EMPLOYEE BENEFITS								
STRS		3101-3102	102,692.00	102,692.00	19,404.80	107,874.39	(5,182.39)	-5.0%
PERS		3201-3202	96,727.00	96,727.00	58,243.96	58,572.94	38,154.06	39.4%
OASDI/Medicare/Alternative		3301-3302	15,633.16	15,633.16	5,186.71	17,643.19	(2,010.03)	-12.9%
Health and Welfare Benefits		3401-3402	151,344.00	151,344.00	51,030.98	178,929.50	(27,585.50)	-18.2%
Unemployment Insurance		3501-3502	540.00	540.00	1,788.54	5,832.43	(5,292.43)	-980.1%
Workers' Compensation		3601-3602	5,257.99	5,257.99	1,849.29	6,159.19	(901.20)	-17.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			372,194.15	372,194.15	137,504.28	375,011.64	(2,817.49)	-0.8%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	184,553.00	184,553.00	7,312.40	222,971.00	(38,418.00)	-20.8%
Noncapitalized Equipment		4400	5,800.00	5,800.00	0.00	5,800.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			190,353.00	190,353.00	7,312.40	228,771.00	(38,418.00)	-20.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	84,980.31	84,980.31	13,389.72	84,980.00	0.31	0.0%
Dues and Memberships		5300	3,500.00	3,500.00	2,700.00	3,500.00	0.00	0.0%
Insurance		5400-5450	5,050.00	5,050.00	5,050.00	5,050.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	73,188.00	73,188.00	24,796.00	74,388.00	(1,200.00)	-1.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,203,402.00	3,203,402.00	404,908.38	3,965,964.00	(762,562.00)	-23.8%
Communications		5900	33,240.00	33,240.00	5,271.64	33,240.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,403,360.31	3,403,360.31	456,115.74	4,167,122.00	(763,761.69)	-22.4%
CAPITAL OUTLAY								
Land		6100	5,390.00	5,390.00	15,169.86	18,760.00	(13,370.00)	-248.1%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			5,390.00	5,390.00	15,169.86	18,760.00	(13,370.00)	-248.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	30,000.00	30,000.00	0.00	30,000.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	1,652,903.00	1,652,903.00	18,966.82	4,595,295.00	(2,942,392.00)	-178.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,682,903.00	1,682,903.00	18,966.82	4,625,295.00	(2,942,392.00)	-174.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,735,798.02	6,735,798.02	989,981.63	10,575,911.02		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Santa Barbara County SELPA JPA
Santa Barbara County

First Interim
General Fund
Exhibit: Restricted Balance Detail

42 40378 0000000
Form 01I

Resource	Description	2021/22 Projected Year Totals
6500	Special Education	668,492.42
6536	Special Ed: Dispute Prevention and Dispute Resolution	103,970.00
6546	Mental Health-Related Services	113,910.99
Total, Restricted Balance		<u>886,373.41</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	13,054,980.00	13,054,980.00	86,706.00	19,770,017.00	6,715,037.00	51.4%
3) Other State Revenue		8300-8599	28,458,328.00	28,458,328.00	23,753,211.02	37,636,139.00	9,177,811.00	32.3%
4) Other Local Revenue		8600-8799	0.00	0.00	1,315.90	0.00	0.00	0.0%
5) TOTAL, REVENUES			41,513,308.00	41,513,308.00	23,841,232.92	57,406,156.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	41,513,308.00	41,513,308.00	23,839,917.02	57,406,156.00	(15,892,848.00)	-38.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			41,513,308.00	41,513,308.00	23,839,917.02	57,406,156.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	1,315.90	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	1,315.90	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		1.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		(1.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Pass-Through Revenues From Federal Sources		8287	13,054,980.00	13,054,980.00	86,706.00	19,770,017.00	6,715,037.00	51.4%
TOTAL, FEDERAL REVENUE			13,054,980.00	13,054,980.00	86,706.00	19,770,017.00	6,715,037.00	51.4%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	26,463,163.00	26,463,163.00	17,249,508.02	29,977,513.00	3,514,350.00	13.3%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	1,995,165.00	1,995,165.00	6,503,703.00	7,658,626.00	5,663,461.00	283.9%
TOTAL, OTHER STATE REVENUE			28,458,328.00	28,458,328.00	23,753,211.02	37,636,139.00	9,177,811.00	32.3%
OTHER LOCAL REVENUE								
Interest		8660	0.00	0.00	1,315.90	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
From Districts or Charter Schools		8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	1,315.90	0.00	0.00	0.0%
TOTAL, REVENUES			41,513,308.00	41,513,308.00	23,841,232.92	57,406,156.00		
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	14,741,082.00	14,741,082.00	6,481,589.00	26,884,727.00	(12,143,645.00)	-82.4%
To County Offices		7212	309,063.00	309,063.00	108,820.00	543,916.00	(234,853.00)	-76.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	24,031,486.00	24,031,486.00	15,760,301.74	27,430,454.00	(3,398,968.00)	-14.1%
To County Offices	6500	7222	2,431,677.00	2,431,677.00	1,489,206.28	2,547,059.00	(115,382.00)	-4.7%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			41,513,308.00	41,513,308.00	23,839,917.02	57,406,156.00	(15,892,848.00)	-38.3%
TOTAL, EXPENDITURES			41,513,308.00	41,513,308.00	23,839,917.02	57,406,156.00		

Santa Barbara County SELPA JPA
Santa Barbara County

First Interim
Special Education Pass-Through Fund
Exhibit: Restricted Balance Detail

42 40378 0000000
Form 10I

Resource	Description	2021/22
		Projected Year Totals
6546	Mental Health-Related Services	1.00
Total, Restricted Balance		1.00

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) 0.00
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 5800. _____
 - 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.

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) 1,535,963.02

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) 0.00%

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 required 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. _____
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. 0.00

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)	5,891,256.02
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 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 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	7,360.00
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 2000-9999, 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)	33,240.00
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. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	5,931,856.02

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 B19)	0.00%
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D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2023-24 see www.cde.ca.gov/fg/ac/ic/) (Line A10 divided by Line B19)	0.00%
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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.

A. Indirect costs incurred in the current year (Part III, Line A8)	0.00
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	0.00
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (0%) times Part III, Line B19); zero if negative	0.00
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 B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
E. Optional allocation of negative carry-forward adjustment over more than one year	
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

First Interim

Santa Barbara County SELPA JPA 2021-22 Projected Year Totals 42 40378 0000000
 Santa Barbara County Exhibit A: Indirect Cost Rates Charged to Programs Form ICR

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

<u>Fund</u>	<u>Resource</u>	<u>Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)</u>	<u>Indirect Costs Charged (Objects 7310 and 7350)</u>	<u>Rate Used</u>
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Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099					
2. Federal Revenues	8100-8299	877,284.00	-10.75%	782,997.00	0.00%	782,977.00
3. Other State Revenues	8300-8599	5,865,417.00	-2.96%	5,691,698.00	0.94%	5,745,337.00
4. Other Local Revenues	8600-8799	527,466.00	0.00%	527,466.00	0.00%	527,466.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		7,270,167.00	-3.69%	7,002,161.00	0.77%	7,055,780.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				354,352.15		357,887.15
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				3,535.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	354,352.15	1.00%	357,887.15	0.00%	357,887.15
2. Classified Salaries						
a. Base Salaries				806,599.23		840,782.23
b. Step & Column Adjustment				26,117.00		12,342.00
c. Cost-of-Living Adjustment				8,066.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	806,599.23	4.24%	840,782.23	1.47%	853,124.23
3. Employee Benefits	3000-3999	375,011.64	3.10%	386,636.00	1.21%	391,318.00
4. Books and Supplies	4000-4999	228,771.00	2.00%	233,346.00	2.00%	238,013.00
5. Services and Other Operating Expenditures	5000-5999	4,167,122.00	-16.82%	3,466,048.00	-2.17%	3,390,908.00
6. Capital Outlay	6000-6999	18,760.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,625,295.00	-61.85%	1,764,489.00	0.00%	1,764,489.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section G below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		10,575,911.02	-33.35%	7,049,188.38	-0.76%	6,995,739.38
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(3,305,744.02)		(47,027.38)		60,040.62
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,353,740.82		1,047,996.80		1,000,969.42
2. Ending Fund Balance (Sum lines C and D1)		1,047,996.80		1,000,969.42		1,061,010.04
3. Components of Ending Fund Balance (Form 011)						
(Enter estimated projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	886,373.41		660,246.00		660,246.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	161,623.39		340,723.42		400,764.04
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,047,996.80		1,000,969.42		1,061,010.04

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	161,623.39		340,723.42		400,764.04
d. Negative Restricted Ending Balances (Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
(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	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		161,623.39		340,723.42		400,764.04
4. Total Available Reserves - by Percent (Line E3 divided by Line F2)		1.53%		4.83%		5.73%
F. RECOMMENDED RESERVES						
1. JPA ADA Used to determine the reserve standard percentage level on Line F5 (Enter ADA for current and two subsequent years, if applicable)		0.00		0.00		0.00
2. Total Expenditures and Other Financing Uses (Line B11)		10,575,911.02		7,049,188.38		6,995,739.38
3. Less: Special Education Pass-through (Not applicable for JPAs)		N/A		N/A		N/A
4. Sub-Total (Line F2 minus F3)		10,575,911.02		7,049,188.38		6,995,739.38
5. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		5%		5%		5%
6. Reserve Standard - By Percent (Line F4 times F5)		528,795.55		352,459.42		349,786.97
7. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		71,000.00		71,000.00		71,000.00
8. Reserve Standard (Greater of Line F6 or F7)		528,795.55		352,459.42		349,786.97
9. Available Reserves (Line E3) Meet the Reserve Standard (Line F8)		NO		NO		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.						

2021-22 First Interim – Cash Flow Notes

Revenues:

Deferrals from 2020-21 have been repaid in full during prior to October 31.

There are no additional deferrals projected.

Mental Health funds are received 50% in October and 50% in February.

AB602 funding is distributed per the apportionment schedule.

Federal Funding is accrued each year and anticipated to be received by June of the following year.

Expenditures:

Salaries, Benefits, materials will all be paid on a regular basis.

Payment of 20-21 Ending fund balance of regular and MH funding will be paid in November, January, and March. The JPA Board has already approved this schedule of payments.

Licensed Children's Institute data is collected by the districts at the end of the year and calculated once the data is received. This is conservatively estimated to be paid in June.

