

SANTA BARBARA COUNTY SELPA JOINT POWERS AGENCY BOARD

Regular Meeting

Monday, February 1, 2021

Public Session – 12:00 p.m.

Via ZOOM – Meeting ID: 936 3574 0423

***There will be no physical location for this meeting due to COVID-19 and Governor Newsom's Executive Order N-29-20 regarding Shelter in Place.**

PUBLIC – Should you wish to attend the SBCSELPA JPA Board Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Executive Secretary, by Monday, February 1, 2021 at 11:00 a.m. to request Zoom Meeting Information and Login. Lindsay MacDonald can be contact via email, lmacdonald@sbceo.org, or by calling the SBCSELPA Office at (805) 683-1424.

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 this meeting is being held virtually, with no physical location. Forms are available from the Board's secretary for requests to address the Board. Should you wish to address the Board during this virtual meeting please email Lindsay MacDonald, lmacdonald@sbceo.org, to request a form. Persons wishing to make public comments are requested to complete the appropriate form and return it to the Board Secretary via email.

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 December 7, 2020 Regular Meeting REF: V-A
- B. Ratification of Payment of Claims REF: V-B
- C. 2020-21 Nonpublic Agency (NPA) Master Contract Rates REF: V-C
1. Exhibit A Rates Sheet: Platinum Teletherapy

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

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

VI. **PRESENTATIONS**

- A. SBUSD Significant Disproportionality, Presenter John Schettler REF: VI-A
- B. Governor's Budget, Presenter Kim Hernandez REF: VI-B

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

- A. SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2020 REF: VII-A
1. Audit Report
2. Representation Letter

It is recommended that the JPA Board approve the SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2020 as presented.

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

- B. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request to Continue Regional Severe/Profound Program at Arellanes Jr. High REF: VII-B
1. SBCEO Request
2. Projected Reduction to Severe/Profound Program

It is recommended that the JPA Board approve the SBCEO request to continue the Regional Severe/Profound Program at Arellanes Jr. High for the 2021-2022 school year, despite low enrollment. as presented.

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

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

February 1, 2021

1) Due Process/Dispute Updates County-Wide-

Two Due Process filings in progress and one CDE investigation.

2) Non Public School (NPS) Placement Update-

We have a total of (6) SBCSELPA funded NPS placements and no district funded placements.

3) Legislative and Budgetary Information-

Special Education Base Funding:

-New Base Funding \$634.38 (estimated 1.5% COLA), current is \$625

-No Make-Up of 0% COLA for current year

-No further structural changes to AB 602 funding

Other Special Education Funds:

-Professional Learning networks to support capacity to access Medi-Cal Funds (\$5 million one-time)

-Lead COE to provide guidance for Medi-Cal billing System of Support (\$250,000)

-Certification and Oversight of NPS placements (\$500,00 one-time)

-Intervention Grant (\$300 Million ongoing funding for Early Intervention Grant)

**Language not in print but expected to be similar to 19-20 State Budget*

**Sent to LEAs and based on number of preschoolers with disabilities*

**SCC estimates it will be \$5900 per resident preschooler with disabilities*

**Will focus on evidence-based services that support services in inclusive setting*

Legislative Bills to Watch:

[AB 126 \(E. Garcia\)](#) – Special Education Programs: Family Empowerment Centers

RECOMMENDATION: Support

[SB 14 \(Portantino\)](#) – Excused Absences for Youth Mental and Behavioral Health

[AB 104 \(Gonzalez\)](#) – Learning Loss (spot bill)

[AB 76 \(Kiley\)](#) – Open California Schools Act

[AB 10 \(Ting\)](#) – In-Person Instruction

4) State SELPA Association -

*The State SELPA Association Foster Youth Committee had representatives from the Systems of Care present to all SELPA Directors at the January State SELPA meeting. **(SEE Attached***

***Presentation, REF: I-E.1).** The topic of this presentation was an update on the Foster Youth population in relation to Special Education. This information was shared and discussed with our Special Education Directors throughout SB County.*

5) CDE COMPLIANCE and CALPADS Updates-

Annual Determination Letters

CDE stated in a recent meeting with the State SELPA Association they would not be doing any new calculations for monitoring purposes except related to significant disproportionality, and that there would be no new Special Education Plans (SEP) due this year, that LEAs would continue to work off the same plan on the same issues previously identified. Since the information for everything but significant disproportionality would stay the same, CDE only sent significant disproportionality preview data to select LEAs and SELPAs on December 7th, 2020. SB County currently has two LEA's in SIG DIS status (SBUSD and SMJUHSD) and SM-BSD was recently notified of their upcoming SIG DIS status. LEAs and SELPAs should have all other monitoring information as it is based off last year. The annual determination letters (a.k.a. "mega-letter") were sent to LEAs on January 11, 2020.

Foster Youth Committee

Update on AB 2083

Integrated Core Practices Model

MOU Participation

TA Webinars and Resources from
DHCS

Guidelines for School Stability During
Virtual Learning

Website Additions

Gina Danner - Mendocino
County SELPA

Jaime Tate-Symons - North
Inland SELPA

Matt Devins - Stanislaus SELPA

Anjanette Pelletier - San Mateo
County SELPA

AB 2083: Children and Youth System of



California Department of
EDUCATION



Children and Youth System of Care
State Technical Assistant Team

2020

Assumptions & Definitions

- County
- Regional centers
- Child welfare
- Boundaries for our systems
 - County/regions/statewide
 - Child welfare
 - Regional centers and Department of Developmental Services
 - Education
 - Department of Rehabilitation
- Youth centered planning
- Services
- Eligibility
- Entitlement/required
- Foster youth
- Mental Health Plan
- Managed Care Plan
- Medi-Cal
- Beneficiary
- Others

**Total Youth in the
Child Welfare
System**

≈ 60,000

**Probation
Foster
Youth**

≈ 2,400

CWS/CMS 2019 Quarter 3 Extract
Retrieved Mar 4, 2020, from University of California at Berkeley California Child
Welfare Indicators Project website. URL: <https://ccwip.berkeley.edu>

**Total Foster Youth enrolled
in CA K-12 public schools**

46,810

5,233 HOMELESS (at least 1X - school year)

7,382 ENGLISH LEARNERS

14,699 DISABILITY

<https://dq.cde.ca.gov/dataquest/>, 2018-2019 school year

**Total Open Child Welfare
Case Receiving Specialty
Mental Health Services**

≈ 52,643

[DHCS.ca.gov](https://dhcs.ca.gov), June 2018

**Total Individuals Ages 0 to 21
Served By Regional Centers**

183,754

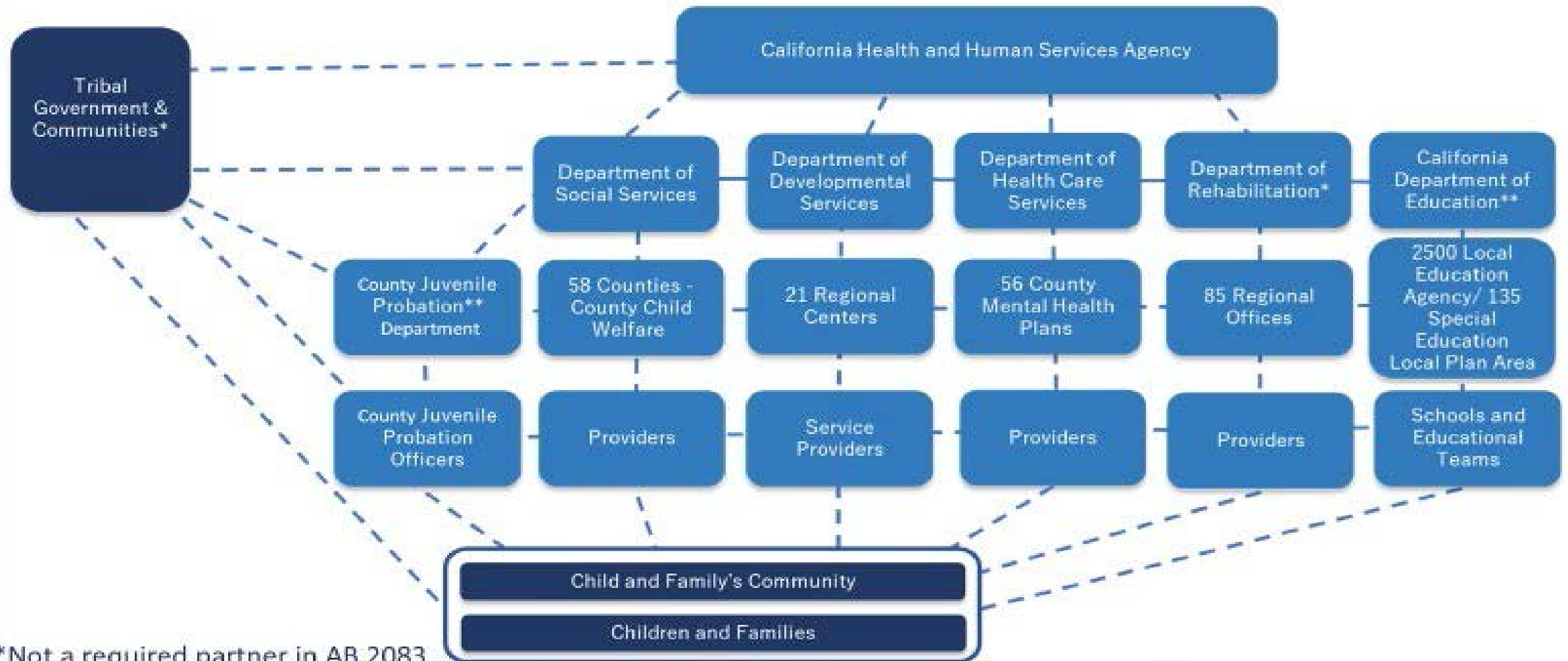
DDS, Fact Book, January 2018

**Status 5: Court
Dependent Children**

≈ 6,300

* Each system calculates foster youth differently, per their

Children and Youth System of Care Partners



*Not a required partner in AB 2083

**Required partner by AB 2083, but not a department under Health and Human Services Agency

What is AB 2083?

[Assembly Bill 2083](#) (Chapter 815, Statutes of 2018), requires each county to develop and implement a Memorandum of Understanding (MOU) outlining the roles and responsibilities of the various local entities that serve children and youth in foster care who have experienced severe trauma.

The legislation is focused on the child welfare system but can, and must be, expanded to look at children and youth served by various other systems.

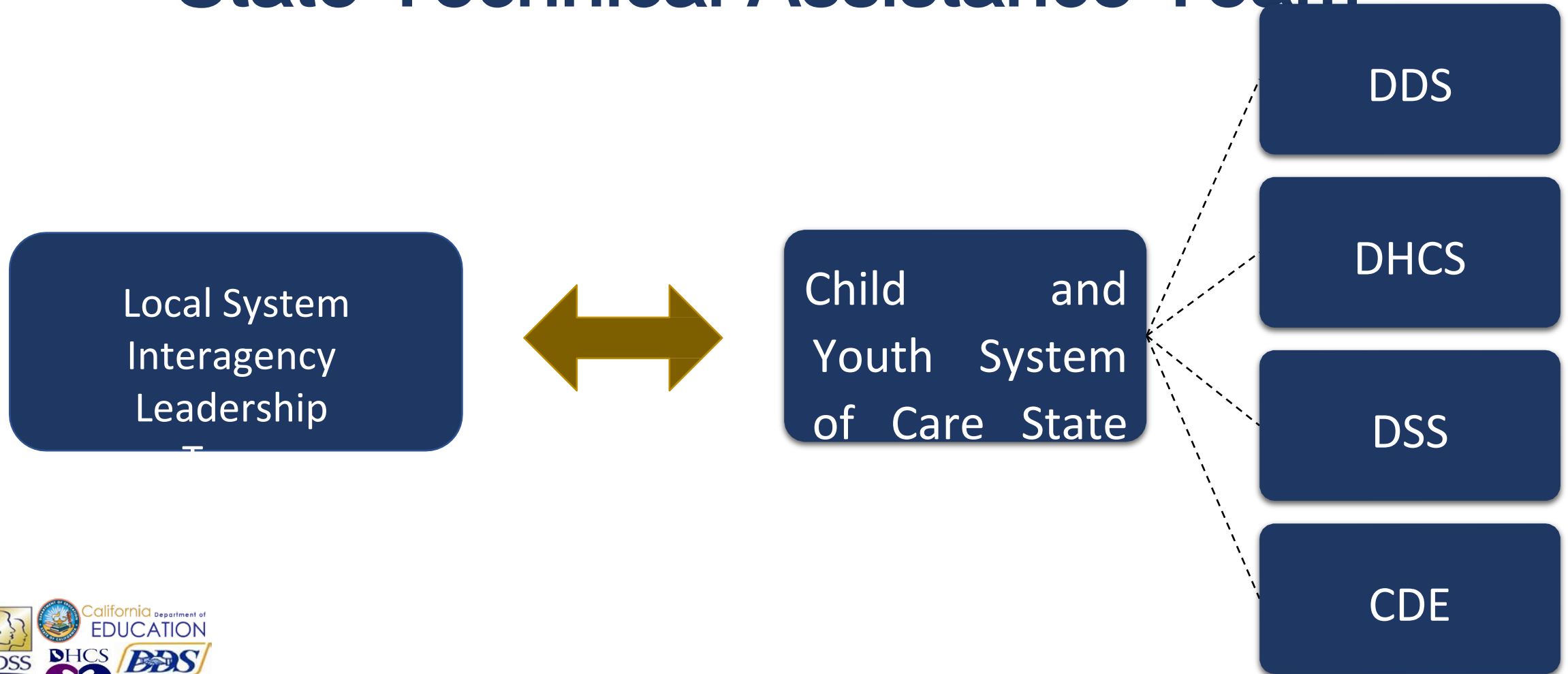
Source: The California Health and Human Services Agency (CHHS),
<https://www.chhs.ca.gov/home/system-of-care/>

What is AB 2083?

The legislation calls for the following deliverables:

- Development of a MOU between local partners including child welfare, regional centers, county offices of education, probation, and county behavioral health
- Development of State MOU Guidance
- Process to request technical assistance (TA) from State Interagency Resolution Team
- Analysis of Gaps in Placement Types, Services, or Other Issues – No later than January 1, 2020
- Development of a Multiyear Plan for Increasing Capacity – No later than June 1, 2020

Child and Youth System of Care State Technical Assistance Team



Who is Involved in AB 2083?

Children and Youth System of Care State TA Team includes:

- California Health and Human Services Agency (CHHS)
- Department of Social Services (DSS)
- Department of Developmental Services (DDS)
- Department of Health Care Services (DHCS)
- California Department of Education (CDE)
- Tribal Governments*
- Department of Rehabilitation (DOR)*
- Other partners as locally defined

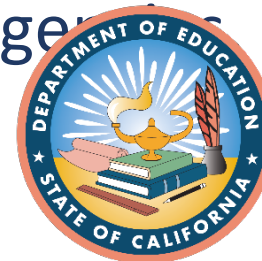


*Not a required partner in AB 2083

The Mission

The California Health and Human Services Agency, in partnership with state and local partners, and stakeholders has identified the mission of the Children and Youth System of Care State TA Team to be:

- Promoting collaboration and communication across systems to meet the needs of children, youth and families;
- Supporting timely access to trauma-informed services for children and youth; and
- Resolving TA requests by counties and partner agencies as requested, to meet the needs



Goal: Integrated System of Care

System of Care is a service delivery approach that builds partnerships to create a broad, integrated process for meeting families' multiple needs.

Source: The California Health and Human Services Agency (CHHS),

<https://www.chhs.ca.gov/home/system-of-care/>

System of Care Principles

- Family Voice & Choice
- Natural Supports
- Collaboration
- Teaming
- Community Based
- Culturally Responsive
- Individualized
- Strength Based
- Persistence
- Outcomes Based
- Trauma Informed

Children and Youth System of Care

Practice
Supported by the state's *Integrated Core
Practice Model for Children, Youth and
Families (ICPM)*

Local MOU discussions should be
informed by the ICPM's ten
principles.

MOU Guidance

- [AB 2083 MOU Guidance Information Notice](#)
- [AB 2083 MOU Guidance](#)

Local System of Care Partners

Required Partners

- County Child Welfare
- County Mental Health Plans
- Regional Center
- County Office of Education
- Juvenile Probation

Collaborative Partners

- Federally Recognized Tribes (through consultation)
- Tribal Partners and Organizations
- Department of Rehabilitation
- First 5
- Family Resource Center
- Local Hospitals
- Community Based Organization/Providers
- County Dependency Court Judges
- County Public Health
- Others – May include SELPAs

Children and Youth System of Care requires connecting data on multiple levels

Public Education	Mental Health	Substance Use	Developmental Services	Health	Child Welfare Services	Juvenile Justice
Policy/Leadership: Share joint authority, funding and decision-making						
Management: Measure key outcomes for all children and families						
Practice: Work together to address the full set of family needs						
Community: Partner with Families/consumers and their supports						

MOU Components

1. Interagency Leadership Team
2. Integrated Core Practice Model
3. Information and Data Sharing
4. Screening, Assessment, and Entry to Care
5. Child and Family Teaming
6. Interagency Placement Committee
7. Alignment and Coordination of Services
8. Staff Recruitment, Training, and Coaching
9. Financial Resource Management
10. Dispute Resolution Process
11. Resource Families and Therapeutic Foster Care Services

Youth Centered Planning is universal...

- Individualized Education Program
- Section 504 Plan
- Student Study Team
- Individual Program Plan/Individual Family Service Plan
- Child and Family Team (safety, action, case, and permanency plan)
- Individual Health Care Plan
- Independent Living Plan

MOU Development Considerations

- 1) Systematic issues will organically be addressed as the MOU is developed.
- 2) The MOU will have the ability to ensure that sufficient ongoing engagement is occurring and may respond to issues and alleviate the need for state level TA.
- 2) The local MOU is essential to the establishment of shared interagency responsibility, engagement and

Opportunities for System of Care Support

MOU Resources

- Resources are in development to support the MOU processes and to assist with overcoming system barriers. Resources will be posted to the System of Care website (www.chhs.ca.gov/system-of-care) as they become available. Additionally, you are welcome to contact SystemofCare@dss.ca.gov with requests for resources.

Statewide AB 2083/System of Care TA Calls

- The first Wednesday of each month, at 10:00 am, state partners host a 90-minute webinar in support of System of Care practice and develop a statewide community of practice.

Resources

System of Care

- <https://www.chhs.ca.gov/home/system-of-care/>

System Profiles

- [Child Welfare Services](#)
- [Specialty Mental Health Services](#)
- [Rehabilitation Services](#)
- [Regional Center – Early Start Services](#)
- [Regional Center – Lanterman Act Services](#)
- [California Department of Education – Special Education Services](#)
- [California Department of Education – Foster Youth Services](#)

Legislation – AB 2083

- [Assembly Bill 2083](#)

MOU Guidance

- [AB 2083 MOU Guidance Information Notice](#)
- [AB 2083 MOU Guidance](#)

Children and Youth System of Care State TA Team Contact Information



SystemofCare@DSS.CA.GOV



Universal Data Sharing Agreement

Foster Youth
Educational
Outcomes

Foster
Match
Process

Direct
Certification
for School
Lunch*

Reporting
Childcare
Providers to
the Union

CalWORKS
Childcare
Outcomes *

P-SNAP
Benefits

**in-Progress*

UDSA – Challenges Along the Way

- Different organizational cultures
- Different approaches to sharing data
- Different perspectives of the team
- Big picture and details
- Different priorities and timelines

DEP – Foster Youth Match

Identify Foster Youth for:

- Local Control
Funding Formula
(LCFF)
- Foster Youth
Educational Rights*
- Foster Youth
Educational Outcomes

**Foster youth entitled
to Educational Rights
also include foster youth
not identified under the
LCFF*

Foster Youth Match Process

- The California Department of Social Services (CDSS) is the primary authoritative source for who is identified as a foster youth under the LCFF.
- Students who are identified as foster by CDSS under the LCFF definition are matched with data in California Longitudinal Pupil Achievement Data System (CALPADS) on a weekly basis.
- The “matched” data are then available to LEAs for them to update information in their local student information system (SIS).

Local Control Funding Formula (LCFF)

Foster Youth Definition*

(Education Code Section 42238.01(b))

A child or youth who:

- is the subject of a petition filed under Welfare and Institutions Code (WIC) Section 300,
- is the subject of a petition filed under WIC Section 602 and has been ordered by a court to be removed from home, or
- is between the ages 18 and 21, is enrolled in high school, and is a non-minor dependent participating in a transitional living case plan.

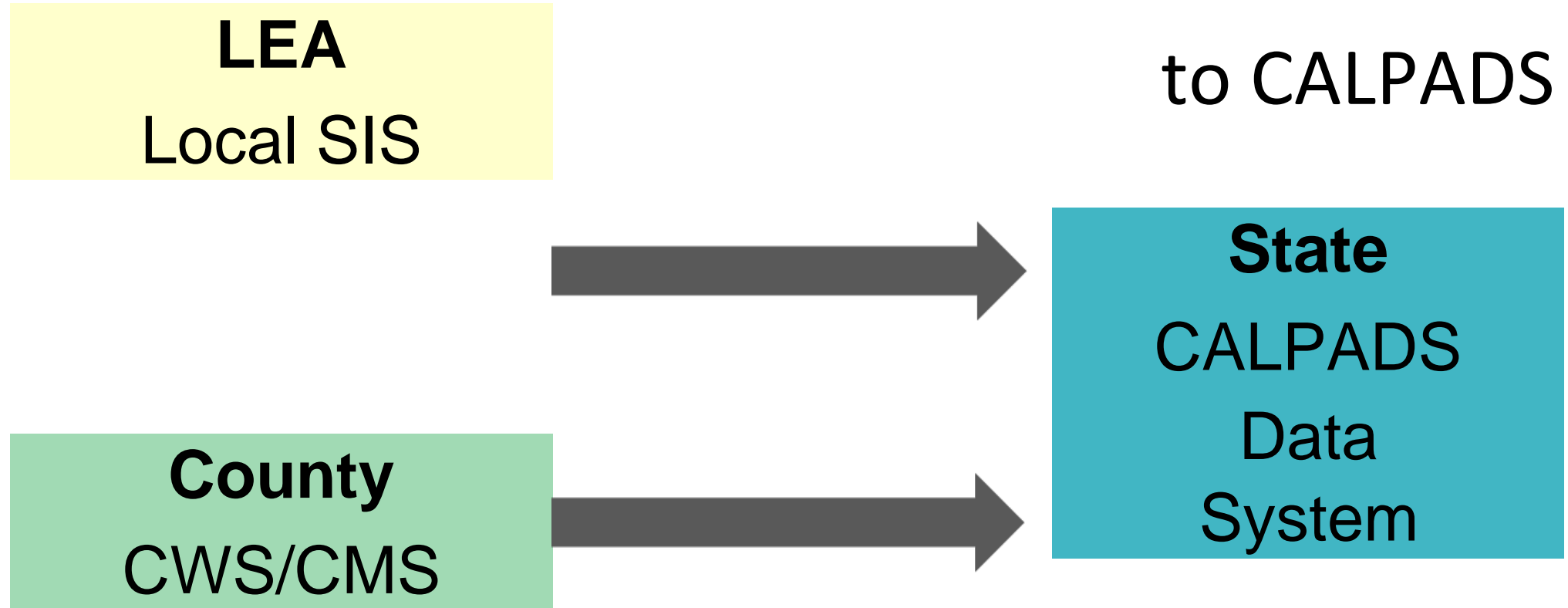
** This is a subset of the LCFF foster youth definition and does not include youth under the jurisdiction of a tribal court.*

Foster
Youth
Data
Exist in
Different
Data
Systems

State
CALPAD
S
Data
System

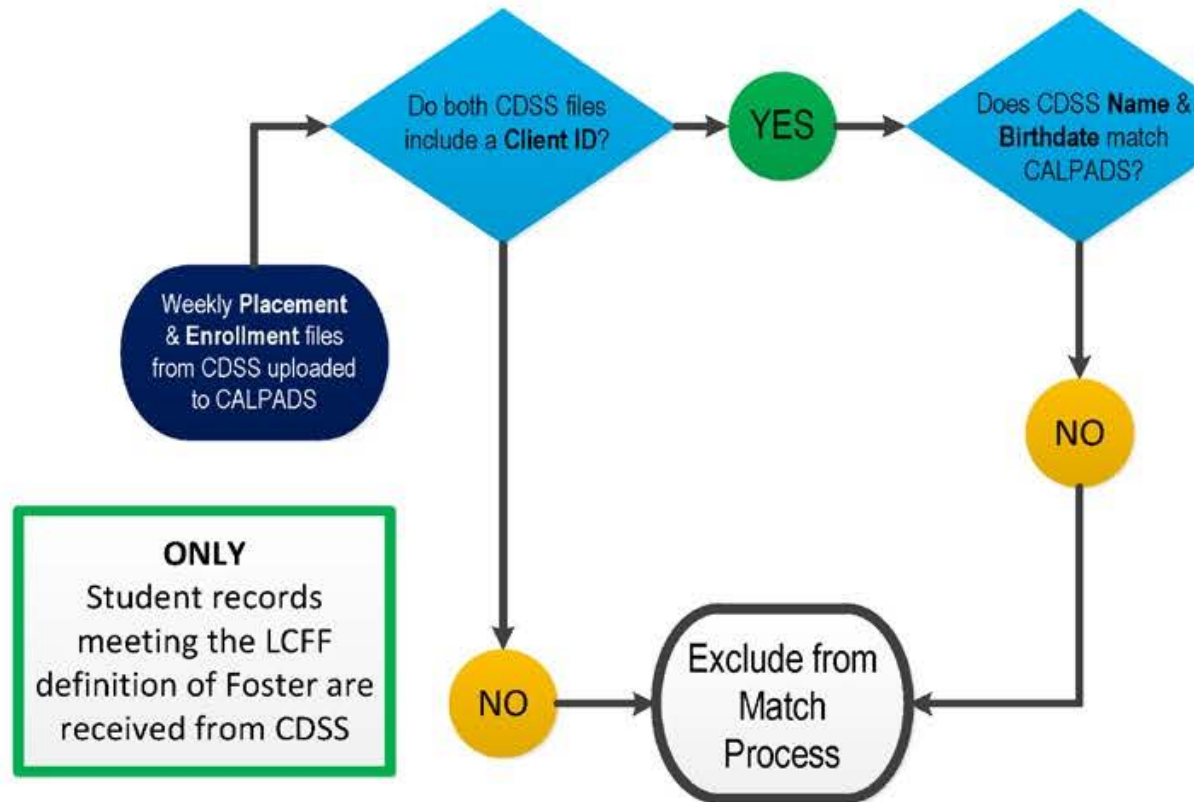
County
Child Welfare
Services/Case
Management
System
(CWS/CMS)