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			2,188,119.00	1,845,014.00	2,953,023.00	3,645,593.00	5,022,316.00	5,244,444.00	4,463,436.00	2,837,348.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599			1,237,277.00	1,007,659.00	1,473,733.00	119,838.00	119,838.00	119,838.00	1,307,885.00
Other Local Revenue	8600-8799		3,660.00	18,646.00	2,521.00	120,329.00	9,299.00	9,299.00	9,299.00	93,299.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			3,660.00	1,255,923.00	1,010,180.00	1,594,062.00	129,137.00	129,137.00	129,137.00	1,401,184.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		28,671.00	28,671.00	28,671.00	28,671.00	32,972.00	29,958.00	29,958.00	29,958.00
Classified Salaries	2000-2999		65,457.00	44,500.00	67,539.00	62,731.00	71,820.00	70,650.00	70,650.00	70,650.00
Employee Benefits	3000-3999		64,128.00	22,246.00	25,652.00	25,478.00	29,211.00	29,757.00	29,757.00	29,757.00
Books and Supplies	4000-4999		177.00	5,945.00	678.00	513.00	27,682.00	27,682.00	27,682.00	27,682.00
Services	5000-5999		11,776.00	(23,782.00)	174,533.00	293,588.00	463,876.00	463,876.00	463,876.00	463,876.00
Capital Outlay	6000-6599				15,170.00	0.00	3,590.00	0.00	0.00	
Other Outgo	7000-7499			1,221.00	5,367.00	12,379.00	701,563.00	269,824.00	1,133,302.00	269,824.00
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			170,209.00	78,801.00	317,610.00	423,360.00	1,330,714.00	891,747.00	1,755,225.00	891,747.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	2,440,264.00		8,051.00		206,021.00	1,423,705.00			
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		2,440,264.00	0.00	8,051.00	0.00	206,021.00	1,423,705.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	272,119.00	176,556.00	77,164.00				18,398.00		
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		272,119.00	176,556.00	77,164.00	0.00	0.00	0.00	18,398.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		2,168,145.00	(176,556.00)	(69,113.00)	0.00	206,021.00	1,423,705.00	(18,398.00)	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(343,105.00)	1,108,009.00	692,570.00	1,376,723.00	222,128.00	(781,008.00)	(1,626,088.00)	509,437.00
F. ENDING CASH (A + E)			1,845,014.00	2,953,023.00	3,645,593.00	5,022,316.00	5,244,444.00	4,463,436.00	2,837,348.00	3,346,785.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		3,346,785.00	2,152,436.00	1,389,826.00	627,216.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	0.00
Property Taxes	8020-8079							0.00	0.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299					877,284.00		877,284.00	877,284.00
Other State Revenue	8300-8599	119,838.00	119,838.00	119,838.00	119,835.00			5,865,417.00	5,865,417.00
Other Local Revenue	8600-8799	9,299.00	9,299.00	9,299.00	233,217.00			527,466.00	527,466.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		129,137.00	129,137.00	129,137.00	353,052.00	877,284.00	0.00	7,270,167.00	7,270,167.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	29,958.00	29,958.00	29,958.00	26,948.15			354,352.15	354,352.15
Classified Salaries	2000-2999	70,650.00	70,650.00	70,650.00	70,652.23			806,599.23	806,599.23
Employee Benefits	3000-3999	29,757.00	29,757.00	29,757.00	29,754.64			375,011.64	375,011.64
Books and Supplies	4000-4999	27,682.00	27,682.00	27,682.00	27,684.00			228,771.00	228,771.00
Services	5000-5999	463,876.00	463,876.00	463,876.00	463,875.00			4,167,122.00	4,167,122.00
Capital Outlay	6000-6599							18,760.00	18,760.00
Other Outgo	7000-7499	701,563.00	269,824.00	269,824.00	990,604.00			4,625,295.00	4,625,295.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		1,323,486.00	891,747.00	891,747.00	1,609,518.02	0.00	0.00	10,575,911.02	10,575,911.02
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299				802,487.00			2,440,264.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	802,487.00	0.00	0.00	2,440,264.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							272,118.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	272,118.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	802,487.00	0.00	0.00	2,168,146.00	
E. NET INCREASE/DECREASE (B - C + D)		(1,194,349.00)	(762,610.00)	(762,610.00)	(453,979.02)	877,284.00	0.00	(1,137,598.02)	(3,305,744.02)
F. ENDING CASH (A + E)		2,152,436.00	1,389,826.00	627,216.00	173,236.98				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,050,520.98	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			173,236.98	34,346.98	1,043,185.98	1,830,829.98	2,736,778.98	2,213,252.98	1,360,320.98	836,794.98
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599			1,200,632.00	977,815.00	1,430,085.00	116,288.00	116,288.00	116,288.00	1,269,149.00
Other Local Revenue	8600-8799		3,660.00	18,646.00	2,521.00	120,329.00	9,299.00	9,299.00	9,299.00	93,299.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			3,660.00	1,219,278.00	980,336.00	1,550,414.00	125,587.00	125,587.00	125,587.00	1,362,448.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		29,824.00	29,824.00	29,824.00	29,824.00	29,824.00	29,824.00	29,824.00	29,824.00
Classified Salaries	2000-2999		70,065.00	70,065.00	70,065.00	70,065.00	70,065.00	70,065.00	70,065.00	70,065.00
Employee Benefits	3000-3999		32,220.00	32,220.00	32,220.00	32,220.00	32,220.00	32,220.00	32,220.00	32,220.00
Books and Supplies	4000-4999		180.00	6,064.00	691.00	524.00	28,236.00	28,236.00	28,236.00	28,236.00
Services	5000-5999		9,795.00	70,219.00	55,170.00	244,195.00	385,834.00	385,834.00	385,834.00	385,834.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499		466.00	2,047.00	4,722.00	267,637.00	102,934.00	432,340.00	102,934.00	267,637.00
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			142,550.00	210,439.00	192,692.00	644,465.00	649,113.00	978,519.00	649,113.00	813,816.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	877,284.00								
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		877,284.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		877,284.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(138,890.00)	1,008,839.00	787,644.00	905,949.00	(523,526.00)	(852,932.00)	(523,526.00)	548,632.00
F. ENDING CASH (A + E)			34,346.98	1,043,185.98	1,830,829.98	2,736,778.98	2,213,252.98	1,360,320.98	836,794.98	1,385,426.98
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		1,385,426.98	861,900.98	1,215,658.98	417,164.98				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299					782,997.00		782,997.00	782,997.00
Other State Revenue	8300-8599	116,288.00	116,288.00	116,288.00	116,289.00			5,691,698.00	5,691,698.00
Other Local Revenue	8600-8799	9,299.00	9,299.00	9,299.00	233,217.00			527,466.00	527,466.00
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		125,587.00	125,587.00	125,587.00	349,506.00	782,997.00	0.00	7,002,161.00	7,002,161.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	29,824.00	29,824.00	29,824.00	29,824.00			357,888.00	357,887.00
Classified Salaries	2000-2999	70,065.00	70,065.00	70,065.00	70,065.00			840,780.00	840,782.00
Employee Benefits	3000-3999	32,220.00	32,220.00	32,220.00	32,220.00			386,640.00	386,636.00
Books and Supplies	4000-4999	28,236.00	28,236.00	28,236.00	28,236.00			233,347.00	233,346.00
Services	5000-5999	385,834.00	385,834.00	385,834.00	385,834.00			3,466,051.00	3,466,048.00
Capital Outlay	6000-6599							0.00	0.00
Other Outgo	7000-7499	102,934.00	102,934.00	377,902.00				1,764,487.00	1,764,489.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		649,113.00	649,113.00	924,081.00	546,179.00	0.00	0.00	7,049,193.00	7,049,188.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299		877,284.00					877,284.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	877,284.00	0.00	0.00	0.00	0.00	877,284.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	877,284.00	0.00	0.00	0.00	0.00	877,284.00	
E. NET INCREASE/DECREASE (B - C + D)		(523,526.00)	353,758.00	(798,494.00)	(196,673.00)	782,997.00	0.00	830,252.00	(47,027.00)
F. ENDING CASH (A + E)		861,900.98	1,215,658.98	417,164.98	220,491.98				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,003,488.98	

2021-22 First Interim – SACS Criteria and Standards

The SACS Criteria and Standards form is required for all SACS reporting, Budget Adoption, First Interim and Second Interim. It looks at the information that has been uploaded into the General Fund Report and compares it to previously reported data. In areas where the Criteria and Standards have not been met an explanation is required.

Criteria and Standards Summary “Not Met” and/or Additional Comments

5) Salaries and Benefits:

The ratio of total salaries/benefits to total General Fund expenditures is different than the two subsequent years because FY20-21 ending fund balances are included in the expenditures in the current year only. It is assumed that in subsequent years there will be no carryovers from prior years to expend at First Interim.

6) Revenue and Expenditures:

The federal revenue in 21-22 is decreased in subsequent years due to one-time federal grants for COVID related expenditures of \$79,686. Also we are spending current year and prior year grants in the same year, which will result in an additional decrease of \$14,601 in 22-23.

Local Revenues to State Revenues show significant changes due to a one-time object code change. In 2021-22 AB602 revenue previously coded to object code 8791 "Other Local Revenue" were reclassified as 8311 "Other State Revenue". This change in Object coding is in conjunction with the changes implementing Fund 10.

Additional Expenditures for one-time allocated ending fund balances. Multi-Year Projection reduction in revenue due to 1x COVID and Alternative Dispute Resolution funding in 21-22.

8) Deficit Spending:

It appears that SELPA is deficit spending, when in fact, SELPA has used prior year Ending Fund Balance monies per our JPA Board's direction to establish one-time only allocations and payments in FY 20-21. The Board approved one-time allocations include \$418,990 for legal fees, \$387,404 of regular Special Education balance to LEAs and a \$1,339,553 payment of Mental Health balance back to districts, and additional smaller one-time carryovers.

SELPA allocates any prior year carryovers based on the guidance of the JPA Board.

Additionally for 22-23 there is \$104,000 in Alternative Dispute Resolution expenditures based on planned carryover from 21-22 revenues. These funds are not included in 23-24 expenditures.

10) Reserves:

SELPA meets all required reserve calculations. The SACS software does not recognize revenue in Resource 6500 as being available for reserves even though most of SELPA funding is in the 6500 Resource.

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 reserves 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.

Fiscal Year	Unaudited Actuals		
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Salaries and Benefits to Total Expenditures
Third Prior Year (2018-19)	1,236,197.65	5,136,812.16	24.1%
Second Prior Year (2019-20)	1,335,244.29	5,941,687.72	22.5%
First Prior Year (2020-21)	1,472,357.46	6,416,922.28	22.9%
	Historical Average Ratio:		23.2%

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
JPA's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
JPA's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the JPA's reserve standard percentage):	18.2% to 28.2%	18.2% to 28.2%	18.2% to 28.2%

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.

Fiscal Year	Projected Year Totals			Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)	Ratio of Salaries and Benefits to Total Expenditures	
Current Year (2021-22)	1,535,963.02	10,575,911.02	14.5%	Not Met
1st Subsequent Year (2022-23)	1,585,305.38	7,049,188.38	22.5%	Met
2nd Subsequent Year (2023-24)	1,602,329.38	6,995,739.38	22.9%	Met

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

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

- 1a. STANDARD NOT MET - Projected ratio of salary and benefit costs to total expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:
(required if NOT met)

Salaries and Benefits - First Interim expenditures include prior year carryover items such as \$387,404 paid to districts for Non-Mental Health Special Education and \$1,339,553 for Mental Health, \$418,990 in district legal allocation and other carryovers. Recognition of JPA Board approved one-time expenses cause the current year total expenditures to increase. This also makes the percentage of salaries/benefits to be different than the two subsequent years that do not include carryovers.

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 budget adoption.

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

JPA's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
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: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for Current Year are extracted. If First 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.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2021-22)	862,683.00	877,284.00	1.7%	No
1st Subsequent Year (2022-23)	862,683.00	782,997.00	-9.2%	Yes
2nd Subsequent Year (2023-24)	862,683.00	782,997.00	-9.2%	Yes

Explanation
(required if Yes)

In 2021-22 there are revenues & expenditures for one-time federal funding for COVID related expenditures of \$79,686. Also we are spending current year and prior year grants in the same year, which will result in an additional decrease of \$ \$14,601 in 22-23.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)

Current Year (2021-22)	2,063,763.00	5,865,417.00	184.2%	Yes
1st Subsequent Year (2022-23)	2,063,763.00	5,691,698.00	175.8%	Yes
2nd Subsequent Year (2023-24)	2,063,763.00	5,745,337.00	178.4%	Yes

Explanation
(required if Yes)

In 2021-22 the a majority of SELPA revenues historically recorded as object code 8791 "Other Local Revenue" were reclassified as 8311 "Other State Revenue". This change in Object coding is one of the changes that happend along with the implementation of Fund 10. Additionally there is \$206,000 in one time venue in 21-22 for Alternative Dispute Resolution to be spent over 2 years. This revenue is not included in subsequent years.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)

Current Year (2021-22)	3,948,143.00	527,466.00	-86.6%	Yes
1st Subsequent Year (2022-23)	3,956,908.00	527,466.00	-86.7%	Yes
2nd Subsequent Year (2023-24)	4,058,011.00	527,466.00	-87.0%	Yes

Explanation
(required if Yes)

In 2021-22 the a majority of SELPA revenues historically recorded as object code 8791 "Other Local Revenue" were reclassified as 8311 "Other State Revenue". This change in Object coding is one of the changes that happend along with the implementation of Fund 10.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)

Current Year (2021-22)	190,353.00	228,771.00	20.2%	Yes
1st Subsequent Year (2022-23)	193,696.00	233,346.00	20.5%	Yes
2nd Subsequent Year (2023-24)	197,105.00	238,013.00	20.8%	Yes

Explanation
(required if Yes)

Low Incidence Expenditures previously classified as Services 5000s were budgeted as Materials 4000s.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)

Current Year (2021-22)	3,403,360.31	4,167,122.00	22.4%	Yes
1st Subsequent Year (2022-23)	3,386,585.31	3,466,048.00	2.3%	No
2nd Subsequent Year (2023-24)	3,453,158.31	3,390,908.00	-1.8%	No

Explanation
(required if Yes)

2021-2022 First Interim Budget includes 20-21 Carryover Ending Fund Balance Expenditures. Some of these include \$418,990 in Legal Fees for districts, \$200,000 for Non Mental Health NPS placements, Mental Health Placement and Wrap Services. These amounts are not represented in 22-23 or 23-24. There is a decline in expenditures for one-time Alternative Dispute Resolution funding of approximately \$196,000 in 21-22, \$104,000 in 22-23 and \$0 in 23-24.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Explanation Range
Total Federal, Other State, and Other Local Revenues (Section 6A)				
Current Year (2021-22)	6,874,589.00	7,270,167.00	5.8%	Not Met
1st Subsequent Year (2022-23)	6,883,354.00	7,002,161.00	1.7%	Met
2nd Subsequent Year (2023-24)	6,984,457.00	7,055,780.00	1.0%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2021-22)	3,593,713.31	4,395,893.00	22.3%	Not Met
1st Subsequent Year (2022-23)	3,580,281.31	3,699,394.00	3.3%	Met
2nd Subsequent Year (2023-24)	3,650,263.31	3,628,921.00	-0.6%	Met

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 NOT MET - Projected total operating revenues have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6A if NOT met)	In 2021-22 there are revenues & expenditures for one-time federal funding for COVID related expenditures of \$79,686. Also we are spending current year and prior year grants in the same year, which will result in an additional decrease of \$ \$14,601 in 22-23.
Explanation: Other State Revenue (linked from 6A if NOT met)	In 2021-22 the a majority of SELPA revenues historically recorded as object code 8791 "Other Local Revenue" were reclassified as 8311 "Other State Revenue". This change in Object coding is one of the changes that happend along with the implementation of Fund 10. Additionally there is \$206,000 in one time venue in 21-22 for Alternative Dispute Resolution to be spent over 2 years. This revenue is not included in subsequent years.
Explanation: Other Local Revenue (linked from 6A if NOT met)	In 2021-22 the a majority of SELPA revenues historically recorded as object code 8791 "Other Local Revenue" were reclassified as 8311 "Other State Revenue". This change in Object coding is one of the changes that happend along with the implementation of Fund 10.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6A if NOT met)	Low Incidence Expenditures previously classified as Services 5000s were budgeted as Materials 4000s.
Explanation: Services and Other Exps (linked from 6A if NOT met)	2021-2022 First Interim Budget includes 20-21 Carryover Ending Fund Balance Expenditures. Some of these include \$418,990 in Legal Fees for districts, \$200,000 for Non Mental Health NPS placements, Mental Health Placement and Wrap Services. These amounts are not represented in 22-23 or 23-24. There is a decline in expenditures for one-time Alternative Dispute Resolution funding of approximately \$196,000 in 21-22, \$104,000 in 22-23 and \$0 in 23-24.

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption 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.

8. 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 reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available 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.

²A 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.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
JPA's Available Reserve Percentage (Criterion 10C, Line 9)	1.5%	4.8%	5.7%
JPA's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	0.5%	1.6%	1.9%

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 columns.

Fiscal Year	Projected Year Totals			Status
	Net Change in Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Fund Balance is negative, else N/A)	
Current Year (2021-22)	(3,305,744.02)	10,575,911.02	31.3%	Not Met
1st Subsequent Year (2022-23)	(47,027.38)	7,049,188.38	0.7%	Met
2nd Subsequent Year (2023-24)	60,040.62	6,995,739.38	N/A	Met

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)

SELPA has ending fund balances in all the years and includes carryovers from prior years that the JPA Board allocated to legal fees and staff development for the LEAs to be held at SELPA. When those accounts and the NPS accounts are not fully expended there is an ending fund balance to be used in the subsequent year. SELPA typically also has Low Incidence funds that are not expended and are allowed to be carried over until the districts have students who need to access the funds.