LEA
SIS

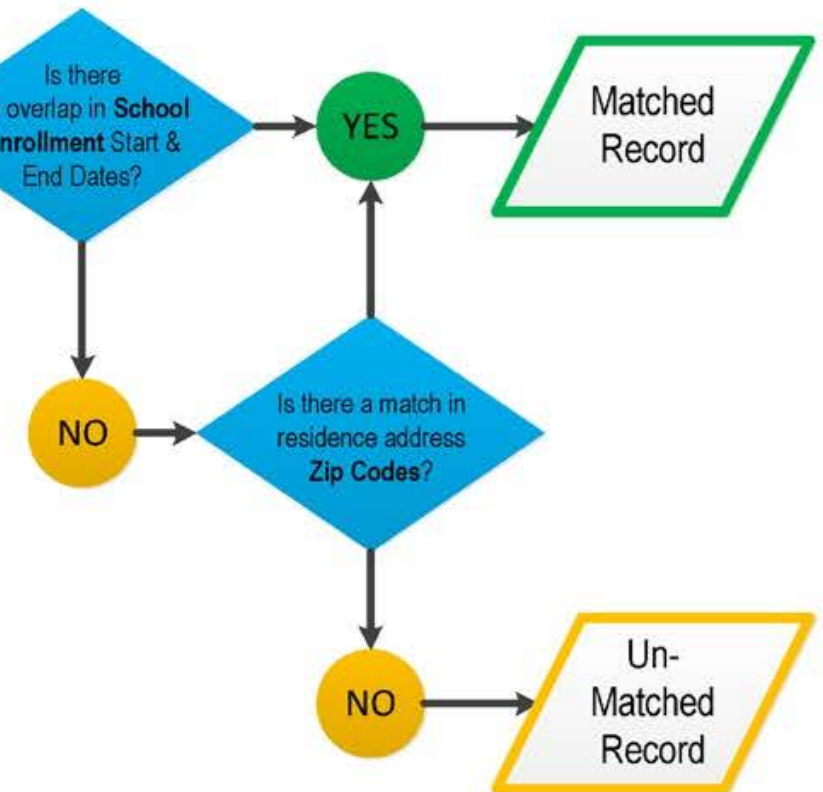


Statewide Foster Match Process

1. Data Integrity Pre-Check



2. Data Match Process in CALPADS



AB 2083 MOU and SELPAS

Experiences from FY Committee

Gina Danner - Mendocino County

Jaime Tate-Symons - North Inland SELPA

Anjanette Pelletier - San Mateo County
SELPA

Matt Devins - Stanislaus SELPA



Supporting School Stability for Youth in Foster Care

During Virtual Learning and the Transition Back to ~~Person~~ Instruction

December 2020

California Foster Youth Education Task Force



School Stability During Virtual Instruction

The Why

- Youth in Foster care have the right to remain in their school of origin following a change in home placement(AB 490, EC 48852) school stability has profound impact on overall educational and life outcomes
- In today's climate, school stability is more important than ever
- Virtual Instruction lends itself to more flexibility for youth to remain in their school of origin- transportation barriers are eliminated
- Intended to help CW, Probation, COE's, LEA's, Youth, and Ed rights holders navigate school of origin decisions during virtual instruction



Key Considerations for School of Origin

- **Available supports/Services**
 - What services are currently accessed? Available at new school? Are there different supports offered? Access to synchronous vs asynchronous. How are services in IEP offered?
- **Different Instructional Options** - virtual vs. in-person- which might best suit youth's best interest?
- **Anticipated Length/Permanency of Placement**
- **Transportation** - future transportation challenges should not prevent the youth from continuing virtual instruction during distance learning at school of origin
- **Youth Preference**



Supporting Youth in Their Home Placement Once the School of Origin Decision Has Been Made

Virtual settings:

- Supervision and support needed to be success in the virtual learning environment?
- Timing and scheduling of all youth in the home
- Caregiver ability to support a virtual learning environment that is comfortable and distraction free

In-person learning:

After determining the normal decisions regarding placing foster youth, the team must consider the health and safety of the student and the caregiver(s)

- Can the student wear a mask and socially distance?
- Household health risks
- Adequacy of health concerns addressed in the school setting



Roles and Responsibilities - Supporting Stability

All Agencies and Caregivers (including STRTPs)

- Coordinated effort to ensure the youth/caregiver has
 - Access to technology
 - IT support
 - Connectivity
 - Materials and accommodations



Roles and Responsibilities - Supporting Stability

Child Welfare and Probation

- Ensure placement decisions consider school of origin
- Placements have resources and strategies for childcare, supervision and technology support
- Placements have supports for additional stressors and social emotional struggles for constant care
- Educational plan address educational needs and timelines for support



Roles and Responsibilities - Supporting Stability

County Offices

- Provide guidance, training and materials to support LEAs in providing school stability



Roles and Responsibilities - Supporting Stability

LEAS of School of Origin and School Connected to Youth's New Residence

- Coordinate with partners regarding
 - Plans for returning to in-person instruction
 - Transportation to School of Origin when necessary
 - Graduation needs (AB 167/216)
 - Post secondary planning



Roles and Responsibilities - Supporting Stability

STRTPs/Resource Families

- Coordinate with partners to ensure
 - Childcare
 - Basic educational support
 - Learning schedules for youth in the home
 - Safe learning environment without distractions
 - Confidential place for services



Dispute Resolution

- Student has the right to remain in their school of origin until there is a resolution
- Partners work to collaboratively address the concerns, including health concerns



Dispute Resolution

- Other options for resolution (in order):
 - Request to Children and Youth System of Care
 - State Technical Assistance Team support
 - Brought to a judge for determination of needs (some courts may not be fully operational and require special arrangements)
 - UCP Complaint to CDE (if school is issue)



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

REF: V-A

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF DECEMBER 7, 2020 REGULAR MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

***There will be no physical location for this meeting due to COVID-19 and Governor Newsom's Executive Order N-29-20 regarding Shelter in Place.**

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 12:03 p.m. via Zoom (Meeting ID: 941 0867 8847).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Antonio Garcia
 Anne Hubbard, Chairperson
 Trevor McDonald
 Hilda Maldonado
 Luke Ontiveros
 Susan Salcido

Members Absent: Amy Alzina, Clerk
 Randal Haggard, Vice-Chair

Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board, and other SBCSELPA staff:
 Lindsay MacDonald, SBCSELPA Executive Secretary
 Jennifer Connolly, SBCSELPA Coordinator
 Kim Hernandez, SBCSELPA Business Official
 Margaret Slater, SBCSELPA Office Manager
 Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO
 Beverly Sherman, Coordinator of Special Education, SYVC

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

There were no guests.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 7, 2020 REGULAR MEETING

E. SBCSELPA Executive Director's Report

Ray Avila highlighted an item in his Executive Director's Report related to CDE Compliance. He commented that 19 of the LEAs in Santa Barbara County were monitored for this compliance item and that all of them had completed their Special Education Plans and submitted them to the SELPA Office. Ray Avila and Jennifer Connolly were able to review the district plans and submit them to the California Department of Education 11 days ahead of the deadline. Ray Avila congratulated all the LEAs on their work in completing this task. The Board was satisfied; there were no questions or comments.

II. PUBLIC COMMENTS

There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

There were no additional emergency items presented.

IV. APPROVAL OF ACTION AGENDA

Recommendation: The JPA Board approve the Action Agenda as presented.

Motion to Approve: Susan Salcido **Second:** Hilda Maldonado

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

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

- A. **Minutes of November 2, 2020 Regular Meeting**
- B. **Ratification of Payment of Claims:** 01-629108 - 01-629117, 01-629967 - 01-629982, 01-630688 - 01-630699, 01-63136500 – 01-631372, 01-632035 – 01-632047.
- C. **Santa Barbara County Education Office (SBCEO) School Business Advisory Services (SBAS) Request for Authorized Signatures Forms**
- D. **2020-21 Nonpublic Agency (NPA) Master Contract Rates**
 - 1. Exhibit A Rates Sheet: AMN Healthcare
 - 2. Exhibit A Rates Sheet: AYA Healthcare
 - 3. Exhibit A Rates Sheet: New Life Physical Therapy Services

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

Motion to Approve: Luke Ontiveros **Second:** Antonio Garcia

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

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

VI. PRESENTATION

A. First Interim Budget Presentation, Presenter Kim Hernandez

Kim Hernandez presented information related to the SBCSELPA First Interim Report. She provided the JPA Board with information related to what comprises the First Interim Report. She provided information regarding the changes in the SBCSELPA budget from adoption in June to today's certification of First Interim Report. She commented that one of the biggest changes was in the are of Low Incidence funding with the SBCSELPA receiving nearly \$1 million in additional funding this year.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 7, 2020 REGULAR MEETING

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. Certification of First Period Interim Report for Fiscal Year 2020-2021

Recommendation: The JPA Board approve the First Period Interim Report for Fiscal Year 2020-2021 as presented.

Motion to Approve: Luke Ontiveros **Second:** Susan Salcido

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

Ray Avila thanked Kim Hernandez for the information she had presented to the Board. The Board was satisfied; there were no further questions or comments.

B. Lompoc Unified School District (LUSD) G.R.O.W. Program Transfer Plan

Recommendation: The JPA Board approve the LUSD G.R.O.W. Transfer Plan and Checklist as presented.

Motion to Approve: Susan Salcido **Second:** Hilda Maldonado

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

Ray Avila commented that in May, LUSD had provided notice that they intended to make their three, district operated G.R.O.W. classes regional programs beginning in 2021-2022. Today they are providing their transfer plan and checklist for the JPA Board's approval. Hilda Maldonado inquired about why type of program G.R.O.W. was. Ray Avila responded that these classes served student with emotional disturbance disabilities and he indicated that he would send her additional information on the programs. The board was satisfied; there were no further questions or comments.

C. Procedural Handbook, Section 2, Assessments, Revision

Recommendation: The JPA Board approve the revisions to the Procedural Handbook, Section 2, Assessment as presented.

Motion to Approve: Antonio Garcia **Second:** Luke Ontiveros

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

Ray Avila reported that the revisions being made to the SBCSELPA Procedural Handbook, Section 2, Assessments provided updated language specific to the referral process for AT/AAC assessments. The board was satisfied; there were no further questions or comments.

VIII. ITEMS FOR INFORMATION AND DISCUSSION

A. SBCSELPA Professional Development

Jennifer Connolly highlighted Professional Development opportunities available in December and January. She reported that the SBCSELPA virtual platform has proven to be a wonderful opportunity to reach more staff. She continues to hold Network meetings with staff throughout the County. She commented on the upcoming Patterns of Strengths and

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 7, 2020 REGULAR MEETING

VIII. ITEMS FOR INFORMATION AND DISCUSSION *(Continued)*

A. SBCSELPA Professional Development *(Continued)*

Weaknesses series of workshop that will be presented by the Southern California Diagnostic Center. This series of workshop will include one representative from each district. She will present the data that is collected to the JPA Board when the workshop is finalized. The Board was satisfied; there were no further questions or comments.

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

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

C. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

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

IX. MISCELLANEOUS AGENDA

A. Items Proposed for Future Action or Discussion

Ray Avila reported that he and Hilda Maldonado have spoken regarding her request for a Board discussion related to two topics: Significant Disproportionality and English Language Learners and Special Education. Ray Avila will be bringing information on these topics to the board at a future meeting. Ray Avila also reported that John Schettler, Director of Special Education for the Santa Barbara Unified District will be presenting the CSEIS Plan that his district has developed. This will take place at the February meeting. There were no further items proposed for future action or discussion.

B. Next Scheduled JPA Board Meeting: February 1, 2021, 12:00 p.m.
Via Zoom due to COVID-19

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS

There were no public comments.

XI. CLOSED SESSION: The JPA Board adjourned to Closed Session at 12:43 p.m.

A. Confidential Nonpublic School (NPS) Student Updates

B. Evaluation of the SBCSELPA Executive Director

XII. RECONVENE TO PUBLIC SESSION: The Board took no action.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 7, 2020 REGULAR MEETING

XIII. ADJOURNMENT

The meeting was adjourned at 12:51 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Date

Ray Avila, Secretary
Santa Barbara County SELPA

Date

ReqPay12a

Board Report

Checks Dated 11/16/2020 through 12/29/2020					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-632844	11/17/2020	Alison Lindsey	01-5910		35.00
01-632845	11/17/2020	CalPERS Financial Reporting	01-3202		2,856.55
01-632846	11/17/2020	Chun Chen	01-5860		3,000.00
01-632847	11/17/2020	Frontier	01-5910		87.51
01-632848	11/17/2020	Grace Vega	01-5200	10.24	
			01-5910	35.00	45.24
01-632849	11/17/2020	Kirsty Kenny	01-5910		35.00
01-632850	11/17/2020	Laura Morizio	01-5860		3,000.00
01-632851	11/17/2020	Lisa Foote	01-5910		35.00
01-632852	11/17/2020	Marcel Trujillo	01-5860		3,000.00
01-632853	11/17/2020	Natalie Facio-Leon	01-5910		35.00
01-632854	11/17/2020	Paige Chamberlain	01-5860		3,000.00
01-632855	11/17/2020	Patterson Associates	01-5600		7,892.44
01-632856	11/17/2020	Philbert Pandac	01-5910		35.00
01-632857	11/17/2020	Provo Canyon School, Inc.	01-5890		41,361.00
01-632858	11/17/2020	Rosy Bucio	01-5910		35.00
01-632859	11/17/2020	Sparkletts	01-4300		37.25
01-632860	11/17/2020	Stephan Salter	01-5890	3,778.53	
			01-5910	35.00	3,813.53
01-632861	11/17/2020	Three Points Center	01-5890		36,000.00
01-632862	11/17/2020	Tony Aceves	01-5910		35.00
01-632863	11/17/2020	Voce Telecom	01-5910		71.51
01-633869	12/01/2020	At&t	01-5910		43.04
01-633870	12/01/2020	Frontier	01-5910		350.96
01-633871	12/01/2020	Goleta Union School District	01-4310	59.22	
			01-5830	3,000.00	3,059.22
01-633872	12/01/2020	Graciela Vega	01-4300		10.73
01-633873	12/01/2020	Hatch & Cesario	01-5830		747.50
01-633874	12/01/2020	Lindamood-Bell	01-5800		9,030.00
01-633875	12/01/2020	Natalie Facio-Leon	01-4300		23.43
01-633876	12/01/2020	Quest Diagnostics	01-5860		230.00
01-633877	12/01/2020	SBCSS - East Valley SELPA	01-5800		150.00
01-633878	12/01/2020	U.S. Bank Equipment Finance	01-5860		486.93
01-634759	12/08/2020	Big Green Cleaning Company	01-5860		205.00
01-634760	12/08/2020	Frontier	01-5910		303.19
01-634761	12/08/2020	Goleta Union School District	01-5860		20,984.52
01-634762	12/08/2020	Jane Harpster	01-4310		205.91
01-634763	12/08/2020	Santa Maria-Bonita School Dist	01-4310		3,306.24
01-634764	12/08/2020	School Services of California	01-5860		150.00
01-634765	12/08/2020	SISC III Health	01-3402		909.80
01-634766	12/08/2020	Sparkletts	01-4300		60.20
01-634767	12/08/2020	Tony Aceves	01-5200		127.65
01-634768	12/08/2020	Verizon Wireless	01-5910		155.59
01-634769	12/08/2020	X Tech Laser Printing Inc.	01-5860		106.82
01-635685	12/15/2020	Alison Lindsey	01-5910		35.00
01-635686	12/15/2020	At&t	01-5910		172.91

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 1 of 2

Checks Dated 11/16/2020 through 12/29/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-635687	12/15/2020	CalPERS Financial Reporting	01-3202		2,856.55
01-635688	12/15/2020	Chun Chen	01-5860		3,000.00
01-635689	12/15/2020	Cpr Computer Services	01-5860		1,439.64
01-635690	12/15/2020	Frontier	01-5910		22.01
01-635691	12/15/2020	Graciela Vega	01-5910		35.00
01-635692	12/15/2020	Isabel Tellez	01-4310		59.47
01-635693	12/15/2020	Kirsty Kenny	01-5910		35.00
01-635694	12/15/2020	Laura Morizio	01-5860		3,000.00
01-635695	12/15/2020	Leticia Leon	01-4310		85.89
01-635696	12/15/2020	Lisa Foote	01-5910		35.00
01-635697	12/15/2020	Lisa Kuhlman	01-4310		23.69
01-635698	12/15/2020	Lrp Publications	01-4300		379.50
01-635699	12/15/2020	Marcel Trujillo	01-5860		3,000.00
01-635700	12/15/2020	Natalie Facio-Leon	01-5910		35.00
01-635701	12/15/2020	New Haven	01-5890		19,140.00
01-635702	12/15/2020	Paige Chamberlain	01-5860		3,000.00
01-635703	12/15/2020	Patterson Associates	01-5600		7,734.85
01-635704	12/15/2020	Philbert Pandac	01-5910		35.00
01-635705	12/15/2020	Provo Canyon School, Inc.	01-5890		39,222.00
01-635706	12/15/2020	Rosy Bucio	01-5910		35.00
01-635707	12/15/2020	Staples Business Credit	01-4310		74.37
01-635708	12/15/2020	Staples Business More	01-4300		785.38
01-635709	12/15/2020	Stephan Salter	01-5910		35.00
01-635710	12/15/2020	Three Points Center	01-5890		36,000.00
01-635711	12/15/2020	Tony Aceves	01-5910		35.00
01-635712	12/15/2020	Visa	01-4300	365.03	
			01-5890	754.56	1,119.59
01-635713	12/15/2020	Voce Telecom	01-5910		60.05
		NPS 2019-20-60			
Total Number of Checks			71		268,173.31

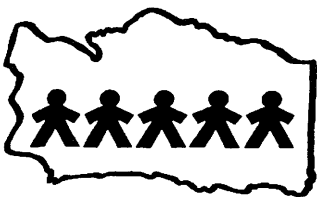
Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	71	268,173.31
	Total Number of Checks	71	268,173.31
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		268,173.31

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 2



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

Date: February 1, 2021
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: 2020-2021 Nonpublic Agency (NPA) Master Contract Rates

BACKGROUND:

The attached rate sheets for the following nonpublic agency (NPA) contractors is an exhibit to the JPA Board approved NPA Master Contract for the 2020-2021 school year and is being presented for JPA Board approval:

- Platinum Teletherapy

FISCAL IMPACT: There are no costs to the SBCSELPA. The costs to member LEAs / districts are unknown currently and are dependent on their use of the contractor.

RECOMMENDATION: The JPA Board approve the 2020-2021 NPA Master Contract rate for contractor services as presented.

RA:lm

EXHIBIT A: RATES

CONTRACTOR Platinum Teletherapy CONTRACTOR NUMBER 2020-21-45 2020-2021
 (NONPUBLIC SCHOOL OR AGENCY) (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____

If blank, the number shall be as determine by CDE Certification.

Rate Schedule. This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____

Total LEA enrollment may not exceed _____

	Rate	Period
A. <u>Basic Education Program/Special Education Instruction</u>	n/a	
Basic Education Program/Dual Enrollment	n/a	

Per Diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally.

B. Related Services

(1)	a. Social Work / Psychologist Services	\$85	Hourly
	b. Assessment – Social Work / Psychologist, Report Only, No Meeting	\$385	Per Evaluation
	c. Assessment – Bilingual Social Work / Psychologist, Report Only, No Meeting	\$455	Per Evaluation
(2)	a. Language and Speech Therapy	\$85	Hourly
	b. Bilingual Language and Speech Therapy	\$95	Hourly
	c. Speech Assessment	\$225	Per Evaluation
	d. Bilingual Speech Assessment	\$295	Per Evaluation
(3)	a. Occupational Therapy	\$85	Hourly
	b. Occupational Therapy Assessment	\$225	Per Evaluation



Significant Disproportionality

Santa Barbara Unified School District

February 1, 2021



What is Disproportionality?

Overrepresentation of students in special education and discipline by race/ethnicity.

Federal monitoring requirement from IDEA



Impacts of Overidentification

- Lower Expectations
- Social Consequences

Sources: High Leverage Practices in Special Education, J. McLeskey, (2017).

Race, Equity, and Education: Sixty Years from Brown, P.A. Noguera & J. Pierce (2016)

What Causes Significant Disproportionality?



The reasons are systemic.

Districts develop disproportionality because of the interaction of belief systems, policies, practices, and procedures that may support inequity.

Personal and institutionalized beliefs allow staff to view student, cultural, or family characteristics as the cause of differences in academic achievement or behavior.



Disproportionality Monitoring

Disconnect between requirements when a district is disproportionate in years 1 and 2 versus Significantly Disproportionate in Year 3

- Student IEP/Report Reviews
- Corrective Actions
- No Root Cause Analysis



Why Has SBUSD been Identified as Significantly Disproportionate?

SBUSD has been identified for significant disproportionality due to the number of *Hispanic students with IEPs in the category of Specific Learning Disability* for three consecutive years (2016-17, 2017-18, 2018-19)

Significant Disproportionality results in a 27-month cycle that may repeat

Significant Disproportionality Data for
Santa Barbara Unified School District
Data Year 2018–2019

District Code	4276786	Special Education Local Plan Area	Santa Barbara County (4200)
---------------	---------	-----------------------------------	-----------------------------

Specific Learning Disability		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2018–19	Students with Disabilities ¹	7	7	16	766	9	0	110
	Total Enrollment ²	52	498	132	8,528	350	11	4,653
	Ratio	NC	NC	1.90	3.43	NC	NC	0.28
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	--	--	--	OVR	--	--	--
2017–18 ³	Students with Disabilities	6	11	17	802	6	0	115
	Total Enrollment	62	552	141	8,873	238	12	4,877
	Ratio	NC	0.30	1.87	3.43	NC	NC	0.28
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	--	--	--	OVR	--	--	--
2016–17 ³	Students with Disabilities	6	13	19	832	5	0	133
	Total Enrollment	76	583	154	8,952	151	17	4,942
	Ratio	NC	0.32	1.84	3.13	NC	NC	0.31
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	--	--	--	OVR	--	--	--



Funding Implications

Set aside 15% of Federal Special Education dollars to be used over a 27 month period to fund preventative measures to intervene early and prevent overidentification.

Backfill 15% of Federal Special Education dollars (likely increasing local contribution) in order to continue to meet MOE

For SBUSD this amounts to approximately \$380k set aside for this work

Programmatic Improvement Process

Apply a Cultural Lens throughout the four phase process

Phase I:
Getting Started



Phase II:
Data Discovery and
Root Cause



Phase III:
Planning for
Improvement



Phase IV:
Implementing,
Evaluating, and
Sustaining





Phase I

Phase I: Getting Started

- Identify and convene Leadership Team
- Contact SPRTAP
- Choose a Facilitator
- Gather relevant data



Phase II

Phase II: Data and Root Cause Analysis

- Complete Initiative Inventory
- Complete Self-Assessment
- Conduct Data Analysis
- Determine Root Causes



Phase III

Phase III: Planning for Improvement

- Complete review of policies, practices, procedures
- Identify Target Group (1% of enrollment)
- Develop Programmatic Improvement Action Plan



Phase IV

Phase IV: Implementing, Evaluating, and Sustaining

- Implement Programmatic Improvement Plan
- Evaluate Effectiveness
- Build Supports and Plan for Sustainability
- Complete and submit a survey



Key Takeaways

- Look at disproportionality in years 1 and 2 differently
- Importance of general education/special education collaboration
- Culturally responsive MTSS

Presentation to JPA Board

Governor's Budget

2-1-2021

By Kim Hernandez, CBO, MSSM
SBCSELPA Business Official



State Budget Timelines

January Budget (Currently 21-22)

This budget is only a **PROPOSAL**. The Governor submits a balanced budget by Jan 10th. Both Houses of the Judiciary review the Budget and hold hearings until May. State agencies, Governor's Dept of Finance and LAO make recommendations.

May Revise

Still a **PROPOSAL**. Changes based on latest economic factors.

June 15th

Legislature must pass the Budget.

June 15 -July 1-Enacted Budget-

Final budget passed by the Legislature is signed by the Governor.



Governor's Proposed Budget and Special Education

The following items in the Governor's Budget have an impact on Special Education:

- 1) Special Education Early Intervention Grant
- 2) Non-Public School Placements study, Medi-Cal
- 3) AB602 Funding Deferrals
- 4) Student Wellness and Mental Health
- 5) COLA, Base Funding, ADA
- 6) Governor's warning of structural deficits starting in 2022-23 and growing to more than \$11 billion by 2024-25
- 7) STRs and PERS Increases



Special Education

- \$300 million ongoing Prop 98 GF for the Special Education Early Intervention Grant Program
 - Allocated same as similar 2019 program - i.e. to school districts on per pupil basis based on their number of preschool children with exceptional needs
 - For increasing evidence-based services to directly support school readiness of infants, toddlers, and preschoolers, with targeted focus on services in inclusive settings
- \$5 million one-time Prop 98 GF for professional learning networks to increase LEA capacity to access federal Medi-Cal Funds
- \$500,000 one-time Prop 98 GF for a study to look at certification and oversight of non-public school (NPS) placements
- \$250,000 for Medi-Cal billing Lead COE within statewide system of support

Based on information provided by the Coalition for Adequate Funding for Special Education, the initial estimate for the Special Education Early Intervention Grant is roughly \$5,950 per resident preschooler with disabilities. The funding will be calculated based on and provided to the preschoolers' district of residence (not the SELPA) and would be for infant, toddler, and preschool services. This funding is ongoing and restricted.