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.

Ending Fund Balance General Fund Projected Year Totals		
Fiscal Year	(Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2021-22)	1,047,996.80	Met
1st Subsequent Year (2022-23)	1,000,969.42	Met
2nd Subsequent Year (2023-24)	1,061,010.04	Met

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.

Ending Cash Balance General Fund (Form CASH, Line F, June Column)			Status
Fiscal Year			
Current Year (2021-22)	173,236.98		Met

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 reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

Percentage Level	JPA ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ 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.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ 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.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
JPA ADA (Form MYPI, Line F1, if available; else defaults to zero and may be overwritten)	0	0	0
JPA's Reserve Standard Percentage Level:	5%	5%	5%

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.

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Total Expenditures and Other Financing Uses (Criterion 8, Item 8B)	10,575,911.02	7,049,188.38	6,995,739.38
2. Plus: Special Education Pass-through (Not applicable for JPAs)	N/A	N/A	N/A
3. Net Expenditures and Other Financing Uses (Line B1 plus Line B2)	10,575,911.02	7,049,188.38	6,995,739.38
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	528,795.55	352,459.42	349,786.97
6. Reserve Standard - by Amount (\$71,000 for JPAs with less than 1,001 ADA, else 0)	71,000.00	71,000.00	71,000.00
7. JPA's Reserve Standard (Greater of Line B5 or Line B6)	528,795.55	352,459.42	349,786.97

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.

Reserve Amounts	Current Year	1st Subsequent Year	2nd Subsequent Year
	Projected Year Totals (2021-22)	(2022-23)	(2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	0.00	0.00	0.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	161,623.39	340,723.42	400,764.04
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. JPA's Available Reserve Amount (Lines C1 thru C7)	161,623.39	340,723.42	400,764.04
9. JPA's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	1.53%	4.83%	5.73%
JPA's Reserve Standard (Section 10B, Line 7):	528,795.55	352,459.42	349,786.97
Status:	Not Met	Not 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:
(required if NOT met)

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 AB602 funding is all accounted for in Reserve 6500 and is therefore used to meet reserve requirements. The JPA Board also approved \$100,000 in both Mental Health and Non-Mental Health reserves.

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 budget adoption 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 budget adoption 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 42603)

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 taxes, 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 budget adoption.

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 budget adoption.

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

JPA's Contributions and Transfers Standard:

-5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the JPA's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Transfers In and Transfers Out, if Form MYPI exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYPI 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.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund					
This item is not applicable for JPAs.					
1b. Transfers In, General Fund *					
Current Year (2021-22)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2021-22)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

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

S5B. 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 JPAs.

1b. MET - Projected transfers in have not changed since budget adoption 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 budget adoption 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 budget adoption that may impact the general fund operational budget.

Project Information:
(required if YES)

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 budget adoption, 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. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

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

No

- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?

n/a

- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

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)

Budget Adoption (Form 01CS, Item S7A)	First Interim
0.00	0.00

- d. Is total OPEB liability based on the JPA's estimate or an actuarial valuation?
e. If based on an actuarial valuation, indicate the measurement 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 (2021-22)
1st Subsequent Year (2022-23)
2nd Subsequent Year (2023-24)

Budget Adoption (Form 01CS, Item S7A)	First Interim

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)
(Funds 01-70, objects 3701-3752)
Current Year (2021-22)
1st Subsequent Year (2022-23)
2nd Subsequent Year (2023-24)

0.00	0.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
Current Year (2021-22)
1st Subsequent Year (2022-23)
2nd Subsequent Year (2023-24)

- d. Number of retirees receiving OPEB benefits
Current Year (2021-22)
1st Subsequent Year (2022-23)
2nd Subsequent Year (2023-24)

4. Comments:

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. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First 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 budget adoption in self-insurance liabilities?

n/a

- c. If Yes to Item 1a, have there been changes since budget adoption in self-insurance contributions?

n/a

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

Budget Adoption (Form 01CS, Item S7B)	First Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
Current Year (2021-22)
1st Subsequent Year (2022-23)
2nd Subsequent Year (2023-24)

Budget Adoption (Form 01CS, Item S7B)	First Interim

- b. Amount contributed (funded) for self-insurance programs
Current Year (2021-22)
1st Subsequent Year (2022-23)
2nd Subsequent Year (2023-24)

4. Comments:

--

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all 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 budget adoption?

No

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

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	0.9	0.6	0.6	0.6

1a. Have any salary and benefit negotiations been settled since budget adoption?

Yes

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?

No

If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

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

Nov 01, 2021

3. Period covered by the agreement:

Begin Date:

Jul 01, 2021

End Date:

Jun 30, 2023

4. Salary settlement:

Current Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

Yes

Yes

Yes

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

2,076

2,841

2,842

3.0%

1.0%

0.0%

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

AB602 Revenue Increases, Mental Health Apportionment

Negotiations Not Settled

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

6. Amount included for any tentative salary schedule increases

Current Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

Certificated (Non-management) Health and Welfare (H&W) Benefits

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

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
12,000	12,000	12,000
Cap of FTE of \$20,000	Cap of FTE of \$20,000	Cap of FTE of \$20,000
0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption 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:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

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

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

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Certificated (Non-management) - Other

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

S8B. 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 budget adoption?

If Yes or n/a, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

No

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	8.0	6.0	6.0	6.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

Yes

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?

No

If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

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

Nov 01, 2021

3. Period covered by the agreement:

Begin Date:

Jul 01, 2021

End Date:

Jun 30, 2023

4. Salary settlement:

Current Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

or

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

6. Amount included for any tentative salary schedule increases

Current Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption 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

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

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?

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Classified (Non-management) - Other

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

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 managerial/confidential labor negotiations settled as of budget adoption?

No

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	2.0	3.0	3.0	3.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, complete question 2.

If No, complete questions 3 and 4.

Yes

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

If Yes, complete questions 3 and 4.

No

Negotiations Settled Since Budget Adoption

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")

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Negotiations Not Settled

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

4. Amount included for any tentative salary schedule increases

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

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

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

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

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

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

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 9.

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)

No

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

No

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

n/a

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

n/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?

No

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

No

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

No

A8. Does the JPA have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

No

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

Yes

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

Comments:
(optional)

A9. Effective June 30, 2021 - Kim Hernandez, Accountant/Business Officer resigned; Jenelle Williams employed 8/16/21 to 9/13/21 as Chief Business Official; Rachel Wlgle employed as Chief Business Official 9/14/21 to present.

End of Joint Powers Agency First Interim Criteria and Standards Review

2021-22 First Interim – Technical Review Checks

The SACS Technical Review Checks look at all the data that has been entered in the various SACS forms to make sure that it meets all requirements. The Technical Review Checks under Export Checks must show that all checks are completed before SACS reporting can be finalized.

The attached SACS Technical Review Checks indicate zero exceptions, which means all checks have been passed.

SACS2021ALL Financial Reporting Software - 2021.2.0
11/22/2021 1:03:39 PM

42-40378-0000000

First Interim
2021-22 Original Budget
Technical Review Checks

Santa Barbara County SELPA JPA

Santa Barbara County

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.

SACS2021ALL Financial Reporting Software - 2021.2.0

11/22/2021 1:03:58 PM

42-40378-0000000

First Interim

2021-22 Board Approved Operating Budget

Technical Review Checks

Santa Barbara County SELPA JPA

Santa Barbara County

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.

SACS2021ALL Financial Reporting Software - 2021.2.0
11/22/2021 1:02:50 PM

42-40378-0000000

First Interim
2021-22 Projected Totals
Technical Review Checks

Santa Barbara County SELPA JPA

Santa Barbara County

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.

SACS2021ALL Financial Reporting Software - 2021.2.0
11/22/2021 1:03:17 PM

42-40378-0000000

First Interim
2021-22 Actuals to Date
Technical Review Checks

Santa Barbara County SELPA JPA

Santa Barbara County

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)

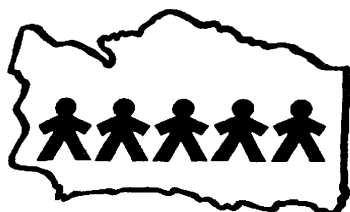
IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.



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

Date: December 6, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request to Maintain Arellanes Junior High Program for the 2022-2023 School Year

BACKGROUND:

- The Local Plan requires that the regional provider notify the SELPA Executive Director when a regional program will fall below sixty percent (60%) of the recommended SELPA Plan caseload for the upcoming school year.
- SBCEO has indicated that current projections for the regional program serving students with severe/profound disabilities located at Arellanes Junior High School in the Santa Maria-Bonita School District for the 2022-2023 school year is three students. The established class size is 8-10 students with Local Plan guidelines allowing for staffing of three paraprofessionals in each program.
- Currently SBCEO operates three regional programs for students grades 3-8 serving students in north Santa Barbara County, including the one at Arellanes Jr. High. For the 2022-23 school year the projected enrollment among these three programs is 16 students.
- SBCEO is suggesting keeping the Arellanes program open and moving 2 students from each of the other two programs to the Arellanes program to balance the class sizes and needs of the students. This proposal has been reviewed with the Special Education Administrators at Orcutt and Santa Maria-Bonita School Districts and they support the idea.
- This plan will be reviewed in future years to ensure students' IEPs are implemented with fidelity.
- District/LEA special education administrators agree with the request.

FISCAL IMPACT: The estimated overall cost to keep Arellanes open is \$310,191.00, this cost includes staffing levels of one teacher and three paraprofessionals.

RECOMMENDATIONS: The JPA Board approve the SBCEO request to maintain the Arellanes Junior High Program for the 2022-23 school year as presented.

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

November 2021

To: Ray Avila, SELPA Executive Director and JPA Board

From: Kirsten Escobedo, Assistant Superintendent, SBCEO

RE: Arellanes Junior High Program 2022-2023 School Year

SBCEO has reviewed the anticipated 2022-2023 class size for the regional program serving students with severe/profound disabilities located at Arellanes Junior High School in Santa Maria-Bonita School District and is expecting three students in the program next year. The Local Plan requires that when a program enrollment is projected to fall below 60% of the established class size of 8-10 (Local Plan 9-30 #3), it must be brought to the JPA board for discussion.

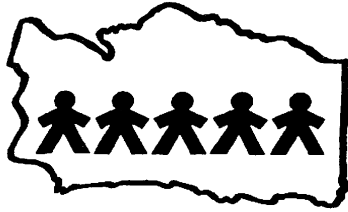
SBCEO currently operates three regional programs for students grades 3-8 serving students in north Santa Barbara County. One program is located at Arellanes Junior High School in the Santa Maria-Bonita School District, and two are in the Orcutt School District: one at Alice Shaw Elementary School and one at Olga Reed Elementary School. The 2022-2023 projected enrollment among the three classes is 16 students. The students in these programs have significant needs including support with behavior, support with g-tubes, seizures, use of wheelchairs and standers, and they require support with all activities of daily living.

SBCEO is requesting to keep the Arellanes program open in the 2022-23 school in order to continue to appropriately implement the students' IEPs. To balance the class sizes and needs of the students, SBCEO is proposing to move two students from Reed to Arellanes, and move two students from Shaw to Reed. (Please see the chart on the next page with additional information.)

SBCEO has consulted with the Orcutt and Santa Maria-Bonita special education directors and they support this proposal.

SELPA Local Plan guidelines allow for staffing of three paraprofessionals in each program. In the 2021-22 school year, all three programs are staffed with 3 paraprofessionals. SBCEO anticipates maintaining this level of staffing in the 2022-23 school year. The total anticipated ongoing cost to keep Arellanes open is \$310,191. This cost reflects staffing levels of one teacher and three paraprofessionals.

School	Number of Students in 2022-23 With No Changes	Number of Students in 2022-23 with Proposed Changes
Shaw		
3	2	2
4	0	2
5	2	2
6	4	0
	8	6
Reed		
5	0	2
6	0	3
7	4	0
8	1	0
	5	5
Arellanes		
5	0	1
6	1	1
7	0	3
8	2	0
	3	5
Total	16	16



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

Date: December 6, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request to Maintain Hollister Elementary School Regional Program for the 2022-2023 School Year

BACKGROUND:

- The Local Plan requires that the regional provider notify the SELPA Executive Director when a regional program will fall below sixty percent (60%) of the recommended SELPA Plan caseload for the upcoming school year.
- SBCEO has indicated that current projections for the regional Moderate/Severe program located at Hollister Elementary School for the 2022-2023 school year is 4, possibly 5, students in the program. The established class size is 8-10 students with Local Plan guidelines allowing for staffing of three paraprofessionals in each program.
- For the 2021-22 school year the program is staffed with four paraprofessionals and one LVN.
- SBCEO is suggesting reducing the staff to three paraprofessionals and one LVN for the 2022-23 school year due to reduced student enrollment in the program. This recommendation has been reviewed with the Special Education Administrators at Carpinteria Unified School District, Santa Barbara Unified School District, Hope School District and Goleta Union School District.
- This plan will be reviewed in future years to ensure students' IEPs are implemented with fidelity.
- District/LEA business officials and special education administrators are in agreement with the request.

FISCAL IMPACT: The estimated overall cost to keep Hollister open is \$385,801.00, this cost includes staffing levels of one teacher, three paraprofessionals, and one LVN.

RECOMMENDATIONS: The JPA Board approve the SBCEO request to maintain Hollister Elementary School Regional Program for the 2022-2023 school year as presented.

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

TO: Ray Avila, SELPA Executive Director and the JPA Board
FROM: Kirsten Escobedo, Assistant Superintendent, Special Education, SBCEO
DATE: November 2021
RE: Hollister Elementary School Regional Program, 2022-2023 School Year

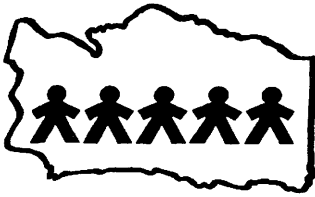
SBCEO has reviewed the anticipated 2022-23 class size for the regional Moderate/Severe program located on the Hollister Elementary School campus and is expecting 4, possibly 5, students in the program next year. The Local Plan requires that when a program enrollment is projected to fall below 60% of the established class size of 8-10 (Local Plan 9-30 #3), it must be brought to the JPA board for discussion.