No Deferral Relief in 20-21. First AB602 Apportionment deferral starts in February!



CAPITOL ADVISORS
GROUP, LLC



aa/rr
CLIMATEC



Proposed K-12 Deferral Paydowns

- 2020 Budget Act included about \$11 billion in K-12 principal apportionment deferrals from 2020-21 to 2021-22, with the first 2020-21 deferral starting next month
- Governor does not propose immediate or early action to paydown the deferrals this fiscal year
- Proposes to eliminate most (\$7.3 billion) of the 2021-22 deferrals, using \$4.6 billion scored to the 2020-21 Guarantee and \$2.7 billion scored to the 2021-22 Guarantee
- Leaves a remaining deferral of \$3.7 billion from June 2022 to July 2022

Mental Health Funding



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aa/rr

CLIMATEC



Student Wellness and Mental Health

- A theme, rather than a line-item, Student Wellness and Mental Health is highlighted in the In-Person Instruction Grants, Educator and Workforce Development proposals, and also specifically addressed by the following:
 - \$400 million to increase preventive and early intervention services through Medi-Cal Managed Care Plans
 - \$264.9 million additional one-time investment in the Community School program
 - \$25 million one-time from Mental Health Services Fund, with priority for high-poverty and rural areas
 - \$25 million ongoing to fund partnerships with county behavioral health departments
 - \$10 million one-time for a COE to improve and expand School Climate Surveys

COLA, Base Rate, ADA

COLA:

The Governor is proposing \$2.2 billion for **3.84%** compounded COLA for LCFF for 21-21. 0% COLA was provided in 20-21.

1.5% COLA is proposed for Special Education. 0% COLA in 20-21. SPED advocates are requesting that Special Education receive more COLA.

BASE RATE:

1.5% COLA applied to the special education base brings the target rate to approximately \$634 per pupil (it is currently \$625 in 20-21). The DOF is not proposing any structural changes to the base formula at this time.

ADA:

ADA will no longer be frozen at 19-20 level and will revert back to the greater of three years formula: 19-20, 20-21, 21-22 (19-20 = 20-21)



STRS and PERS Increases During Projected Structural Deficiencies in State Budget.

(Less or Flat Funding with Higher Rates)

School Employer Contribution Rates

- 2020 Budget Act redirected \$2.3 billion for employer long-term unfunded liability provided in 2019 Budget Act to further reduce CalPERS and CalSTRS contribution rates in 2020-21 and 2021-22
- In 2021-22, \$820 million will go towards lowering CalSTRS 2021-22 rate, \$330 million to reduce CalPERS 2021-22 rate

CalSTRS

Fiscal Year	Before 2020 Budget Act	After 2020 Budget Act
2020-21	18.4	16.15
2021-22**	18.1*	15.92* (-2.18)
2022-23**	18.1*	18.1*

CalPERS

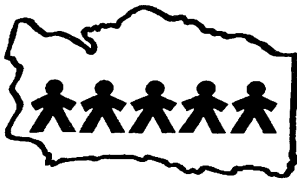
Fiscal Year	Before 2020 Budget Act	After 2020 Budget Act
2020-21	22.68	20.7
2021-22	25.2*	23.0* (-2.20)
2022-23	26.3*	26.3*
2023-24	27.3*	27.3*
2024-25	27.8*	27.8*
2025-26	27.8*	27.8*
2026-27	27.6*	27.6*

* Latest projected rates and subject to change

** Beginning 2021-22, rates will be set by the CalSTRS Board

QUESTIONS? COMMENTS?
Thank you!





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

REF: VII-A

Date: February 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2020

BACKGROUND:

Eide Bailly LLP has conducted the annual audit of the SBCSELPA for the fiscal year ending June 30, 2020. The audit report will be filed with the Santa Barbara County Education Office and with the California Department of Education.

FINANCIAL STATEMENTS

Types of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Materials weaknesses identified?	No
Significant deficiencies identified?	None reported
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiency identified?	None reported

Type of auditor's report issued on compliance for major Federal programs:	Unmodified
Any audit finding disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516	No

Identification of major Federal Programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
84.027A, 84.173, and 84.173A	Special Education (IDEA) Cluster

Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000
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Auditee qualified as low-risk auditee?	Yes
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SUMMARY: No audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

FISCAL IMPACT: None

RECOMMENDATIONS: The JPA Board approve the SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2020 as presented.

RA/KH:lm



December 18, 2020

To the Governing Board
 Santa Barbara County Special Education Local Plan Area
 Goleta, California

We have audited the financial statements of Santa Barbara County Special Education Local Plan Area (the SELPA) as of and for the year ended June 30, 2020 and have issued our report thereon dated December 18, 2020. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards* and our Compliance Audit under the Uniform Guidance

As communicated in our engagement letter dated March 31, 2020, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America and to express an opinion on whether the SELPA complied with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the SELPA's major federal programs. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the SELPA solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Our responsibility, as prescribed by professional standards as it relates to the audit of SELPA's major federal program compliance, is to express an opinion on the compliance for each of the SELPA's major federal programs based on our audit of the types of compliance requirements referred to above. An audit of major program compliance includes consideration of internal control over compliance with the types of compliance requirements referred to above as a basis for designing

audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, as a part of our major program compliance audit, we considered internal control over compliance for these purposes and not to provide any assurance on the effectiveness of the SELPA's internal control over compliance.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated December 18, 2020. We have also provided our comments regarding compliance with the types of compliance requirements referred to above and internal controls over compliance during our audit in our Independent Auditor's Report on Compliance with Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance dated December 18, 2020.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm, have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by SELPA is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the the year ended June 30, 2020. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are:

Governmental Accounting Standards Board (GASB) requires the SELPA to calculate, recognize, and report the costs and obligations associated with pensions in their financial statements. These amounts were all determined based on the SELPA's proportionate share of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) estimated net pension liability, deferred outflows of resources, deferred inflows of resources, and pension expense, which utilized projections of future contributions and future earnings, actuarial assumptions such as inflation, salary increases, mortality rates, and investment rate of return and discount rates in the determination of the final balances reported in the CalSTRS and CalPERS audited financial statements. The SELPA's proportionate share was determined by calculating the SELPA's share of contributions to the pension plan relative to the contributions of all participating entities in the plan.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting SELPA's financial statements relate to the Employee Retirement Systems (Note 9).

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. The following summarizes uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole:

- a. General Fund:
 - (1) To adjust cash in county value to fair market value

Fair value adjustment to cash in county treasury	\$15,921
Net increase in the fair value of investments	\$15,921

The effect of these uncorrected misstatement as of and for the year ended June 30, 2020, is an understatement of net income and fund balance of \$15,921 for the General Fund.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated December 18, 2020.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with SELPA, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as SELPA's auditors.

This report is intended solely for the information and use of the Governing Board and management of the SELPA and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Rancho Cucamonga, California



Financial Statements
June 30, 2020

Santa Barbara County Special Education Local Plan Area

Santa Barbara County Special Education Local Plan Area

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June 30, 2020

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Independent Auditor's Report

Governing Board
 Santa Barbara County Special Education Local Plan Area
 Goleta, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of Santa Barbara County Special Education Local Plan Area (the SELPA) as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the SELPA's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Santa Barbara County Special Education Local Plan Area, as of June 30, 2020, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 11, budgetary comparison information on page 47, schedule of the SELPA's proportionate share of the net pension liability on page 48, and the schedule of SELPA contributions on page 49, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Santa Barbara County Special Education Local Plan Area's financial statements. The Schedule of Expenditures of Federal Awards as required by the audit requirements of *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

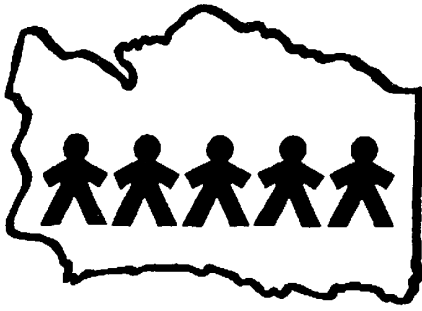
The schedule of expenditures of federal awards, and the other supplementary information listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and the other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated December 18, 2020 on our consideration of Santa Barbara County Special Education Local Plan Area's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Santa Barbara County Special Education Local Plan Area's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Santa Barbara County Special Education Local Plan Area's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Eric Sully LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
December 18, 2020



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

This section of Santa Barbara County Special Education Local Plan Area's (the SELPA) annual financial report presents our discussion and analysis of the SELPA's financial performance during the fiscal year that ended on June 30, 2020 with comparative information for the year ended June 30, 2019. Please read it in conjunction with the SELPA's financial statements, which immediately follow this section.

ORGANIZATIONAL STRUCTURE OF SELPA

Governance and Governance Structure

SELPA is a group of 20 school districts, four charter schools, and the County Education Office that have joined together to provide special education programs and services.

SELPA is organized as a Joint Powers Agency, which is technically an independent governmental agency. The SELPA is governed by the SELPA Joint Powers Agency Board, which is comprised of eight voting members. The Board is comprised of the County Superintendent of Schools and superintendents of districts in Santa Barbara County selected as follows: two members from non-direct service districts in south Santa Barbara County, two members from non-direct service districts in north Santa Barbara County, one member from direct service districts in Santa Barbara County, one member from direct service districts in central Santa Barbara County and one member from a 9-12 grade high school district. The County Superintendent of Schools serves continuously as an eighth member of the Board.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Financial Statements

The financial statements presented herein include all of the activities of the Santa Barbara County Special Education Local Plan Area using the integrated approach as prescribed by Governmental Accounting Standards Board (GASB) Statement No. 34.

The *Government-Wide Financial Statements* present the financial picture of the SELPA from the economic resources measurement focus using the accrual basis of accounting. They present governmental activities. These statements include all assets and deferred outflows of resources of the SELPA (including capital assets) as well as all liabilities and deferred inflows of resources (including long-term liabilities). Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

- *Governmental-Wide Financial Statements* are prepared using the economic resources measurement focus and the accrual basis of accounting.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2020

The *Fund Financial Statements* include statements for each of the following category of activities:

- The *Governmental Funds* are prepared using the current financial resources measurement focus and the modified accrual basis of accounting.

Reconciliation of the Fund Financial Statements to the Government-Wide Financial Statements is provided to explain the differences created by the integrated approach.

The primary unit of the government is the Santa Barbara County Special Education Local Plan Area.

REPORTING THE SELPA AS A WHOLE

The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about the SELPA as a whole and about its activities. These statements include all assets and deferred outflows of resources and liabilities and deferred inflows of resources of the SELPA using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report the SELPA's net position and changes in them. Net position is the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources, which is one way to measure the SELPA's financial health, or financial position. Over time, increases or decreases in the SELPA's net position will serve as a useful indicator of whether the financial position of the SELPA is improving or deteriorating. Other factors to consider are changes in the SELPA's funding situation and the condition of the SELPA's facilities.

The relationship between revenues and expenses is the SELPA's *operating results*. Since the governing board's responsibility is to provide services to our member districts and their students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of the SELPA. The quality of the support and programs provided will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, we present the SELPA activities as follows:

Governmental Activities - All of the SELPA's services are reported in this category. This includes providing special education programs and services.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2020

REPORTING THE SELPA'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The fund financial statements provide detailed information about the General Fund - not the SELPA as a whole. Some funds are required to be established by State law and by bond covenants. However, management may establish other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money that it receives from the U.S. Department of Education.

Governmental Funds - All of the SELPA's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the SELPA's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the SELPA's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following each governmental fund financial statement.

FINANCIAL HIGHLIGHTS

Executive Summary

The SELPA Board and management establishes allocations for all ending fund balances and carryover monies so that they may directly benefit the districts and students we serve in Santa Barbara County. Accounts established for such things as legal fees, non-public school placements, professional development and trainings that were not fully expended are brought before the SELPA JPA Board for reallocation in the 2020-2021 school year. The JPA Board allocated \$378,242 of unused 2019-2020 non-Mental Health funds and \$1,806,933 of unused Mental Health funds to be distributed back to the districts in the 2020-2021 school year. In this way, funds that are not expended in any year are re-allocated back to the members to help staff and students.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2020

THE SELPA AS A WHOLE

Net Position

The SELPA's net position was \$3,149,522, for the fiscal year ended June 30, 2020. Of this amount, \$(737,683) was unrestricted (deficit). Restricted net position is reported separately to show legal constraints from debt covenants, grantors, constitutional provisions, and enabling legislation that limit the governing board's ability to use that net position for day-to-day operations. Our analysis below, in summary form, focuses on the net position (Table 1) and change in net position (Table 2) of the SELPA's governmental activities.