SELPA Local Plan guidelines allow for staffing of three paraprofessionals in each program. In the 2021-22 school year, Hollister is staffed with four paraprofessionals and one LVN. SBCEO anticipates reducing the Hollister program to three paraprofessionals and one LVN for the 2022-23 school year.

The total anticipated ongoing cost to keep Hollister open is \$385,801.00. This cost reflects staffing levels of one teacher, three paraprofessionals and one LVN.

We are requesting to keep the program open to continue to provide a FAPE for these students. We have consulted with the Special Education Administrators in Carpinteria Unified School District, Santa Barbara Unified School District, Hope School District and Goleta Union School District and they support this proposal.

Thank you for your consideration.



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

Date: December 6, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Resolution 21-22-02 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings

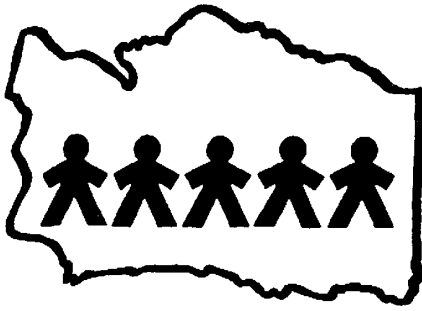
BACKGROUND:

- The SBCSELPA JPA Board meeting dates align with the 2021-22 Superintendents' Meeting schedule. This includes following how the Superintendents meetings are being held, virtual or in person.
- The adopted 21-22 meeting schedule has the following meeting dates scheduled to be held in-person: December 6, 2021, March 7, 2022, and June 6, 2022, at the Jonata Middle School Library in Buellton.
- Due to the COVID-19 pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference if other provisions of the Ralph M. Brown Act ("Brown Act") were followed they would not be considered in violation of the Brown Act.
- Additionally, on September 16, 2021, Governor Newsome signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency. Governor Newsom declared a statewide emergency due to COVID-19 on March 2020, and social distancing measures have been recommended by the SBCPHD to mitigate the spread of COVID-19.
- According to the 2021-22 meeting schedule that was adopted by the JPA Board on June 6, 2021, the February 7, 2022 SBCSELPA JPA Board meeting is planned to be held virtually. In accordance with the Brown Act and the current resolution requirement that must be approved within 30 days of a virtual meeting the JPA Board will need to have a special meeting in January 2022 to present a resolution requesting to hold the regularly scheduled February 7, 2022 JPA Board meeting virtually. Resolution 21-22-02 is being presented to authorize a virtual special meeting in January 2022.

FISCAL IMPACT: None.

RECOMMENDATION: The JPA Board approve Resolution 21-22-02 Authorizing the scheduling of a Special Meeting in January 2022 to be held virtually as presented.

RA:lm



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

Resolution 21-22-02
Recognizing a State of Emergency and
Authorizing Teleconferenced Meetings

WHEREAS, in response to the novel coronavirus (“COVID-19”) pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act (“Brown Act”) were followed; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, social distancing measures have been recommended by the Santa Barbara County Public Health Department to mitigate the spread of COVID-19; and

WHEREAS, the Santa Barbara County SELPA JPA Board is committed to open and transparent governance in compliance with the Brown Act; and

WHEREAS, the Santa Barbara County SELPA JPA Board is conducting virtual meetings by way of telephonic and/or internet-based services as to allow members of the public to fully participate in meetings and offer public comment.

NOW THEREFORE, BE IT RESOLVED, by the Santa Barbara County SELPA JPA Board:

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org

1. The Santa Barbara County SELPA JPA Board has reconsidered the circumstances of the State of Emergency and recognizes that the State of Emergency in the State of California continues to exist due to the COVID-19 pandemic;

2. The Santa Barbara County SELPA JPA Board recognizes that social distancing measures remain recommended by state and local officials;

3. The Santa Barbara County SELPA JPA Board authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

PASSED AND ADOPTED by the Santa Barbara County SELPA JPA Board on **December 6, 2021**, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA
COUNTY OF SANTA BARBARA

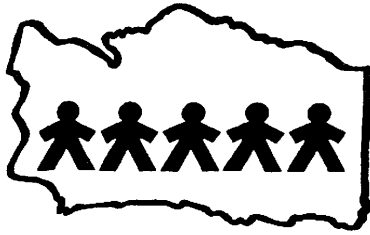
I, **Ray Avila**, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date:

Clerk/Secretary of the JPA Governing Board

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org



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

Date: December 6, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA JPA Board Membership Discussion/Update

BACKGROUND:

- Luke Ontiveros, Superintendent, Santa Maria-Bonita School District, who represents the North County Non Direct Service School Districts on the SBCSELPA JPA Board, has announced his retirement as of December 30, 2021. In conjunction with his retirement, he will be stepping down from his position as a member on the SBCSELPA JPA Board. His current term expires on June 30, 2022.
- Ray Avila, SBCSELPA Executive Director, Anne Hubbard, SBCSELPA JPA Board Chairperson, and Randy Haggard, SBCSELPA JPA Board Vice Chairperson have reviewed the list of potential individuals to fill the North County Non Direct Service District seat (**See attachment, REF: VIII-A.1, 2021-22 JPA Board Membership Chart**).
- The Executive Director contacted Holly Edds, Superintendent, Orcutt Union School District to inquire if she had interest at this time to complete the term of the North County Non Direct Services District seat that Mr. Ontiveros will be vacating. Ms. Edds confirmed that she is interested and willing to do this.
- It is recommended that Holly Edds, Superintendent of Orcutt Union School District be appointed to replace Luke Ontiveros and complete his current term.

FISCAL IMPACT: No fiscal impact

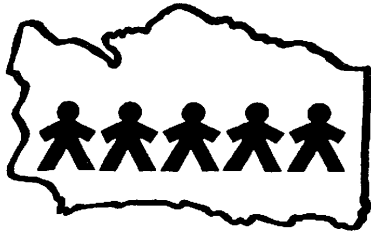
RECOMMENDATIONS: The SBCSELPA JPA Board approve the proposed JPA Board membership change as presented.

RA:lm

**SBCSELPA JPA Board Membership
2021-2022**

REF: VIII-A.1 **210**

	District Superintendents	Current SBCSELPA JPA Board Members	Term Expiration
North County Nondirect	Luke Onitveros, Santa Maria-Bonita	Luke Ontiveros, SM-B	6/30/2022
	Holly Edds, Orcutt Union		
	Doug Brown, Blochman Union		
	Emilio Handall, Guadalupe Union		
	Trevor McDonald, Lompoc Unified	Trevor McDonald, Lompoc Unified	6/30/2023
	Antonio Garcia, Santa Maria Joint Union High School		
South County Nondirect	Anne Hubbard, Hope	Anne Hubbard, Hope	6/30/2023
	Diana Roybal, Goleta Union		
	Hilda Maldonado, Santa Barbara Unified	Hilda Maldonado, SBUSD	6/30/2022
	Diana Rigby, Carpinteria Unified		
Combined North & South County Direct	Amy Alzina, Cold Spring	Amy Alzina, Cold Spring	6/30/2023
	Alfonso Gamino, Cuyama Joint Unified		
	Anthony Ranii, Montecito Union		
Santa Ynez Valley Special Education Consortium Nondirect	Pamela Able (Interim), Los Olivos		
	Maurene Donner, College		
	Andrew Schwab, Santa Ynez Valley Union High School		
	Randy Haggard, Buellton Union	Randy Haggard, Buellton Union	6/30/2022
	Lois Peterson, Vista Del Mar Union		
	Pam Rennick, Ballard		
	Steve Seaford, Solvang		
9th - 12th High School	Andrew Schwab, Santa Ynez Valley Union High School		
	Antonio Garcia, Santa Maria Joint Union High School	Antonio Garcia, Santa Maria Joint Union High School	6/30/2022
Santa Barbara County Schools	Susan Salcido, Santa Barbara County Education Office	Susan Salcido, Santa Barbara County Education Office	No expiration



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

Date: December 6, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA “Winter Break” Closure

BACKGROUND:

- The SBCSELPA Office will be closed for 2 weeks, from Monday, December 20, 2021, through Friday, December 31, 2021, for “Winter Break.”
- The SBCSELPA Office will reopen on Monday, January 3, 2022.
- The office will be closed to the public during these dates and there will be no office support staff available. There will be a few individuals that have chosen to work during this time and will physically be in the office. So should an emergency arrive, you should be able to contact a SBCSELPA staff member if necessary.
- We will be posting notice of the office closure on the SBCSELPA website, the display board in the front of our physical office and sending out email blasts to the LEAs/Districts to let them know of the closure.
- We hope everyone has a relaxing and nice holiday season and we look forward to seeing everyone next year in 2022!

RA:lm

Professional Development Offerings 2021-2022



Santa Barbara County
Special Education Local Plan Area
SELPA

(November 2021)

<https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school>

Professional Development Offerings

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Santa Barbara County Special Education Local Plan Area SELPA

The Santa Barbara County Special Education Local Plan Area (SBCSELPA) is a Joint powers Agency mandated to govern and facilitate special education programs administered by the Local Education Agencies (LEAs)/school districts within Santa Barbara County.

Santa Barbara County Special Education Local Plan Area (SBCSELPA) provides an array of services to the 20 school districts and 4 charter schools throughout Santa Barbara County. These services include the following:

- Oversight and case management for students placed in residential treatment nonpublic schools (NPSs).
- Wraparound social work services.
- Coordination of student mental health IEP related services and NPS placements for LEAs.
- Provides BCBA behavioral consult services to LEAs.
- Provides educational audiologist consult services to LEAs.
- Coordinates with private schools for the support of Child Find and Individual Service Plans (ISPs).
- Allocates funding for special education services.
- Providing training opportunities for LEA staff, parents, and community.
- Allocates and manages low incidence equipment and services funding.
- Develops and governs Local Plan special education policy and procedures for participating LEAs.
- Engages in interagency agreements with agencies such as Tri-Counties Regional Center and California Children's Services (CCS).
- Establishes a Community Advisory Committee (CAC) that advises the governing board and assists in parent and school education.
- Provides Medical Therapy Units (MTUs) for CCS.
- Provides Alternative Dispute Resolution (ADR) to LEAs/ districts and parents/guardians.
- Provides advisement specific to federal and state special education law.
- Provides advisement from State SELPA.
- Maintains the Local Plan, Procedural Handbook, and website www.sbcseelpa.org for Santa Barbara County SELPA.

The Law

The Individuals with Disabilities Education Act (IDEA) and California special education laws guarantee all students with disabilities a Free, Appropriate Public Education (FAPE) in the least restrictive environment. The SBCSELPA and its member districts do not discriminate on the basis of race, color, national origin, religion, sex, or disability in educational programs and activities or employment practices, as required by Title 6 of the Civil Rights Act of 1964, Title 9 of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Child Find

Special education programs are available to all eligible students with disabilities, ages 0-22 in Santa Barbara County. The Child Find mandate applies to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. (20 U.S.C. 1412(a) (3)) This includes all children who are suspected of having a disability, including children who receive passing grades and are "advancing from grade to grade.

All individuals with disabilities residing in the state, including pupils with disabilities enrolled in Elementary and Secondary schools and Private schools, including parochial schools, regardless of the severity of their disabilities, and in need of special education and related services, will be identified, located and assessed as required in each district. SBC SELPA, in partnership with the local school districts and county office shall establish written policies and procedures for screening, referral assessment, identification, planning, implementation, review, and three-year triennial assessment for all children who reside in the State of California who are suspected of having a disability. Section 1412 of Title 20 of the U. S. Code.

District Special Education Programs

Adelante Charter School	805-966-7392
Ballard School District	805-688-4222
Blochman Union School District	805-922-0334
Buellton Union School District	805-688-4222
Carpinteria Unified School District	805-684-7657
Cold Spring School District	805-964-4711
College School District	805-922-0334
Cuyama Joint Unified School District	805-922-0334
Family Partnership Charter School	805-686-5339
Goleta Union School District	805-681-1200
Guadalupe Union School District	805-343-2114
Hope School District	805-682-2564
Lompoc Unified School District	805-742-3300
Los Olivos School District	805-688-4222
Manzanita Public Charter School	805-734-5600
Montecito Union School District	805-964-4711
Orcutt Union School District	805-938-8960
Santa Barbara Charter School	805-967-6522
Santa Barbara Unified School District	805-963-4331
Santa Maria Bonita School District	805-928-1783
Santa Maria Joint Union High School District	805-922-4573
Santa Ynez Valley Union High School District	805-688-4222
Solvang School District	805-688-4222
Vista del Mar Union School District	805-688-4222

About SBCSELPA Professional Development Offerings

Professional Development Offerings are created from feedback of countywide staff input from a yearly survey, CDE targets in Special Education Plans (SEPs), and direct input from countywide Special Education Director and Local Education Agency (LEA) District Leadership. Each year, the Professional Development offerings are reviewed/revised with District and County Special Education Leadership and staff to ensure all topics emphasize student, district, and the overall Santa Barbara County needs. Presenter (s), dates/times, and locations are subject to change based on staff attendance and venue availability.

How to Schedule a Professional Development Offering

Mini Professional Development Offerings individualized to each district request.

1. Districts: contact Jennifer Connolly at jconnolly@sbceo.org to request the Professional Development topic.
 - Propose dates/time, and location of training.
 - Requests must be in writing via email, received a month in advance.
2. The presenter(s) to be contacted by Jennifer Connolly with the Professional Development topic (s) and proposed dates. Presenter (s) will affirm date, location, and time.
3. Districts will receive confirmation of Professional Development date (s), location, and presenter name (s) and presenter (s) contact information within five business days of the request.
4. The Professional Development event to be added to the SBCSELPA Online Management System, OMS calendar for tracking purposes.
5. Attendance: Participants of the Mini Professional Development events do not have to register on OMS.

District Special Education Director or Leadership team encourages participants to attend events. District Special Education Director or Leadership team to confirm number of attendees with presenter (s) for handouts.

6. Presenter (s) subject to change due to unforeseen emergencies.
7. District venues subject to change due to number of participants for Professional Development.
8. If more than one district requests the same topic on the same day, event may include more than one district.

Large Professional Development Offerings for North, Mid, South County

1. Access the SBCSELPA OMS system at <https://sbcselpa.k12oms.org/>.
2. If registrant does not have an account, create an OMS account.
3. Select the link on the calendar and complete the registration.
4. No Phone Registrations.

2021-2022 Professional Development Calendar of Events by the Month

To Register go to <https://sbcselpa.k12oms.org/>

July

American Disabilities Act 31st Anniversary

July				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
7-26-7-29- 2021 8:30-12:00 (4 days) Lompoc USD	Lindamood Bell Visualizing and Verbalizing	Hosted by Lompoc USD and LMB	Virtual- Lompoc host, SBCSELPA support with additional Staff	\$1020 per person includes kit.

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2021-2022 Professional Development Calendar of Events by the Month

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August

International Assistance Dog Month

August				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
8-2-8-5- 2021 8:30-12:00 (4 days) Lompoc USD	Lindamood Bell Seeing Stars	Hosted by Lompoc USD and LMB	Virtual- Lompoc host, SBCSELPA support with additional Staff	\$1020 per person includes kit.
8-3-2021 (South) SBCSELPA 8:30-3:30	GROW Summit	Alison/Rosy/Barbara	In person	Free
8-4-2021 (North) SMJUHSD Board Room 8:30-3:30	GROW Summit	Alison/Rosy/ Barbara	In person	Free
8-12-2021 9:00-10:30	Supporting Students with Behavioral Needs in School Settings	Rosy Bucio, SBCSELPA BCBA	Virtual	Free
8-13-2021 10:00-11:30	Antecedent Interventions for Behavior	Phil Pandac, SBCSELPA BCBA	Virtual	Free
8-19-2021 8:30-3:00	CPI Initial	Billy/Bethany	Virtual	\$21.49 for the book
8-19-2021 2:00-3:00	SIRAS for Beginners and new staff	SBCSELPA Jennifer	Virtual	Free

August				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
8-26-2021 8:30-3:00	CPI Refresher	Rosy/Jessica	Virtual	\$21.49 for the book
8-31-2021 1:00-3:00	SIRAS Updates for All Staff	SIRAS/SBCSELPA	Virtual	Free
<i>TBD</i>	<i>Individual Transition Plan (New ITP)</i>	<i>SBCSELPA/Transition Network Team</i>	<i>Virtual</i>	<i>Free</i>

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2021-2022 Professional Development Calendar of Events by the Month

To Register go to <https://sbcselpa.k12oms.org/>

September

Deaf Specialists Day, September 18

International Week of the Deaf, September 20-26

<https://wfdeaf.org/iwdeaf2021/>

September				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
9-1-2021 8:00-9:30	TCRC Presentation to Transition Teams	TCRC Team/SBCSELPA	Virtual	Free
9-2-2021 8:30-3:00	CPI Refresher	Natalie/Jennifer	Virtual	\$21.49 for book
9-2-2021 9:00-10:30	A New Lens on Behavior: Evidence based Knowledge for School Teams	Rosy Bucio, SBCSELPA BCBA	Virtual	Free
9-3-2021 10:00-11:30	Data Collection for Behavior and IEP Goals	Phil Pandac, SBCSELPA BCBA	Virtual	Free
9-7-2021 12:30-2:30 SBCSELPA	CPI Physical Training	Stephan/ Jennifer	SBCSELPA In person	Free
9-9-2021 5:30-7:00	September School Updates for Families	SBCSELPA and Alpha Resource Center	Virtual	Free

September				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
9-14-2021 1:30-3:00	SIRAS Service Logs, Batch Printing IEPs, MIS Summary, Emailing Forms and Electronic Signature	SBCSELPA	Virtual/Recorded	Free
9-15-2021 8:30-11:30	SIRAS CALPADS/MIS	SIRAS Brian/SBCSELPA	Virtual	Free
9-16-2021 Time 8:30-11:30	English Learners Training	SBCEO/SBCSELPA	In Person at SBCEO	\$
9-16-2021 8:30-3:00	CPI Initial	Chris/Jermaine	Virtual	\$21.49 for book
9-21-9-22-2021 12:00-3:30 (Day 1 and 2 of a four-day training)	Lindamood Bell On Cloud9 Math	SBCSELPA/LMB	Virtual	\$1020 includes kit.
9-27-2021 2:30-3:30	Proactive Strategies for Working with Teams in the IEP Process- Adm. Academy	ADR Team	Virtual	Free
9-27-2021 3:30-5:00	Notetaking in IEP Meetings, Keeping it Legal- Adm. Academy	Dr. Margaret Saleh	Virtual	Free
9-28-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual	Free
9-29-2021 1:00-2:30	CAPTAIN EBP	Rosy Bucio and Robyn Young	Virtual	Free

9-29-2021 12:00-1:30	Fundamentals of ABA	Phil Pandac, SBCSELPA BCBA	Virtual	Free
9-29-2021 1:00-2:30	Creating a Culture of Wellness	Alison Lindsay	Virtual	Free
9-30-2021 8:30-12:30	Best Practices for Interpreting at IEPs	SBCSELPA and SLOSELPA, Lena Moran Acereto	Virtual Training for Interpreters only	TBD
9-30-2021 1:00-3:00	'Hot Topics' in Special Education	Jan Tomskey, Fagan, Friedman, and Fulfroft, LLP, CCASP and SBCSELPA	Virtual	Free

2021-2022 Professional Development Calendar of Events by the Month

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October

Dyslexia Awareness Month, Learning Disability Awareness Month

ADHD Awareness Month

National Physical Therapy Month

Vision Therapist Day, October 5

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
10-5 -2021 1:30-3:00	PSW COHORT 1	Diagnostic Center/SBCSELPA	TBD	Free
10/6/2021 2:00-3:00	Setting Up An AAC Friendly Classroom	SBCSELPA, Lisa Foote, AT/AAC Specialist	Virtual/recorded	Free
10-6-2021 8:30-3:00	English Learners with Disabilities Training: Overview of Section I: Identification of EL, MTSS and Pre-Referral Interventions	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA.	Free
10-7-2021 3:30- 5:00	Disability Rights California Alternatives to Conservatorship	SLOSELPA and SBCSELPA Registration: http://slocoe.k12oms.org/2259-204714	Virtual	Free
10-7-2021 8:30-3:00	CPI Initial	Alison/Courtney	Virtual	\$21.49 for book
10-11-2021 2:00-3:30	SIRAS Goal Developer, Meetings, Amendments, Document Library Supports	SBCSELPA	Virtual/ Recorded	Free

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
10-12-2021 1:00-2:30	Creating a Culture of Wellness	Alison Lindsay	Virtual/recorded	Free
10-12-2021 1:00-3:00	Dyslexia Day 1	Dyslexia Training Institute, SBCSELPA	Virtual/recorded	\$60 for all three days
10-13-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
10-14-2021 12:30-3:30 (Day 3 of 5)	Lindamood Bell On Cloud9 Math	SBCSELPA/Lindamood Bell	Virtual	\$1020 includes the kit
10-14-2021 2 hours on your own- recorded	Inclusive Education for Students with Mild-Moderate Disabilities	Diagnostic Center/SBCSELPA	Virtual	Free
10-19-2021 1:00-3:00	Dyslexia Day 2	Dyslexia Training Institute, SBCSELPA	Virtual/recorded	\$60 for all three days
10-20-2021 Recorded training	Maximizing AAC Opportunities Within Routines	Diagnostic Center/SBCSELPA	Virtual/recorded	Free
10-20-2021 12:30-3:30 (Day 4 of 5)	Lindamood Bell On Cloud9 Math	SBCSELPA/Lindamood Bell	Virtual	\$1020 includes the kit
10-21-2021 8:30-3:00	CPI Refresher	Louisa/Laurice	Virtual	\$21.49 for book
10-26-2021 1:00-3:00	Dyslexia Day 3	Dyslexia Training Institute, SBCSELPA	Virtual/recorded	\$60 for all three days
10-26-2021- 10-28-2021 Time TBD	PSW COHORT 1 Coaching	Diagnostic Center/SELPA	Virtual	Free

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
10-27-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person North County SMB Souza	Free
10-28-2021 12:30-3:30 (Day 5 of 5)	Lindamood Bell On Cloud9 Math	SBCSELPA/Lindamood Bell	Virtual	\$1020 includes the kit
<i>TBD</i>	<i>Transition Assessments</i>	<i>TNT, SBCSELPA</i>	<i>TBD</i>	<i>Free</i>

2021-2022 Professional Development Calendar of Events by the Month

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November

Epilepsy Awareness Month

National School Psychology, November 9

November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
11-2-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual/recorded	Free
11-3-2021 3:00-4:00	Self Care for the Educator	Alison Lindsay	Virtual/recorded	Free
11-3-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
11-3-2021 2 hour recorded training	Keeping the Day Sane: Mental Health 101 for Paraeducators	Diagnostic Center/ SBCSELPA	Virtual	Free
11-3-2021 3:00-3:30	A.P.E. Network Meeting	SELPA	Virtual	Free
11-4-2021 8:30-3:00	CPI Refresher	Stephan/Bethany	Virtual	\$21.49 for book
11-8-2021 2:00-3:00	OT Network	SBCSELPA`	Virtual	Free
11-9-2021 1:00-3:00	Legal Training ‘Hot Topics’	Jan Tomskey Fagan, Friedman, and Fulfroft, LLP, CCASP and SBCSELPA	Virtual/recorded	Free
11-10-2021 12:00-1:00	Self Care for the Educator	Alison Lindsay	Virtual/recorded	Free

November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
11-10-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person North County SMB Souza	Free
11-16-11-18-2021 Time TBD	PSW COHORT 1 Coaching	Diagnostic Center/SBCSELPA	Virtual	Free
11-17-2021 1:30-3:00	Present Levels, Progress Reports, Bulk Progress Reports	SBCSELPA	Virtual/Recorded	Free
11-18-2021 8:30-3:00	CPI Initial	Rosy/Jessica	Virtual	\$21.49 for book
11-30-2021 8:30-3:00	Meeting the Needs of English Learners with Moderate & Severe Disabilities	Imperial SELPA	Registration https://www.icoe.org/selpa	Free
<i>TBD</i>	<i>DHH Training</i>	<i>SBCSELPA</i>	<i>TBD</i>	<i>Free</i>

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2021-2022 Professional Development Calendar of Events by the Month

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December

International Day of Persons with Disabilities- December 3

December				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
12-1-2021 One hour recorded training	Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness	Diagnostic Center/SBCSELPA	Virtual	Free
12-1-21 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
12-1-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
12-2-2021 11:00-11:30	Speech and Language Network	SBCSELPA	Virtual	Free
12-7-2021	PSW COHORT 1 Wrap up	Diagnostic Center/SBCSELPA	In Person	Free
12-8-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person North County SMB Souza	Free
12-9-2021 1:00-3:00	Adapted P.E. Training	Dr. Beth Foster	Virtual/recorded	Free
<i>TBD</i>	<i>OT Training</i>	<i>SBCSELPA/OT</i>	<i>TBD</i>	Free

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2021-2022 Professional Development Calendar of Events by the Month

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January

Chronic Traumatic Encephalopathy (CTE) Awareness

January				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
1-11-2022 8:30-3:00	English Language Learners Training: Overview of Section 2: Pre-Referral and Referral, Assessment, and IEP Processes	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA.	Free
1-12-2022 3.5 hours recorded	An Introduction to the What's and Not's of ADHD and Implications	Diagnostic Center/SBCSELPA	Virtual	Free
1-19-2022 8:30-10:30	SIRAS Updates with SIRAS	SBCSELPA/SIRAS	Virtual/Recorded	Free
1-27-2022 8:30-3:00	CPI Initial	Phil/ Jennifer	Santa Maria Bonita Souza Center (IN PERSON)	\$21.49 for book
1-27-2022 8:30-3:00	Writing Linguistically Appropriate Goals and Objectives for Els with Disabilities	Imperial SELPA	Registration at https://www.icoe.org/selpa	Free

<i>TBD</i>	<i>PSW COHORT 2</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
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2021-2022 Professional Development Calendar of Events by the Month

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February

Vision Awareness Month

February				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
2-2-2022 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
2-2-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In person South County at SELPA	Free
2-3-2-4-2022 8:30-3:00	ADOS Training	SLO and SBCSELPA	Virtual	\$107 registration closed
2-16-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In person North County SMB Souza Center	Free
2-17-2022 8:30-3:00	CPI Refresher	Jermaine/Joe	SBCSELPA IN PERSON	\$21.49 for book
<i>TBD (Night, 1 hour)</i>	<i>Parent Training</i>	<i>Alpha Resource/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>PSW COHORT 2 Coaching</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>

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2021- 2022 Professional Development Calendar of Events by the Month

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March

Developmental Disabilities Month

Down Syndrome Day, March 21

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-1-2021 2:00-3:00	SIRAS Searches, Statistical Reports, Special Factors/ Low Incidence	SBCSELPA	Virtual/Recorded	Free
3-2-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual/Recorded	Free
3-2-2022 3 hours recorded	Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder	Diagnostic Center/ SBCSELPA	Virtual	Free
3-3-2022 8:30-3:00	CPI Refresher	Phil/Courtney	SMB Souza (IN PERSON)	\$21.49 for book
3-8-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) South County at SBCSELPA	Free
3-9-2022 8:30-3:00	English Learners with Disabilities Training: Overview of Section 3: Education Programs and	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA	Free