Table 1

	Governmental Activities	
	2020	2019
Assets		
Current and other assets	\$ 4,234,390	\$ 4,454,090
Capital assets	50,120	55,396
Total assets	4,284,510	4,509,486
Deferred outflows of resources	556,611	672,342
Liabilities		
Current liabilities	228,150	1,102,407
Long-term liabilities other than pensions	15,193	13,978
Aggregate net pension liabilities	1,180,362	1,273,087
Total liabilities	243,343	2,389,472
Deferred inflows of resources	267,894	316,492
Net Position		
Net investment in capital assets	50,120	55,396
Restricted	3,837,085	3,173,250
Unrestricted (deficit)	(737,683)	(752,782)
Total net position	\$ 3,149,522	\$ 2,475,864

The \$(737,683) in unrestricted (deficit) net position of all governmental activities represents the accumulated results of all past years' operations. Unrestricted net position decreased by \$15,099, or 2.0 percent compared to the previous year's balance of \$(752,782). The overall increase in Net Position is largely due to reduction in funding.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2020

Changes in Net Position

The results of this year's operations for the SELPA as a whole are reported in the *Statement of Activities* on page 13. Table 2 takes the information from the Statement, rounds off the numbers, and rearranges them slightly so you can see our total revenues for the year.

Table 2

	Governmental Activities	
	2020	2019
Revenues		
Program revenues		
Operating grants and contributions	\$ 6,581,777	\$ 5,237,450
General revenues		
Other general revenues	72,359	48,089
Total revenues	<u>6,654,136</u>	<u>5,285,539</u>
Expenses		
Instruction-related	3,567,599	3,903,618
Administration	8,027	7,750
Plant services	24,640	24,113
Other outgo	2,380,212	1,207,740
Total expenses	<u>5,980,478</u>	<u>5,143,221</u>
Change in net position	<u>\$ 673,658</u>	<u>\$ 142,318</u>

Governmental Activities

As reported in the *Statement of Activities* on page 13, the cost of all of our governmental activities this year was \$5,980,478. The cost of these activities was paid by other governments and organizations who subsidized certain programs with grants and contributions (\$6,581,777). We paid for the remaining "public benefit" portion of our governmental activities with \$72,359 in other revenues, like interest and general entitlements.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2020

In Table 3, we have presented the cost and net cost of each of the SELPA's largest functions – instruction and instruction-related activities, administration, plant services, and other outgo. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

Table 3

	Total Cost of Services		Net Cost of Services	
	2020	2019	2020	2019
Instruction-related	\$ 3,567,599	\$ 3,903,618	\$ 320,263	\$ 91,266
Administration	8,027	7,750	(459)	(66)
Plant services	24,640	24,113	2,225	208
Other outgo	2,380,212	1,207,740	279,270	2,821
Total	<u>\$ 5,980,478</u>	<u>\$ 5,143,221</u>	<u>\$ 601,299</u>	<u>\$ 94,229</u>

Instructions-related costs include the SELPA staff, Mental Health Specialists, WRAP Coordinator, and BCBAs. One Mental Health Clinician retired in 2019-2020 and was not replaced. Other-outgo expenses are primarily for payment of Non-Public School Placements for district students, deferred maintenance of regional program classrooms, Low Incidence and allocation of unused mental health costs and other special education costs back to the districts. Low Incidence funding increased by over \$700,000 from 2019-2020 to 2020-2021 and will be used to pay for SELPA's Audiologist and a newly hired AAC/AT Specialist and 10% will be held at SELPA for equipment and materials for the districts. The remaining Low Incidence funds are allocated to districts with Low Incidence students and would be included in the Other Outgo.

THE SELPA'S FUNDS

As the SELPA completed this year, our governmental fund reported a fund balance of \$4,006,240, which is an increase of \$654,557, or 19.5 percent from last year. (Table 4)

Table 4

Governmental Fund	Balances and Activity			
	June 30, 2019	Revenues	Expenditures	June 30, 2020
General	<u>\$ 3,351,683</u>	<u>\$ 6,650,469</u>	<u>\$ 5,995,912</u>	<u>\$ 4,006,240</u>

The primary reasons for this increase is:

- The Mental Health account not being fully expended mostly due to COVID-19. The JPA Board authorized SELPA to reallocate the 2019-2020 Ending Fund Balance of Mental Health funds back to members in 2020-2021.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2020

General Fund Budgetary Highlights

Over the course of the year, the SELPA revises its budget as it attempts to deal with unexpected changes in revenues and expenditures. The final amendment to the budget was adopted on March 2, 2020. (A schedule showing the SELPA's original and final budget amounts compared with amounts actually paid and received is provided in our annual report on page 47).

Revenue revisions made to the 2019-2020 Budget were due to allocation of fiscal year 2018-2019 ending fund balance to create the following accounts:

- District Legal Allocation,
- District Professional Development and low incidence material shortages,
- SIRAS training for districts and SELPA staff
- MAA carryover
- Low Incidence Equipment carryover

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2020, the SELPA had \$50,120, in buildings and improvements. This amount represents a net decrease of \$5,276, or 10.5 percent, from last year, due to depreciation (Table 5).

Table 5

	Governmental Activities	
	2020	2019
Buildings and improvements	\$ 50,120	\$ 55,396

We provide more detailed information regarding capital assets in Note 5 of the financial statements.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2020

Long-Term Liabilities other than Pensions

At the end of this year, the SELPA had \$15,193 in long-term liabilities outstanding versus \$13,978 last year, an increase of \$1,215, or 8.7 percent. Those long-term liabilities consisted of:

Table 6

	Governmental Activities	
	2020	2019
Long-Term Liabilities		
Compensated absences	\$ 15,193	\$ 13,978

We provide more detailed information regarding long-term liabilities in Note 7 of the financial statements.

Aggregate Net Pension Liability (NPL)

At year-end, the SELPA had a net pension liability of \$1,180,362, versus \$1,273,087 last year, a decrease of \$92,725, or 7.3 percent.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

In considering the SELPA Budget for the 2020-2021 fiscal year, the Board and management used the following criteria: The key assumptions in our revenue forecast are:

1. Zero Cost of Living Adjustment (COLA) was applied to AB602 Revenue in the 2020-2021 Adopted Budget.
2. Federal income will be tied directly to grant awards that are received for various programs, i.e., staff development and low incidence and is projected to remain flat.
3. There was one percent COLA applied to Salaries starting July 1, 2020.
4. Benefits were estimated based on current and historical data.

CONTACTING THE SELPA'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the SELPA's finances and to show the SELPA's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the SELPA Executive Director, Dr. Ray Avila, at Santa Barbara County Special Education Local Plan Area, 5385 Hollister Avenue, Bldg. 5. Box 107, Santa Barbara, California, 93111, or e-mail at rayavila@sbceo.org.

Santa Barbara County Special Education Local Plan Area

Statement of Net Position

June 30, 2020

	<u>Governmental Activities</u>
Assets	
Deposits and investments	\$ 2,542,992
Receivables	1,691,398
Capital assets, net of accumulated depreciation	<u>50,120</u>
Total assets	<u>4,284,510</u>
Deferred Outflows of Resources	
Deferred outflows of resources related to pensions	<u>556,611</u>
Liabilities	
Accounts payable	<u>228,150</u>
Long-term liabilities	
Long-term liabilities other than pensions due in more than one year	15,193
Aggregate net pension liabilities	<u>1,180,362</u>
Total liabilities	<u>1,423,705</u>
Deferred Inflows of Resources	
Deferred inflows of resources related to pensions	<u>267,894</u>
Net Position	
Net investment in capital assets	50,120
Restricted for	
Educational programs	3,837,085
Unrestricted (deficit)	<u>(737,683)</u>
Total net position	<u><u>\$ 3,149,522</u></u>

Santa Barbara County Special Education Local Plan Area

Statement of Activities
Year Ended June 30, 2020

Functions/Programs	Expenses	Program Revenues Operating Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position Governmental Activities
Governmental Activities			
Instruction-related activities			
Supervision of instruction	\$ 3,567,599	\$ 3,887,862	\$ 320,263
Administration			
All other administration	8,027	7,568	(459)
Plant services	24,640	26,865	2,225
Other outgo	<u>2,380,212</u>	<u>2,659,482</u>	<u>279,270</u>
Total governmental activities	<u>\$ 5,980,478</u>	<u>\$ 6,581,777</u>	<u>601,299</u>
General Revenues and Subventions			
Interest and investment earnings			49,400
Miscellaneous			<u>22,959</u>
Subtotal, general revenues			<u>72,359</u>
Change in Net Position			673,658
Net Position - Beginning			<u>2,475,864</u>
Net Position - Ending			<u>\$ 3,149,522</u>

Santa Barbara County Special Education Local Plan Area

Balance Sheet – Governmental Funds

June 30, 2020

	General Fund
Assets	
Deposits and investments	\$ 2,542,992
Receivables	<u>1,691,398</u>
Total assets	<u>\$ 4,234,390</u>
Liabilities and Fund Balances	
Liabilities	
Accounts payable	\$ 228,150
Fund Balances	
Restricted	3,837,085
Unassigned	<u>169,155</u>
Total fund balances	<u>4,006,240</u>
Total liabilities and fund balances	<u>\$ 4,234,390</u>

Santa Barbara County Special Education Local Plan Area
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2020

Total Fund Balance - Governmental Funds	\$ 4,006,240
Amounts Reported for Governmental Activities in the Statement of Net Position are Different Because	
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.	
The cost of capital assets is	\$ 131,895
Accumulated depreciation is	<u>(81,775)</u>
Net capital assets	50,120
Deferred outflows of resources represent a consumption of net position in a future period and are not reported in the governmental funds. Deferred outflows of resources amounted to and related to	
Net pension liability	<u>556,611</u>
Total deferred outflows of resources	556,611
Deferred inflows of resources represent an acquisition of net position that applies to a future period and are not reported in the governmental funds. Deferred inflows of resources amount to and related to	
Net pension liability	<u>(267,894)</u>
Total deferred inflows of resources	(267,894)
Net pension liability is not due and payable in the current period, and is not reported as a liability in the funds.	(1,180,362)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.	
Long-term liabilities at year-end consist of	
Compensated absences (vacations)	<u>(15,193)</u>
Total long-term liabilities	<u>(15,193)</u>
Total net position - governmental activities	<u><u>\$ 3,149,522</u></u>

Santa Barbara County Special Education Local Plan Area
Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds
Year Ended June 30, 2020

	General Fund
Revenues	
Federal sources	\$ 778,332
Other State sources	2,793,317
Other local sources	<u>3,078,820</u>
Total revenues	<u>6,650,469</u>
Expenditures	
Current	
Instruction-related activities	
Supervision of instruction	3,583,033
Administration	
All other administration	8,027
Plant services	24,640
Other outgo	<u>2,380,212</u>
Total expenditures	<u>5,995,912</u>
Net Change in Fund Balances	654,557
Fund Balance - Beginning	<u>3,351,683</u>
Fund Balance - Ending	<u><u>\$ 4,006,240</u></u>

Santa Barbara County Special Education Local Plan Area
 Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental
 Funds to the Statement of Activities
 Year Ended June 30, 2020

Total Net Change in Fund Balances - Governmental Funds	\$ 654,557
<p>Amounts Reported for Governmental Activities in the Statement of Activities are Different Because</p> <p>Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation expenses in the Statement of Activities.</p>	
This is the amount of depreciation expense in the current period:	(5,276)
<p>In the Statement of Activities, certain operating expenses, such as compensated absences (vacations) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually paid). This amount is the difference between vacation earned and used.</p>	(1,215)
<p>In the governmental funds, pension costs are based on employer contributions made to pension plans during the year. However, in the Statement of Activities, pension expense is the net effect of all changes in the deferred outflows, deferred inflows and net pension liability during the year.</p>	25,592
Change in net position of governmental activities	<u><u>\$ 673,658</u></u>

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

The Santa Barbara County Special Education Local Plan Area (the SELPA) was organized in 1983 as a Joint Powers Agreement (JPA). The following Santa Barbara County LEAs are members in 2019-2020:

Adelante Charter School	Los Olivos School District
Ballard School District	Manzanita Public Charter School
Blockman Union School District	Montecito Union School District
Buellton Union School District	Orcutt Union School District
Carpinteria Unified School District	Santa Barbara County Education Office
Cold Springs School District	Santa Barbara Unified School District
College School District	Santa Maria-Bonita School District
Cuyama Joint Unified School District	Santa Maria Joint Union High School District
Family Partnership Charter School	Santa Ynez Valley Union High School District
Goleta Union School District	Solvang School District
Guadalupe Union School District	Vista Del Mar Union School District
Hope School District	Santa Barbara Charter School
Lompoc Unified School District	

The purpose of the SELPA is to maintain programs for the education of individuals with special needs in the most cost-effective manner. This plan is carried out through the coordination of special education services within the members' geographic boundary.

The SELPA is governed by the JPA board, which consists of representatives from members' administration. The SELPA maintains an administrative paid staff for managerial control and a classified staff to provide services to member SELPAs. The certificated staff are employees of a member district or employees of the SELPA, depending on their duties.

Basis of Presentation - Fund Accounting

The accounting system is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. The SELPA's funds are grouped into one fund category: governmental.