	Instructional Strategies			
March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-15-2021 9:00-10:30	SIRAS Behavior Intervention Plans	SBCSELPA	Virtual/Recorded	Free
3-29-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) North County SMB Souza Center	Free
3-31-2022 8:30-3:00	CPI Initial	Stephan/Laurice	SBCSELPA (IN PERSON)	\$21.49 for book
<i>TBD</i>	<i>PSW COHORT 2 Coaching</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>ADR Training for CADRE</i>	<i>Clare Fowler/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>Colleges Series</i>	<i>SBCSELPA/TNT</i>	<i>TBD</i>	<i>Free</i>

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April

Autism Awareness Month

Occupational Therapist Day, April 1

International Day of American Sign Language

Administrative Professionals Day, April 27

Administrative Assistants Day, April 27

April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
4-1-2022 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
4-6-2022 8:30-3:00	English Learners with Disabilities Training: Overview of Section 4: Proposing Exit from Special Education Services	SBCSELPA and Imperial County SELPA	Virtual	Free
4-12-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) North County SMB Souza Center	Free
4-13-2022 8:30-10:30	Legal Training 'Hot Topics'	Jan Tomskey	Virtual/recorded	Free
4-20-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) South County at SBCSELPA	Free
4-14-2022 8:30-3:00	CPI Initial	Chyelin/Natalie	SMB Souza (IN PERSON)	\$21.49 for book

4-26-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler 'LIVE' and facilitated by SBCSELPA ADR CADRE	In person-tbd	Free
April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
4-27-2022 8:30-3:00	Pathway Towards Reclassification of English Learners with Significant Cognitive Disabilities	Imperial SELPA	Registration at https://www.icoe.org/selpa	Free
4-28-2022 8:30-3:00	CPI Refresher	Alison/Chris	SBCSELPA (IN PERSON)	\$21.49 for book
TBD (night, 1 hours)	Parent Training	Alpha Resource/SBCSELPA	TBD	Free
<i>TBD</i>	<i>PSW COHORT 2 Wrap Up</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>In Person</i>	<i>Free</i>
<i>TBD</i>	<i>Residential Colleges Series</i>	<i>SBCSELPA/TNT</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>Vision Training</i>	<i>SELPA/Vision</i>	<i>TBD</i>	<i>Free</i>

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May

Mental Health Awareness Month

National Adapted P.E., May 1

Teacher Appreciation, May 2-May 6

Nurses, May 6

Speech and Language Month, May 18

May				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
5-4-2022 8:30-11:30	SIRAS Updates and End of Year Reminders with SIRAS	SBCSELPA/SIRAS	Virtual/Recorded	Free
5-5-2022 8:30-3:00	CPI Initial	Louisa/Joe	SBCSELPA (IN PERSON)	\$21.49 for book
5-10-2022 5:00-8:00	SELPA-Bratton	SBCSELPA	In person	TBD
5-12-2022 8:30-3:00	CPI Refresher	Billy/Jennifer	SMB SOUZA (IN PERSON)	\$21.49 for book
5-24-2022 8:30-3:00	English Language Learners Training: Overview of Section 5: Reclassification from English Learner Status	SBCSELPA and Imperial County SELPA	Virtual	Free
<i>TBD</i>	<i>GROW</i>	<i>Alison/Rosy</i>	<i>In person</i>	<i>Free</i>

<i>TBD</i>	<i>Nurses Training</i>	<i>SBCSELPA</i>	<i>TBD</i>	

Professional Development Event Descriptions by Topic



Adapted P.E.

Properly Assessing Students with Disabilities in Adapted Physical Education and Physical Education: December 9, 1:00-3:00

Content Objectives:

- Understand the laws surrounding appropriate assessment within adapted physical education.
- Understand and apply California best practices regarding assessing students with disabilities.
- Learn and be able to apply assessment tools and techniques within your school/ students.
- Analyze assessment tools to best acquire results and build programming.
- Analyze assessment results to develop students' goals and objectives and programming around APE/PE.

Presenter: Dr. Elizabeth (Beth) Foster, Ph.D.

Dr. Elizabeth (Beth) Foster, Ph.D. is an associate professor at West Chester University, PA in adapted physical activity/education (APA/E). She is the APA/E program coordinator and graduate coordinator of the APE graduate certificate. She is currently the assistant director for Camp Abilities in Pennsylvania. Dr. Foster has presented internationally and at national conferences on research and various application-based presentations on vision loss/deaf blindness, adaptations, and assessment across the US within the field of adapted sports and APE. She completed intervener training at the Minnesota Deafblind Project. Dr. Foster was named the 2012 Pennsylvania State Association for Health, Physical Education, Recreation, and Dance Adapted Physical Education teacher of the year. In addition, Dr. Foster has been involved with various adapted sport organizations and disability organizations promoting physical activities, fitness, and adapted sports for all individuals with disabilities.

Alternative to Dispute Resolution (ADR)

SBCSELPA and member LEAs promote collaborative relationships with parents or guardians and community agencies ensuring students with disabilities receive free and appropriate education (FAPE). SBCSELPA provides to member LEAs, parents/guardians, and agencies throughout Santa Barbara County alternatives for resolving disputes or misunderstandings in

the IEP Process. The Alternative to Dispute Resolution (ADR) goal is to restore positive communication with parents, guardians, and LEAs. ADR meetings save time and money by promoting ongoing collaborative relationships with parents, LEAs, and community agencies. Participants will learn how to organize and orchestrate effective IEP Team meetings and about a Facilitated IEP Team meeting.

Clare Fowler Mediate.com: <http://www.clarefowler.com/>

SBCSELPA ADR Cadre and Clare Fowler provide a four, two-hour series on Alternative to Dispute Resolution (ADR) techniques. September 28 (Day 1) will focus on the importance of pre-planning for IEPs, Facilitated IEPs Meetings and Conferences. November 2 (Day 2) will explore de-escalation strategies for when tensions rise in meetings. March 29 (Day 3) encompasses understanding mental health environments, students and the talent of liberation and communication in particular tackling demographic and mental obstacles through difficult conversations. The final day of the series, April 26 shines a spotlight on resolution with unfinished business including multiple stakeholders. Day 1-3 are recorded training with the SBCSELPA ADR Cadre as facilitators of the events. Day 4 is a 'live' event virtually with Clare Fowler and the SBCSELPA ADR Cadre.

Administrators

SBCSELPA Administrators Academy

Administrators Academy is designed to provide information to new or existing school leaders and Administrators on compliant best practices in special education including topics related to the Special Education Plans (SEP) Targets. Participants will have the opportunity to ask questions and learn about the many programs and procedures of the Santa Barbara County SELPA.

Monday, September 27, 2:30-5:00:

2:30-3:30: *Collaboration and Proactive Strategies for working with Families in the IEP Process*, Alpha Resource Center and SBCSELPA

3:30-5:00: *Notetaking in IEP Meetings, Keeping it Legal*, Margaret Saleh, Esq. former Deputy Superintendent, Goleta Union School District.

Monday, October 11, 2:30-4:30:

2:30-3:30: *Supporting Students with Behavior Needs in School Settings*, Dr. Rosy Bucio, BCBA, SBCSELPA

3:30-4:30: *SBCSELPA Continuum of Mental Health Services; SBCSELPA Wrap Supports*, Stephan Salter, Mental Health Coordinator, SBCSELPA.

Monday, October 18, 2:30-4:30:

2:30-3:30: *What is SBCSELPA, Special Education Hot Topics, SBCSELPA Programs*, Dr. Ray Avila, Executive Director, SBCSELPA and Jennifer Connolly, Coordinator, SBCSELPA

3:30-4:30: *Creating Cultures of Wellness in Schools*, Alison Lindsey, Mental Health Specialist, SBCSELPA.

Assessment

Patterns of Strengths and Weaknesses (PSW)

A Pattern of Strengths and Weaknesses (PSW) is one of the three methods school districts may use when determining a student's eligibility under Specific Learning Disability (SLD) category. As opposed to the discrepancy model, which informs the team if a student is performing more poorly than expected, PSW seeks to determine why, thus effectively linking assessment to intervention. Participants will be presented with information necessary to understand, interpret, and apply the PSW model to SLD eligibility to be consistent with California Special Education law. The different ways of qualifying for SLD will also be presented along with why PSW evolved.

Assistive Technology/ AAC

Setting up an AAC Friendly Classroom: 10/6/2021

Lisa Foote, SBC SELPA AT/AAC Specialist will review strategies in how to set up your classroom environment to support AAC users, as well as all students and staff!

Learning Objectives:

- What to do if you have multiple students using different AAC systems in one classroom?
- How to include a variety of low/no, mid, and high tech AAC options in your classroom depending on student needs.
- How to navigate the different approaches in embedding AAC into your environment and/or teaching: (core-words, activity-based, routines, peer modeling, structured/unstructured?)
- Additional tips for building your personal competence in learning to speak and teach AAC throughout the day with your students.

Participants: SDC Teachers, SLPs, OTs, APEs, Parents.

Autism

ADOS Autism Diagnostic Observation Schedule (TBD)

The Autism Diagnostic Observation Schedule (ADOS) is an instrument for assessing autism spectrum disorder. The protocol consists of a series of structured and semi-structured tasks that involve social interaction between the examiner and the individual under assessment. The examiner observes and identifies the potential diagnosis of classic Autistic Disorder or related autism spectrum disorders, allowing a standardized assessment of autistic symptoms. Each subject is administered activities from just one of the four modules. The selection of an appropriate module is based on the developmental and language level of the referred individual. Module 1 is used with children who use little or no speech. Subjects that do use phrase speech but do not speak fluently are administered Module 2. Module 3 is for younger subjects who are verbally fluent. Module 4 is used with adolescents and adults who are verbally fluent.

Evidence Based Practices in Autism by C.A.P.T.A.I.N.

C.A.P.T.A.I.N. (California Autism Professional Training and Information Network) is dedicated to providing statewide access to training and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based. Supporting locally based trainings with trainers of trainers at the local level. Emphasizing how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness. Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation. Supporting the development of local multiagency collaborations to support consistent use of EBPs. In addition to providing web-based access to materials and resources that are vetted and aligned with current EBPs.



Behavior

Behavior Series

Data Collection in Special Education

In this training, participants will have the opportunity to learn about the most common types of data systems used in special education programs (e.g., frequency, duration) and how different IEP goals require different types of data collection. Particular attention will also be given to how to accurately collect ABC data and participants will have opportunities to practice this through case examples and group activities.

Understanding the Functions of Behavior

The focus of this training will be helping participants learn that behaviors are information and serve different functions. Once functions are understood then skills can be developed that allow students to navigate through struggles in a more adaptive manner.

Fundamentals of Behavior

To help educational staff broaden their understanding of “behaviors” in students, this training will introduce them to the science of behavior, including the neuro-biological cycle of behavior that is true for all human beings. Additionally, information related to ACES, trauma, learning challenges, and chronic stress experiences will be presented to help participants examine their own narratives about behaviors in students.

De-Escalation Strategies: Guiding Principles and Next Steps

In this training, participants will have the opportunity to learn guiding principles for de-escalating students during behavioral/emotional responses and the importance of proactive strategies to mitigate escalation cycles.

Behavior Intervention Plans (BIP)

SELPA PENT Cadre members will take participants through all the steps of a behavior intervention planning process.

Multi-Tiered System of Supports for Behavior and Social Success

The implementation of school-wide classroom and research-based positive behavior emotional supports promotes successful social and learning outcomes. In this training, a practical application for social/emotional supports to be discussed. Resources for implementing behavior and social/emotional interventions at each tiered level will encompass this training.

Creating a Culture of Wellness How to support Intentionally and Meaningfully Support Staff Well- Being

Now more than ever, school staff – from teachers to paraprofessionals to office personnel – need to feel connected to and supported by their school family. This past year has taken a toll on everyone and has highlighted the need to, intentionally and meaningfully, support the social-emotional wellness not only of our students, but also of our staff. After all, if our staff do not have the skill set needed to regulate their own emotions, how are they able to teach it to students?

In this two-part workshop, we will cover the concept of emotional intelligence, how to use these skills to enhance and promote the wellness of the educators you support, and most importantly, how to cultivate it within yourself to be a more effective leader. Together, we will review your existing staff wellness practices, discuss new ideas to enhance these practices, and build new practices that lend themselves to the improvement of staff well-being, and in turn, student well-being and school climate.

Audience: School Psychologists, Site Administrators (Principals, Assistant Principals), Special Education Administrators (Directors, Program Coordinators, etc.), Superintendents, Assistant Superintendents.



Crisis Prevention

Nonviolent Crisis Prevention Intervention:

One-Day Refresher:

The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.

Investment: \$21.49 for Staff and Parents of students attending public school within Santa Barbara County, \$30 all other participants.

One-Day Initial:

The One-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: \$21.49 for Staff and Parents of students attending public school within Santa Barbara County, \$30 all other participants.

CPI Physical Training

Two-hour Unit 8 and 9 Physical Interventions training. In person. Offered in North and South County. All Participants must wear comfortable clothing, bring blue CPI card, water, and wear masks. Trainings offered in North and South Counties.

Conscious Discipline Modules

Developed by Dr. Becky Bailey, watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program. At the end of the module, a facilitated discussion will take place to review the information covered.



Deaf and Hard of Hearing (TBD)

Diagnostic Center of Southern California Trainings

All Diagnostic Center Trainings are prerecorded and FREE. A Zoom link will be sent to participants via the Southern California Diagnostic Center upon registering in SBCSELPA online registration system <https://sbcselpa.k12oms.org>.

R-7: October 14: Inclusive Education for Students with Mild-Moderate Disabilities

Focus of this training is inclusive education and best practices for educating students with mild to moderate disabilities in inclusive settings. Topics discussed: how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including but not limited to inclusive education models, effective planning and collaboration, identifying the demands within the learning environment, understanding each individual learner needs, accommodations vs. modifications, differentiation and universal design.

Audience: multidisciplinary teams working with students with mild-moderate disabilities in inclusive settings. District Administrators, Special Education Teachers, General Education Teachers, School Psychologists, Speech and Language Pathologists, Occupational Therapists, and Paraeducators.

Time: 1.75 hours (recorded training)

R-13 Maximizing AAC Opportunities Within Routines

Young Children learn through routines and play. As language learning requires a rich meaningful context, it is important that we support our students using AAC within the daily routines at school and at home. This training will review why routines and understanding development matter, how to turn routines into learning opportunities, ways to create communication opportunities and support our student within their routines, and ideas on how to differentiate activities for a range of abilities.