Governmental Funds Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The following is the SELPA's only governmental fund:

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General Fund The General Fund is the chief operating fund for the SELPA. All transactions are accounted for in this fund.

Basis of Accounting - Measurement Focus

Government-Wide Financial Statements The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting. This differs from the manner in which governmental fund financial statements are prepared.

The government-wide statement of activities presents a comparison between expenses, both direct and indirect, of the SELPA and for each governmental function, and excludes fiduciary activity. Direct expenses are those that are specifically associated with a service, program, or department and are therefore, clearly identifiable to a particular function. The SELPA does not allocate indirect expenses to functions in the *Statement of Activities*. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the SELPA. Eliminations have been made to minimize the double counting of internal activities.

Net position should be reported as restricted when constraints placed on net position are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation.

Fund Financial Statements Fund financial statements report detailed information about the SELPA. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column.

Governmental Funds All governmental funds are accounted for using a flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balances reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements therefore include reconciliation with brief explanations to better identify the relationship between the government-wide financial statements and the statements for the governmental funds on a modified accrual basis of accounting and the current financial resources measurement focus. Under this basis, revenues are recognized in the accounting period in which they become measurable and available. Expenditures are recognized in the accounting period in which the fund liability is incurred, if measurable.

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Expenses/Expenditures On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. Principal and interest on general long-term liabilities, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the government-wide statements.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in the Santa Barbara County Treasury Investment Pool are determined by the program sponsor.

Capital Assets and Depreciation

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. Capital assets are long-lived assets of the SELPA. The SELPA maintains a capitalization threshold of \$5,000. The SELPA does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized but are expensed as incurred.

When purchased, such assets are recorded as expenditures in the governmental funds and capitalized in the government-wide statement of net position. The valuation basis for general capital assets are historical cost, or where historical cost is not available, estimated historical cost based on replacement cost. Donated capital assets are capitalized at acquisition value on the date donated, if applicable.

Depreciation of capital assets is computed and recorded by the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 20 to 50 years; improvements/infrastructure, 5 to 50 years; equipment, 2 to 15 years.

Compensated Absences

Compensated absences are accrued as a liability and reported on the government-wide statement of net position. For governmental funds, the current portion of unpaid compensated absences is the amount that is normally expected to be paid using expendable available financial resources. These amounts are recorded in the accounts payable in the fund from which the employees who have accumulated leave are paid.

Sick leave is accumulated without limit for each employee at the rate of one day for each month worked. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the SELPA's financial statements. However, credit for unused sick leave is applicable to all classified school

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members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Credit for unused sick leave is applicable to all certificated employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full-time.

Accrued Liabilities and Long-Term Liabilities

All payables, accrued liabilities, and long-term liabilities are reported in the government-wide fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full, from current financial resources are reported as liabilities of the funds.

However, claims and judgments, compensated absences, and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the fund financial statements only to the extent that they are due for payment during the current year.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The SELPA reports deferred outflows of resources for pension related items. The deferred amounts related to pension are for contributions subsequent to measurement date, differences between expected and actual experiences in the measurement of total pension liability, change in proportions and differences between contributions and the District's proportionate share of contributions, and changes of assumptions.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The SELPA reports deferred inflows of resources for pension related items. The deferred amounts related to pension are for differences between expected and actual experiences in the measurement of total pension liability, change in proportions and differences between contributions and the District's proportionate share of contributions, differences between projected and actual earnings on pension plan investments, and changes of assumptions.

Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the California State Teachers Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for miscellaneous risk pool (MRP) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value. The net pension liability attributable to the governmental activities will be paid primarily by the General Fund.

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Fund Balances - Governmental Funds

As of June 30, 2020, fund balance of the governmental funds is classified as follows:

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Unassigned - all other spendable amounts.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the SELPA considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the SELPA considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net position net of investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the SELPA or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The SELPA first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available. The government-wide financial statements report \$3,837,085, of net position restricted by enabling legislation.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Change in Accounting Principles

In May 2020, the GASB issued Statement No. 95, Postponement of the Effective Dates of Certain Authoritative Guidance. The primary objective of this Statement is to provide temporary relief to governments and other stakeholders in light of the COVID-19 pandemic. That objective is accomplished by postponing the effective dates of certain provisions in Statements and Implementation Guides that first became effective or are scheduled to become effective for periods beginning after June 15, 2018, and later.

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The effective dates of certain provisions contained in the following pronouncements are postponed by one year:

- Statement No. 83, Certain Asset Retirement Obligations
- Statement No. 84, Fiduciary Activities
- Statement No. 88, Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements
- Statement No. 89, Accounting for Interest Cost Incurred before the End of a Construction Period
- Statement No. 90, Majority Equity Interests
- Statement No. 91, Conduit Debt Obligations
- Statement No. 92, Omnibus 2020
- Statement No. 93, Replacement of Interbank Offered Rates
- Implementation Guide No. 2017-3, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (and Certain Issues Related to OPEB Plan Reporting)
- Implementation Guide No. 2018-1, Implementation Guidance Update—2018
- Implementation Guide No. 2019-1, Implementation Guidance Update—2019
- Implementation Guide No. 2019-2, Fiduciary Activities.

The effective dates of the following pronouncements are postponed by 18 months:

- Statement No. 87, Leases
- Implementation Guide No. 2019-3, Leases.

The provisions of this Statement have been implemented as of June 30, 2020.

New Accounting Pronouncements

In January 2017, the GASB issued Statement No. 84, Fiduciary Activities. The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

This Statement establishes criteria for identifying fiduciary activities of all State and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for the reporting periods beginning after December 15, 2019. Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In June 2017, the GASB issued Statement No. 87, Leases. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and

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recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for the reporting periods beginning after June 15, 2021. Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In June 2018, the GASB issued Statement No. 89, Accounting for Interest Cost Incurred Before the End of a Construction Period. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period.

This Statement establishes accounting requirements for interest cost incurred before the end of a construction period. Such interest cost includes all interest that previously was accounted for in accordance with the requirements of paragraphs 5–22 of Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements, which are superseded by this Statement. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund.

This Statement also reiterates that in financial statements prepared using the current financial resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expenditure on a basis consistent with governmental fund accounting principles.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for reporting periods beginning after December 15, 2020. Earlier application is encouraged. The requirements of this Statement should be applied prospectively. The effects of this change on the District's financial statements have not yet been determined.

In August 2018, the GASB issued Statement 90, Majority Equity Interests – An Amendment of GASB Statements No. 14 and No. 60. The primary objectives of this Statement are to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. It defines a majority equity interest and specifies that a majority equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment. A majority equity interest that meets the definition of an investment should be measured using the equity method, unless it is held by a special-purpose government engaged only in fiduciary activities, a fiduciary fund, or an endowment (including permanent and term endowments) or permanent fund. Those governments and funds should measure the majority equity interest at fair value.

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For all other holdings of a majority equity interest in a legally separate organization, a government should report the legally separate organization as a component unit, and the government or fund that holds the equity interest should report an asset related to the majority equity interest using the equity method. This Statement establishes that ownership of a majority equity interest in a legally separate organization results in the government being financially accountable for the legally separate organization and, therefore, the government should report that organization as a component unit.

This Statement also requires that a component unit in which a government has a 100 percent equity interest account for its assets, deferred outflows of resources, liabilities, and deferred inflows of resources at acquisition value at the date the government acquired a 100 percent equity interest in the component unit. Transactions presented in flows statements of the component unit in that circumstance should include only transactions that occurred subsequent to the acquisition.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for reporting periods beginning after December 15, 2019. Earlier application is encouraged. The requirements of this Statement should be applied prospectively. The effects of this change on the District's financial statements have not yet been determined.

In May 2019, the GASB issued Statement No. 91, Conduit Debt Obligations. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

A conduit debt obligation is defined as a debt instrument having all of the following characteristics:

- There are at least three parties involved: (1) an issuer, (2) a third-party obligor, and (3) a debt holder or a debt trustee.
- The issuer and the third-party obligor are not within the same financial reporting entity.
- The debt obligation is not a parity bond of the issuer, nor is it cross-collateralized with other debt of the issuer.
- The third-party obligor or its agent, not the issuer, ultimately receives the proceeds from the debt issuance.
- The third-party obligor, not the issuer, is primarily obligated for the payment of all amounts associated with the debt obligation (debt service payments).

All conduit debt obligations involve the issuer making a limited commitment. Some issuers extend additional commitments or voluntary commitments to support debt service in the event the third party is, or will be, unable to do so.

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An issuer should not recognize a conduit debt obligation as a liability. However, an issuer should recognize a liability associated with an additional commitment or a voluntary commitment to support debt service if certain recognition criteria are met. As long as a conduit debt obligation is outstanding, an issuer that has made an additional commitment should evaluate at least annually whether those criteria are met. An issuer that has made only a limited commitment should evaluate whether those criteria are met when an event occurs that causes the issuer to reevaluate its willingness or ability to support the obligor's debt service through a voluntary commitment.

This Statement also addresses arrangements—often characterized as leases—that are associated with conduit debt obligations. In those arrangements, capital assets are constructed or acquired with the proceeds of a conduit debt obligation and used by third-party obligors in the course of their activities. Payments from third-party obligors are intended to cover and coincide with debt service payments. During those arrangements, issuers retain the titles to the capital assets. Those titles may or may not pass to the obligors at the end of the arrangements.

Issuers should not report those arrangements as leases, nor should they recognize a liability for the related conduit debt obligations or a receivable for the payments related to those arrangements. In addition, the following provisions apply:

- If the title passes to the third-party obligor at the end of the arrangement, an issuer should not recognize a capital asset.
- If the title does not pass to the third-party obligor and the third party has exclusive use of the entire capital asset during the arrangement, the issuer should not recognize a capital asset until the arrangement ends.
- If the title does not pass to the third-party obligor and the third party has exclusive use of only portions of the capital asset during the arrangement, the issuer, at the inception of the arrangement, should recognize the entire capital asset and a deferred inflow of resources. The deferred inflow of resources should be reduced, and an inflow recognized, in a systematic and rational manner over the term of the arrangement.

This Statement requires issuers to disclose general information about their conduit debt obligations, organized by type of commitment, including the aggregate outstanding principal amount of the issuers' conduit debt obligations and a description of each type of commitment. Issuers that recognize liabilities related to supporting the debt service of conduit debt obligations also should disclose information about the amount recognized and how the liabilities changed during the reporting period.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for the reporting periods beginning after December 15, 2021. Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

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In January 2020, the GASB issued Statement No. 92, Omnibus 2020. The objectives of this statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics and includes specific provisions about the following:

- The effective date of Statement No. 87, Leases, and Implementation Guide No. 2019-3, Leases, for interim financial reporting
- Reporting of intra-entity transfers of assets between a primary government employer and a component unit defined benefit pension plan or defined benefit other postemployment benefit (OPEB) plan
- The applicability of Statement No. 73, Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement No. 68, and Amendments to Certain Provisions of GASB Statements 67 and 68, as amended, and No. 74, Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans, as amended, to reporting assets accumulated for postemployment benefits
- The applicability of certain requirements of Statement No. 84, Fiduciary Activities, to postemployment benefit arrangements
- Measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition
- Reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers
- Reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature
- Terminology used to refer to derivative instruments

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective as follows:

- The requirements related to the effective date of Statement 87 and Implementation Guide 2019-3, reinsurance recoveries, and terminology used to refer to derivative instruments are effective upon issuance.
- The requirements related to intra-entity transfers of assets and those related to the applicability of Statements 73 and 74 are effective for fiscal years beginning after June 15, 2021.
- The requirements related to application of Statement 84 to postemployment benefit arrangements and those related to nonrecurring fair value measurements of assets or liabilities are effective for reporting periods beginning after June 15, 2021.
- The requirements related to the measurement of liabilities (and assets, if any) associated with AROs in a government acquisition are effective for government acquisitions occurring in reporting periods beginning after June 15, 2021.

Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

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In March 2020, the GASB issued Statement No. 93, Replacement of Interbank Offered Rates. The objective of this Statement is to address those and other accounting and financial reporting implications that result from the replacement of an IBOR (Interbank Offered Rate). This Statement achieves that objective by:

- Providing exceptions for certain hedging derivative instruments to the hedge accounting termination provisions when an IBOR is replaced as the reference rate of the hedging derivative instrument's variable payment
- Clarifying the hedge accounting termination provisions when a hedged item is amended to replace the reference rate
- Clarifying that the uncertainty related to the continued availability of IBORs does not, by itself, affect the assessment of whether the occurrence of a hedged expected transaction is probable
- Removing LIBOR as an appropriate benchmark interest rate for the qualitative evaluation of the effectiveness of an interest rate swap
- Identifying a Secured Overnight Financing Rate and the Effective Federal Funds Rate as appropriate benchmark interest rates for the qualitative evaluation of the effectiveness of an interest rate swap
- Clarifying the definition of reference rate, as it is used in Statement 53, as amended
- Providing an exception to the lease modifications guidance in Statement 87, as amended, for certain lease contracts that are amended solely to replace an IBOR as the rate upon which variable payments depend.