Audience: Teachers, paraeducators, SLPs, OTs, parents,

M-6: November 3: Keeping the Day Sane: Mental Health 101 for Paraeducators

Many adults handle behavior scenarios with tactics that actually escalate student emotions rather than improve them, resulting in a decrease in student readiness for participation and learning. This training will equip staff with basic knowledge and easy-to-learn strategies that help staff be more successful and keep students safe and ready to learn.

Audience: Paraeducators, Special Education Teachers, Administrators, School Psychologists, ERMHS staff, School Counselors and other IEP team members.

M-8: December 1: Mindfulness Practice: The Educator’s Guide to Help Students Practice Mindfulness

There is a growing body of research that shows the effectiveness of mindfulness practices for children and adolescents to help regulate their emotions and develop positive coping strategies. Mindfulness practices are also considered an effective intervention to develop empathy and decrease anxiety and aggressive behaviors.

Audience: Special Education teachers, School Psychologists, Administrators LCSWs, LMFTs, LPCCs, Clinical Psychologists, ERMS staff or school counselors.

Time: 1 hour (recorded training)

S-1: January 12: An Introduction to the What’s and Not’s of Attention Deficit Hyperactivity Disorder (ADHD) and Implications

An introduction to the understanding and complexity and multifaceted aspects of Attention Deficit Hyperactivity Disorder (ADHD). Cognitive, behavioral, social, and academic issues associated with the condition will be discussed. Focus is placed on critical role of executive functioning (i.e., self-regulation and self-goal directed behavior) and how this functioning explains many of the challenges faced by students with ADHD. Professionals require the understanding of the disorder as it is necessary for effective development and implementation of strategies and supports. Techniques and strategies will be shared that can support students who face challenges associated with ADHD.

Audience: School psychologists and anyone with knowledge of psychological tests and psychometrics. Participants should have a basic understanding of executive functioning.

A-1: March 2: Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder

Many interventions exist for Autism Spectrum Disorder (ASD). However, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). Primary reasons for using EBPs are that the students demonstrated improved outcomes, the interventions are legally defensive, and the use of EBPs align with best practices in education. This training will provide the history on identification of EBPs for ASD and support the understanding and use of EBPs for individuals affected by mild-moderate ASD.

Audience: School personnel working with students with mild-moderate ASD.

Time: 1.75 hours (recorded training)



English Learners with Disabilities Trainings with Imperial County SELPA

October 6: An overview of Section 1 of the California Practitioner's Guide. Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions.

January 11: An overview of Section 2 of the California Practitioner's Guide. Pre-Referral and Referral, Assessment, and IEP Processes.

March 9: An overview of Section 3 of the California Practitioner's Guide. Education Programs and Instructional Strategies.

April 6: An overview of Section 4 of the California Practitioner's Guide. Proposing Exit from Special Education Services,

May 24: An Overview of Section 5 of the California Practitioner's Guide. Reclassification from English Learner Status.

All trainings are 8:30-3:00 and FREE.

Registration on Imperial SELPA website: <https://www.icoe.org/selpa>)

November 30: Meeting the Needs of English Learners with Moderate & Severe Disabilities

January 27: Writing Linguistically Appropriate Goals and Objectives for Els with Disabilities

April 27: Pathway Towards Reclassification of English Learners with Significant Cognitive Disabilities



G.R.O.W: G.R.O.W. Growth Mindset, Resilience, Other Centered, Work Ethic (For Therapeutic Learning Programs (T.L.P.):

Introduction to G.R.O.W. for new programs and staff

Participants will receive an overview of the G.R.O.W. program, learning about everything from the foundational principles to the specific program components. Through direct instruction, videos, group discussion, and in-vivo practice of skills, participants will learn the science behind the program as well as how put it into practice in the classroom. Although this training is for staff who are new to the G.R.O.W. program, all are welcome to participate.

Skill-Building Sessions

Participants in the G.R.O.W. Skill-Building Sessions can expect to take a deeper dive into the program components covered in the G.R.O.W. Summit. With facilitation, participants will engage in small group role-play activities to practice the skills taught in the session. Additionally, participants will have the opportunity to connect and consult with the G.R.O.W. learning community to learn from others' successes and problem-solve barriers to program implementation.

GROW Summit

Wow, it has been A YEAR. Take a deep breath (or three) and come join us as we check-in and review how far we have come with G.R.O.W. during the 2021-2022 school year. Participants will have an opportunity to connect with your colleagues from around the county and to share in your successes and challenges in program implementation. As always, this is a space where participants have permission to feel and to “grow” along with us in our journey to create the therapeutic wellness model that is G.R.O.W. We look forward to “seeing” you there!

Audience: Any and all staff who work in and/or support G.R.O.W. programs within SBCSELPA.



Health

Nurses Network

All countywide nurses are welcome to the Nurse's Network. This two-hour network meeting will provide nurses a chance to collaborate on current changes in school health with COVID-19.



Interpreter/ Translator Events

Best Practices in IEP Interpretation with Lena Moran Acereto

Participants will learn or refine the skills needed for interpretation in Individualized Education Plan (IEP) settings. Terminology and remote interpretation will be reviewed in this four hour training.

Interpreter/ Translator Network

SBCSELPA and in partnership with SLO SELPA provide a time for interpreters and translators who work in special education a time to share learning and resources. One hour Zoom network meetings offered Dec. 1, February 2 and April 1, 9:00-10:00.



Legal

Jan Tomsy 'Hot Topics in Special Education'

Jan E. Tomsy is a partner at Fagen, Friedman, & Fulfroft, LLP, serving clients from the Oakland office. A nationally recognized leader in special education law, Ms. Tomsy has represented school district clients in mediations and due process hearings, as well as in special education-related litigation in both state and federal courts and in the Ninth Circuit Court of Appeals. Her expertise in special education matters has helped scores of districts to address issues and resolve disputes in this specialized field. Additionally, Ms. Tomsy has assisted districts in countless student expulsion hearings, particularly those that involve complex or sensitive issues, and has successfully defended districts' decisions on appeal to county boards and in court. A popular speaker, Ms. Tomsy is asked to present throughout the country on education and the law. She frequently presents for the Association of California School Administrators, LRP's national Institute (focusing on legal issues related to educating students with disabilities), the LRP Special Education School Attorneys Conference, and the LRP Directors' Summit. Ms. Tomsy is the author of Personal Liability for IDEA Violations: Where the Courts Stand and was a contributing author to The Administrator's Guide to Building and Maintaining a Comprehensive Autism Program and IDEA Due Process Survival Guide, all of which are LRP publications. Ms. Tomsy presents 'Hot Topics in Special Education.'



Math: Lindamood- Bell: On Cloud Nine

The On Cloud Nine® Math Program, from Lindamood-Bell, develops the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation. On Cloud Nine® instruction is effective for elementary math instruction and as an

intervention for students of any age or grade level experiencing difficulty in math or not performing to their potential.

The underlying skills that On Cloud Nine® builds are the foundational skills needed to be successful in higher math.

On Cloud Nine® Math develops a student's ability to:

- Image numerals, numerical concepts, and the number line.
- Count by ones, twos, fives, and tens, and establish imagery for the base-ten math concept.
- Add and subtract with carrying and borrowing.
- Multiply and divide — and comprehend those functions.
- Solve word problems.
- Comprehend decimals and fractions.

Cost: \$1020 for five, three-hour sessions; includes the kit.

N

Network Meetings for all Related Services

Network Meetings are scheduled meetings with staff that serve students in a similar way. Network meetings is a time for Teachers, Speech and Language Pathologists, Occupational Therapists, Adapted P.E. Teachers, School Psychologists, Nurses, and BCBAs to collaborate on topics of their profession. Meetings to occur throughout the year each month.

Nonpublic Schools and Nonpublic Agency Behavior Trainings: (open to all LEAs as well)

NPS/A requirements for annual renewal of certification, including the following as specified in Education Code 56366.1

Requirements for NPS/A renewal of certification:

1. Documentation of NPS/A staff training in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS/A pupil population.
2. Trainings shall be provided annually within 30 days of employment to new staff and all staff implementing behavior related services in the NPS/A. (see Attachment)

In response to the requirements for annual renewal of certification, SBCSELPA offers behavior trainings encompassing evidence-based practices and interventions.

Each training satisfies the following conditions:

1. Conducted by licensed or certified persons in fields related to evidence-based practices and interventions.
2. Taught in manner consistent with the development and implementation of individualized education programs.

SBCSELPA offers the following trainings that fulfill the new requirements of AB1172 for an NPS/A.

August 12, 9:00-10:30: Supporting Students with Behavioral Needs in School Settings (Free)

August 13, 10:00-11:30: Antecedent Interventions for Behavior (Free)

August 19, 8:30-3:00: Nonviolent Crisis Prevention Intervention (CPI) Initial (new to CPI) \$20 for book.

August 26, 8:30-3:00: Nonviolent Crisis Prevention Intervention (CPI) Refresher (renewals)\$20 for book.

September 2, 8:30-3:00: Nonviolent Crisis Prevention Intervention (CPI) Refresher (renewals) \$20 for book.

September 2, 9:00-10:30: A New Lens on Behavior: Evidence Based Knowledge for School Teams (Free)

September 3, 10:00-11:30: Data Collection for Behavior and IEP Goals (Free)

September 10, 10:00-11:30: Fundamentals of ABA (Free)

September 16, 8:30-3:00: Nonviolent Crisis Prevention Intervention (CPI) Initial (new to CPI) \$20 for book.



Occupational Therapy (TBD)



Reading

Dyslexia Training Institute

The Dyslexia Training Institute (DTI) returns for three days of training in Dyslexia and Reading Interventions. October 2021

Cost: \$60 for six hours of training.



SELPA-Bration

The third annual SELPA-Bration Awards honors eleven staff county wide for their hard work and dedication to students in Special Education. Please join us in honoring ten very deserving recipients.

Third Annual SELPA-Bration May 10, Glen Annie Golf Course Frog Bar and Grill, 5:00-8:00.

September School Updates with SBCSELPA and Alpha Resource Center

Santa Barbara County Public Health and Local Education Agencies present School Updates to families.

SIRAS

Summer Updates in SIRAS

August 31, 1:00-3:00: SIRAS Systems provides 'Summer Updates' information to all staff sharing the new procedures and forms created over the summer. All staff are invited to this one-hour virtual training.

SIRAS Boot Camps

August 19, 2:00-3:00: Introduction to SIRAS for New Staff: An introduction to SIRAS Systems and IEP writing is provided in this two-hour training. Participants will learn how to schedule a meeting, complete IEP forms, and how to complete the meeting to be finalized in SIRAS. Training intended for new staff.

September 14, 1:30-3:00: Topics: Service Logs. Batch Printing IEPs for General Education staff, the MIS Summary page, and Emailing Forms Link and Electronic Signatures to be reviewed in this one and a half hour virtual training.

October 11, 2:00-3:30: Topics: Goal Developer, Various Meetings, Amendments, and the Document Library/Added Forms to be reviewed in this one and a half virtual training.

November 17, 1:30-3:00: Topics: Present Levels of Performance, generating Progress Reports, and generating Bulk Progress Reports to be reviewed in this one and a half hour virtual training.

March 1, 2:00-3:00: Topics: Searches, Statistical Reports, Special Factors/Low Incidence, and additional features in SIRAS to be reviewed in this one-hour virtual training.

March 15, 9:00-10:30: Topics: Behavior Intervention Plans reviewed in this hour and a half-hour virtual training.

SIRAS Trainings with SIRAS Team:

September 15, 8:30-11:30: Topics: CALPADS/ CASEMIS information updates

January 19, 8:30-10:30: Topics: Preparing for Transition Meetings. preparing for Statewide Assessment to be reviewed in this three-hour virtual training.

May 4, 8:30-11:30: Topics: End of year Calpads, Next Years Data, recap and reminders for year closure.

Social Emotional: Relational Scaffolding: Developing Trust-Based Learning Relationships

Drawing from foundations of interpersonal neurobiology, applied developmental attachment, and specific communication skills; participants will gain a functional understanding of how educators can best utilize relationships with their students to support social-emotional development, academic access, and a culture of emotional inclusion.



Transition

Colleges Tours

Explore options of college programs in Santa Barbara County and beyond. Participants will learn about residential placements, adult living, entrance requirements, and coursework in this multi-day series.

Audience: Parents, students, Guidance Counselors, School Psychologists, Agencies and all Educators.

Individual Transition Plan (ITP) Training

Participants will learn how to complete the new Individual Transition Plan (ITP) in SIRAS.

Audience: High School Special Education Teachers, Special Education Transition Age Teachers, Special Education Middle School Teachers.

Tri-County Regional Center (TCRC) Presentation to High School Programs

Tri-County Regional Center presents an overview of services and supports provided to high school programs throughout Santa Barbara County.

Audience: High School Mild-Moderate, Moderate-Severe Special Education Teachers, Administrators, Transition Age Youth Staff and Teachers.

Transition Fairs

Transition Fair offers families of students transitioning from middle school to high school and high school and beyond the opportunity to talk and gain resources from local agencies and services.

Transition Assessment Training (TBD)

A review of vetted Transition Assessments provided in this training. Participants will learn about various free resources for measuring students' skills in preparation for transition from high school to post-secondary education.

‘Mini’ LEA Professional Development Topics Available Upon Request

Contact Jennifer Connolly jconnolly@sbceo.org to book a **FREE** presentation.

Behavior Series

Understanding Brain States & Behavior

Participants will be introduced to the applied science of brain states and behavior regulation. The goal of this mini-PD is for staff to begin to understand the underpinnings for all human escalation cycles and how “behavior” is not unique to students with behavioral challenges. Staff will be guided through current research on the topic and have the opportunity to participate in activities that help integrate the content that is presented.

Supporting Students with Behavioral Needs in School Settings

This introductory mini-PD offers participants a brief overview of traditional vs brain-based perspectives on student dysregulation and challenges staff to reflect on their own narratives about student problem behavior. Additionally, a variety of proactive evidence-based practices for mitigating challenging behavior will be presented and participants will have an opportunity to apply strategies to case-studies in a small group activity.

How To “Coach” Students

This mini-PD is focused on practical, hands-on, evidence-based strategies for giving students feedback, offering supporting, and “correcting” pre-escalation behavior. Staff will reflect on how they like to be “coached” and then apply the scientific information shared to case examples they self-generate. The goal is for participants to walk away with a fresh perspective on how “coaching” vs correcting and/or inadvertent shaming of students could broadly help all the students they serve.

Default vs GROW: How our “Lens” Impacts the Way We Support Students

This mini-PD will start with a brief review of brain states and how behavior escalates in all humans, followed by an outline of the differences between “default” vs “GROW” lenses. The objective is for participants to understand what influences our perspectives and responses to student behavior and how students, especially students with challenging behavior, deserve scientific coaching practices rooted in dignity not punishment procedures.

Data Collection in Special Education

In this training, participants will have the opportunity to learn about the most common types of data systems used in special education programs (e.g., frequency, duration) and how different IEP goals require different types of data collection. Particular attention will also be given to how to accurately collect ABC data and participants will have opportunities to practice this through case examples and group activities.

Understanding the Functions of Behavior

The focus of this training will be helping participants learn that behaviors are information and serve a number of different functions. Once functions are understood then skills can be developed that allow students to navigate through struggles in a more adaptive manner.

Fundamentals of Behavior

To help educational staff broaden their understanding of “behaviors” in students, this training will introduce them to the science of behavior, including the neuro-biological cycle of behavior that is true for all human beings. Additionally, information related to ACES, trauma, learning challenges, and chronic stress experiences will be presented to help participants examine their own narratives about behaviors in students.

De-Escalation Strategies: Guiding Principles and Next Steps

In this training, participants will have the opportunity to learn guiding principles for de-escalating students during behavioral/emotional responses and the importance of proactive strategies to mitigate escalation cycles.

SELPA 28: SBCSELPA Continuum of Mental Health Services

Late in 2020, an Ad-Hoc Committee was formed to revise the SBCSELPA Continuum of Mental Health. This training is to introduce the new Continuum, discuss its function/limitations, and to provide information on two added services to the Continuum: Social Work Services and Parent Counseling.

SELPA 28A: SBCSELPA Wrap Supports Referral- recorded available on SBCSELPA YouTube Channel

The new Santa Barbara County SELPA Wrap Referral is here—and it’s fillable! This short training will explain what Wrap supports are, how the referral process works, and how to document on an IEP. This training will be recorded and available for viewing at your convenience.

Brain-Based Behavioral Perspectives and Support Strategies

Drawing from foundations of interpersonal neurobiology, applied developmental attachment, and specific communication skills; participants will gain a functional understanding of how educators can best support students who present with relational and behavioral challenges. Staff will then be able to calibrate their approach to meet the needs of the student as they exist in the moment, supporting emotional resilience and academic success.

Relational Scaffolding

Drawing from foundations of interpersonal neurobiology, applied developmental attachment, and specific communication skills; participants will gain a functional understanding of how educators can best utilize relationships with their students to support social-emotional development, academic access, and a culture of emotional inclusion.

G.R.O.W. Skill-Building Sessions

Participants in the G.R.O.W. Skill-Building Sessions can expect to take a deeper dive into the program components covered in the G.R.O.W. Summit. With facilitation, participants will engage in small group role-play activities in order to practice the skills taught in the sessions. Additionally, participants will have the opportunity to connect and consult with the G.R.O.W. learning community in order to learn from others' successes and problem-solve barriers to program implementation.

Self-Care for the Educator

Self-Care for Educators provides a time to reflect on your own mental health so that you can more effectively support students. In the course of our work, we are confronted with the challenging aspects of life. As Educators, we are asked to “do more with less,” and work within uncertain funding and restrictive policy contexts. The circumstances the youth of today bring to school often impacts not only our teaching but takes a toll on the school as a whole. Practicing self-care is an important activity that will help you cognitively, physically, and emotionally “bounce back” each day over the long term.

Parent Support

Mental Health for Families: Supporting the Mental Health of Families and Caregivers during Distance Learning

A presentation of self-care practices during times of acute and chronic stress for parents/guardians/caregivers. In addition, a resource for parents/guardians/caregivers to help support the children in their home during this time of distance learning.

SIRAS

Introduction to SIRAS for new employees

New Staff will learn the how to maneuver through SIRAS and how to create an IEP in SIRAS.

SIRAS updates

The new features in SIRAS created during the summer 2020 to be reviewed in this one and a half hour training.

Advanced Refresher

The Goal Wizard, Service Logs, and Progress Reports to be reviewed in this one and a half hour training.

Conscious Discipline Modules

1. Introduction to Conscious Discipline Modules

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) Program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

2. Conscious Discipline Modules: “Consequences”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

3. Conscious Discipline Modules: “Creating the School Family.”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

4. Conscious Discipline Modules: “Assertiveness”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

5. Conscious Discipline Modules: “Choices”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

6. Conscious Discipline Modules: “Becoming Brain Smart, Parts 1 and 2.”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

7. Conscious Discipline Modules: “Composure”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

8. Conscious Discipline Modules: “Empathy”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

9. Conscious Discipline Modules: “Positive Intent”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

10. Conscious Discipline Modules: “Encouragement”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

‘Mini’ LEA Professional Development Topics Available Upon Request

List of events offered updated monthly.

Contact Jennifer Connolly jconnolly@sbceo.org to book a **FREE** presentation.

July

July 28: Lompoc BIP

August

August 2, 3, 4th: GROW Series (at SELPA 2nd and 3rd, in Santa Maria 4th)

August 5: Guadalupe CPI Training

August 6: SBCEO SIRAS Beginners Training

August 10: Orcutt SIRAS Beginners Training

August 12: SBCEO Montecito Union CPI Training

August 13: Buellton CPI

August 16: Hope: Behavior Training

August 16: Goleta CPI Training

August 16 & 17: SB Unified & Goleta Unified BIP 101 Refresher Series

August 16: Buellton: Welcome to RULER: How SEL Makes the Biggest Difference

August 18: Hope Supporting Students Behavior As We Return to School: Evidence Based Strategies

August 23: Buellton Welcome Back to Brain-Based Behavioral Support

August 26: SB Unified Welcome Back to Brain-Based Behavioral Support

August 30: Santa Ynez Welcome Back to Brain-Based Behavioral Support

September

September 2: NPA Behavior Series

September 3: SBPIC SELPA Overview, GROW, WRAP Information

September 9: Goleta, Brain States Introduction

September 10: Lompoc, SIRAS Training

September 13: SBUSD, GROW Training

September 13: Santa Ynez Valley Consortium, Brain States Review

September 20: Buellton, RULER Training

September 21: SB Charter, Conscious Discipline Intro.

September 28: Carpinteria School Psychs and Sped Staff (CMS) Brain States Introduction

September 29: Goleta, Brain States Part 2

October

October 6: SBUSD, GROW Training

October 6: Manzanita teachers, A New Lens on Behavior

October 7: Santa Ynez Valley Consortium, Introduction to PRT

October 13: GUSD, GROW Training

October 18: SBUSD, GROW Training

October 19: SB Charter, Conscious Discipline, Coaching

October 22: Santa Ynez Valley Consortium, De-Escalation Strategies within Everyday School Routines

October 22: Santa Ynez Valley Consortium, Functional Communication for ASD

October 27: -Manzanita IAs A New Lens on Behavior Part 2

October 27: Carpinteria Unified IAs, A New Lens on Behavior

November

December

December 8: Adelante De-escalation

January

January 12: CMS New Lens on Behavior

January 19: Adelante Creating Cultures of Care

February

February 9: Adelante ADHD

March

April

May

June

SBCSELPA Staff (note new emails)

(New Office) 5385 Hollister Avenue Bld. 7 Santa Barbara, CA 93111 805-683-1424

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Youth Support Specialist (Bilingual)	

Professional Development Presenter(s) Information

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Santa Barbara Unified Program Facilitator	

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SBCSELPA BCBA	

C.A.P.T.A.I.N. Team (Autism)

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Alpha Resource Center

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Advocacy Systems Specialist

Alpha Resource Center

Dr. Ray Avila

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SBCSELPA Executive Director

Thank you to all Presenters, Teams, and Cadre for your time and positive energy!

Available Resources

OMS Calendar of Events	https://sbcselpa.k12oms.org/
Professional Development	
SBCSELPA Local Plan	www.sbcselpa.org
Educators, Parent Resources	
SBCSELPA Procedural Handbook	www.sbcselpa.org
Educators, Parent Resources	
Special Education Parent Handbook	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
What are all these IEP Documents? Parent Questions for an IEP	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
Turning 3: Transition from Early Start to Preschool	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
SIRAS Systems (IEP development)	https://www.sirassystems.org
Educators Resources	
SBCSELPA YouTube Channel for all recorded trainings	
Santa Barbara SBCSELPA Conference Room	bhelt@sbceo.org
To book Santa Barbara SBCSELPA Conference Room	
Back2School Padlet of Resources	https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school

Professional Development Locations for Larger Events

North: Santa Maria Bonita Souza Center: 708 Miller St. Santa Maria, CA 93454

Mid- County: Buellton Recreation Center: 301 2nd St. Buellton, CA 93427

South: SBCSELPA Conference Room: 5385 Hollister Avenue Building 7 Santa Barbara, CA 93111 (new location)

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,

2021-22 LEA/District Cost Associated with Due Process SBCSELPA Account Balances

	Carryover Funding	2021-22 Allocation	Expended to Date 2021-22	Balance
Adelante Charter		\$ 5,804.00		\$ 5,804.00
Blochman		\$ 5,562.00	\$ -	\$ 5,562.00
Carpinteria		\$ 10,725.00	\$ -	\$ 10,725.00
Family Partnership Charter	\$ 10,000.00	\$ 6,005.00	\$ -	\$ 16,005.00
Goleta		\$ 14,768.00	\$ 147.50	\$ 14,620.50
Guadalupe		\$ 8,458.00	\$ -	\$ 8,458.00
Hope		\$ 7,503.00	\$ -	\$ 7,503.00
Lompoc		\$ 30,463.00	\$ -	\$ 30,463.00
Manzanita Charter		\$ 6,132.00	\$ -	\$ 6,132.00
Orcutt		\$ 18,585.00	\$ -	\$ 18,585.00
Santa Ynez Valley Consortium		\$ 42,735.00	\$ -	\$ 42,735.00
SBCEO - Direct Service		\$ 16,972.00	\$ -	\$ 16,972.00
Santa Barbara Unified		\$ 41,903.00	\$ -	\$ 41,903.00
Santa Barbara Charter		\$ 5,762.00	\$ -	\$ 5,762.00
Santa Maria JUHSD		\$ 27,912.00	\$ -	\$ 27,912.00
Santa Maria-Bonita	\$ 89,258.23	\$ 50,711.00	\$ -	\$ 139,969.23
TOTAL	\$ 99,258.23	\$ 300,000.00	\$ 147.50	\$ 399,110.73

Total balances as of 11/24/21

\$ 147.50	\$ 399,110.73
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Total balances reported 11/24/21

\$ 33,034.00	\$ 387,218.69
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Difference as of 11/24/21

-\$32,886.50 \$11,892.04

Payments to date to individual legal firms:

Dannis Woliver	\$ -
Fagen Friedman Fulfroft	\$ -
Leibert Cassidy	\$ -
Hatch & Cesario	\$ -
Lozano Smith	\$ 147.50
Peter Sansom	\$ -
Ruderman & Knox	\$ -
SISC Voluntary Coverage	\$ -
Reimbursements to Districts	\$ -

2021-22
YEAR TO DATE SELPA LEGAL FEES (RESERVE)

Beginning Balance \$ 325,000.00
YTD Expenditures

July	\$ 1,085.00
August	\$ -
September	\$ 182.50
October	\$ -
November	\$ -
December	\$ -
January	\$ -
February	\$ -
March	\$ -
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ 1,267.50
ENDING BALANCE	\$ 323,732.50

Payments to Law Firms:

Dannis Woliver Kelley	\$ -
Fagen Friedman Fulfro	\$ 1,267.50
Law Office of Melissa Hatch	\$ -
Liebert Cassidy Whitmore	\$ -
Lozano Smith	\$ -
Musick, Peeler & Garrett	\$ -
Lana Clark	\$ -
Atkinson, Andelson, Loya	\$ -
Payments to Districts	\$ -

TOTAL 2021-22 LEGAL SETTLEMENTS TO DATE

Settlement Agreements None

2021-22 Year to Date Nonpublic School Placement Costs

District	# Students Currently Placed	# Students Cumulative Placements	Mental Health Placements Total SELPA Paid	Non-Mental Health Placements SELPA 70% Cost	District Estimated Offset to SELPA Cost	Total Estimated Cost
Lompos Unified - Mental Health Placements	1	1	\$ 55,481.00		\$ 41,343.00	\$ 167,613.00
Santa Barbara Unified - Mental Health Placements	1	2	\$ 54,687.00		\$ 96,915.00	\$ 207,672.00
Santa Maria Jt. Union - Mental Health Placements	1	1	\$ 37,123.00		\$ 95,604.00	\$ 150,288.00
Santa Ynez Valley Consortium - Mental Health Placements	0	1	\$ 12,000.00		\$ 91,224.00	\$ 171,800.00
 TOTAL	 3	 5	 \$ 159,291.00	 \$ -	 \$ 325,086.00	 \$ 697,373.00
2021-22 Mental Health NPS Placement Budget			\$ 1,910,000.00			
TOTAL YTD Mental Health Placement Costs			\$ 159,291.00			
Less District Estimated Offset to SELPA Costs			\$ 325,086.00			
Balance Available			<u>\$ 2,075,795.00</u>			
2021-22 Non Mental Health NPS Placement Budget			\$ 360,000.00			
TOTAL YTD Non Mental Health Placement Costs			\$ -			
Balance Available			<u>\$ 360,000.00</u>			

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 5/18/21