As a result of the implementation of GASB Statement No. 95, the removal of LIBOR as an appropriate benchmark interest rate (paragraph 11b) is effective for reporting periods ending after December 31, 2021. Paragraph 13 and 14 related to lease modifications is effective for reporting periods beginning after June 15, 2021. All other requirements of this Statement are effective for reporting periods beginning after June 15, 2020. Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In March 2020, the GASB issued Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements. The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction. Some PPPs meet the definition of a service concession arrangement (SCA), which the Board defines in this Statement as a PPP in which (1) the operator collects and is compensated by fees from third parties; (2) the transferor determines or has the ability to modify or approve which services the operator is required to provide, to whom the operator is required to provide the services, and the prices or rates that can be charged for the services; and (3) the transferor is entitled to significant residual interest in the service utility of the underlying PPP asset at the end of the arrangement.

This Statement also provides guidance for accounting and financial reporting for availability payment arrangements (APAs). As defined in this Statement, an APA is an arrangement in which a government compensates an operator for services that may include designing, constructing, financing, maintaining, or operating an underlying nonfinancial asset for a period of time in an exchange or exchange-like transaction.

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The requirements of this Statement are effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter. Earlier application is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In May 2020, the GASB issued Statement No. 96, Subscription-Based Information Technology Arrangements. This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, Leases, as amended.

A SBITA is defined as a contract that conveys control of the right to use another party's (a SBITA vendor's) information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction.

The requirements of this Statement are effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter. Earlier application is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In June 2020, the GASB issued Statement No. 97, Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans—an amendment of GASB Statements No. 14 and No. 84, and a supersession of GASB Statement No. 32. The primary objectives of this Statement are to (1) increase consistency and comparability related to the reporting of fiduciary component units in circumstances in which a potential component unit does not have a governing board and the primary government performs the duties that a governing board typically would perform; (2) mitigate costs associated with the reporting of certain defined contribution pension plans, defined contribution other postemployment benefit (OPEB) plans, and employee benefit plans other than pension plans or OPEB plans (other employee benefit plans) as fiduciary component units in fiduciary fund financial statements; and (3) enhance the relevance, consistency, and comparability of the accounting and financial reporting for Internal Revenue Code (IRC) Section 457 deferred compensation plans (Section 457 plans) that meet the definition of a pension plan and for benefits provided through those plans.

The requirements of this Statement that (1) exempt primary governments that perform the duties that a governing board typically performs from treating the absence of a governing board the same as the appointment of a voting majority of a governing board in determining whether they are financially accountable for defined contribution pension plans, defined contribution OPEB plans, or other employee benefit plans and (2) limit the applicability of the financial burden criterion in paragraph 7 of Statement 84 to defined benefit pension plans and defined benefit OPEB plans that are administered through trusts that meet the criteria in paragraph 3 of Statement 67 or paragraph 3 of Statement 74, respectively, are effective immediately.

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The requirements of this Statement that are related to the accounting and financial reporting for Section 457 plans are effective for fiscal years beginning after June 15, 2021. For purposes of determining whether a primary government is financially accountable for a potential component unit, the requirements of this Statement that provide that for all other arrangements, the absence of a governing board be treated the same as the appointment of a voting majority of a governing board if the primary government performs the duties that a governing board typically would perform, are effective for reporting periods beginning after June 15, 2021. Earlier application of those requirements is encouraged and permitted by requirement as specified within this Statement.

The Board considered the effective dates for the requirements of this Statement in light of the COVID-19 pandemic and in concert with Statement No. 95, Postponement of the Effective Dates of Certain Authoritative Guidance. The effects of this change on the District's financial statements have not yet been determined.

Note 2 - Investments

Summary of Investments

Investments as of June 30, 2020, are classified in the accompanying financial statements as follows:

Governmental fund	<u>\$ 2,542,992</u>
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Deposits and investments as of June 30, 2020, consist of the following:

Cash on hand and in banks	\$ 312,817
Investments	<u>2,230,175</u>
Total deposits and investments	<u>\$ 2,542,992</u>

Policies and Practices

The SELPA is authorized under *California Government Code* to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Investment in County Treasury - The SELPA is considered to be an involuntary participant in an external investment pool as the SELPA is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the SELPA's investment in the pool is reported in the accounting financial statements at amounts based upon the SELPA's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

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General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The SELPA does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The SELPA manages its exposure to interest rate risk by holding the majority of its investments in the Santa Barbara County Treasury Investment Pool. The Pool purchases shorter term investments and attempts to time cash flows from maturities so that a portion of the portfolio is maturing or coming close to maturity evenly over time as necessary to provide the cash flow and liquidity needed for operations. The SELPA maintains an investment of \$2,542,992, with the Santa Barbara County Treasury Investment Pool. The average weighted maturity for this pool was 479 days.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investment with the Santa Barbara County Treasury Investment Pool is currently not rated, nor is required to be rated.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

Note 3 - Receivables

Receivables at June 30, 2020, consisted of intergovernmental grants, entitlements, interest, and other local sources. All receivables are considered collectible in full.

	General Fund
Federal Government	
Categorical aid	\$ 460,065
State Government	
Categorical aid	1,222,076
Local Government	
Other local sources	<u>9,257</u>
Total	<u><u>\$ 1,691,398</u></u>

Note 4 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2020, was as follows:

	Balance July 1, 2019	Additions	Deductions	Balance June 30, 2020
Governmental Activities				
Capital assets being depreciated				
Buildings and improvements	\$ 131,895	\$ -	\$ -	\$ 131,895
Accumulated depreciation				
Buildings and improvements	(76,499)	(5,276)	-	(81,775)
Governmental activities capital assets, net	<u>\$ 55,396</u>	<u>\$ (5,276)</u>	<u>\$ -</u>	<u>\$ 50,120</u>

Depreciation expense was charged to governmental functions as follows:

Governmental Activities	
Supervision of instruction	<u><u>\$ 5,276</u></u>

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

Note 5 - Accounts Payable

Accounts payable at June 30, 2020, consisted of the following:

	General Fund
Services	\$ 138,597
Supplies	53,217
Other vendor payables	36,336
Total	<u>\$ 228,150</u>

Note 6 - Long-Term Liabilities other than Pensions

Summary

The changes in the SELPA's long-term liabilities other than Pensions during the year consisted of the following:

	Balance July 1, 2019	Additions	Deductions	Balance June 30, 2020
Compensated absences	<u>\$ 13,978</u>	<u>\$ 1,215</u>	<u>\$ -</u>	<u>\$ 15,193</u>

Compensated absences will be paid by the General Fund.

Compensated Absences

Compensated absences (unpaid employee vacation) for the SELPA at June 30, 2020 amounted to \$15,193.

Note 7 - Fund Balance

Fund balances are composed of the following elements:

	General Fund
Restricted	
Legally restricted programs	\$ 3,837,085
Unassigned	169,155
Total	<u>\$ 4,006,240</u>

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

Note 8 - Risk Management

The SELPA is exposed to various risks of losses related to torts; thefts of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The SELPA's risk management activities are recorded in the General Fund. The SELPA participates in the various public entity risk pools for health, workers' compensation, and property and liability risks. As of June 30, 2020, information was not available that indicates that the SELPA has an outstanding obligation for any calculated deficits. See Note 11 for additional information regarding the pools.

Employee Medical Benefits

For fiscal year 2019-2020, the SELPA participated in the Self-Insured Schools of California III (SISC III), a public entity risk pool. The intent of SISC III is to achieve lower medical costs for member districts by virtue of its grouping and representation with other participants in SISC III.

Workers' Compensation

For fiscal year 2019-2020, the SELPA participated in the Santa Barbara Self-Insurance Program for Employees (SBSIPE). The intent of the SBSIPE is to achieve the benefit of reduced workers' compensation costs by virtue of its grouping and representation with other participants in the SBSIPE. The workers' compensation rate is common for all districts in the SBSIPE, with each member's experience used to calculate its actual applied rate. Participation in the SBSIPE is limited to districts that can meet the SBSIPE's selection criteria.

Property and Liability

For fiscal year 2019-2020, the SELPA participated in the Self-Insured Schools of California II (SISC II) for property and liability insurance coverage. Settled claims have not exceeded coverage limits in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Note 9 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

For the fiscal year ended June 30, 2020, the SELPA reported its proportionate share of net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
CalSTRS	\$ 712,528	\$ 337,521	\$ 251,807	\$ (16,702)
CalPERS	467,834	219,090	16,087	(8,890)
Total	<u>\$ 1,180,362</u>	<u>\$ 556,611</u>	<u>\$ 267,894</u>	<u>\$ (25,592)</u>

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The SELPA contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at:

<http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor of the STRP and obligor of the trust. In addition, the state is both an employer and nonemployer contributing entity to the STRP.

The SELPA contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

The STRP provisions and benefits in effect at June 30, 2020, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	17.10%	17.10%
Required state contribution rate	10.328%	10.328%

Contributions

Required member, SELPA, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2020, are presented above and the SELPA's total contributions were \$74,695.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

At June 30, 2020, the SELPA reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the SELPA. The amount recognized by the SELPA as its proportionate share of the net pension liability, the related state support and the total portion of the net pension liability that was associated with the SELPA were as follows:

Total net pension liability, including State share	
Proportionate share of net pension liability	\$ 712,528
State's proportionate share of the net pension liability	388,732
Total	<u>\$ 1,101,260</u>

The net pension liability was measured as of June 30, 2019. The SELPA's proportion of the net pension liability was based on a projection of the SELPA's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The SELPA's proportionate share for the measurement period June 30, 2019 and June 30, 2018, respectively, was 0.0008 percent and 0.0008 percent, resulting in no change in the proportionate share .

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

For the year ended June 30, 2020, the SELPA recognized pension expense of \$(16,702). In addition, the SELPA recognized pension expense and revenue of \$3,667, for support provided by the State. At June 30, 2020, the SELPA reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 74,695	\$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	170,908	204,282
Differences between projected and actual earnings on pension plan investments	-	27,447
Differences between expected and actual experience in the measurement of the total pension liability	1,799	20,078
Changes of assumptions	90,119	-
Total	<u>\$ 337,521</u>	<u>\$ 251,807</u>

The deferred outflows of resources related to pensions resulting from SELPA contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2021	\$ (2,769)
2022	(21,789)
2023	(4,524)
2024	1,635
Total	<u>\$ (27,447)</u>

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and SELPA's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is seven years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2021	\$ (12,592)
2022	(6,532)
2023	(17,164)
2024	50,124
2025	27,532
Thereafter	(2,902)
Total	<u>\$ 38,466</u>

Actuarial Methods and Assumptions

Total pension liability for STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2018 and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2018
Measurement date	June 30, 2019
Experience study	July 1, 2010 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	7.10%
Investment rate of return	7.10%
Consumer price inflation	2.75%
Wage growth	3.50%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance-PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometrically-linked real rates of return and the assumed asset allocation for each major asset class for the year ended June 30, 2019, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	47%	4.8%
Fixed income	12%	1.3%
Real estate	13%	3.6%
Private equity	13%	6.3%
Risk mitigating strategies	9%	1.8%
Inflation sensitive	4%	3.3%
Cash/liquidity	2%	-0.4%

Discount Rate

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the SELPA's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	\$ 1,061,014
Current discount rate (7.10%)	712,528
1% increase (8.10%)	423,568

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the Miscellaneous Risk Pool (MRP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018 annual actuarial valuation report, Miscellaneous Risk Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at:

<https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2020, are summarized as follows:

	Miscellaneous Employer Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	6.25%	7.00%
Required employer contribution rate	8.081%	8.081%

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The SELPA is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2020, are presented above and the total SELPA contributions were \$42,046.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

As of June 30, 2020, the SELPA reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$467,834. The net pension liability was measured as of June 30, 2019.

The SELPA's proportion of the net pension liability was based on a projection of the SELPA's long-term share of contributions to the pension plan relative to the projected contributions of all participating MRP entities, actuarially determined. The SELPA's proportionate share for the measurement period June 30, 2019 and June 30, 2018, respectively, was 0.0117 percent and 0.0113 percent, resulting in a net increase in the proportionate share of 0.0004 percent.

For the year ended June 30, 2020, the SELPA recognized pension expense of \$(8,890). At June 30, 2020, the SELPA reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 42,046	\$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	124,761	-
Differences between projected and actual earnings on pension plan investments	-	8,179
Differences between expected and actual experience in the measurement of the total pension liability	29,975	-
Changes of assumptions	22,308	7,908
Total	<u>\$ 219,090</u>	<u>\$ 16,087</u>

The deferred outflows of resources related to pensions resulting from SELPA contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2021	\$ 5,267
2022	(12,791)
2023	(2,307)
2024	1,652
Total	<u>\$ (8,179)</u>

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and SELPA's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 4.1 years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2021	\$ 99,179
2022	58,512
2023	11,445
Total	<u>\$ 169,136</u>

Actuarial Methods and Assumptions

Total pension liability for the SEP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2018 and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2018
Measurement date	June 30, 2019
Experience study	July 1, 1997 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	7.15%
Investment rate of return	7.15%
Consumer price inflation	2.50%
Wage growth	Varies by entry age and service

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90 percent of scale MP-2016.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	50%	5.98%
Fixed income	28%	2.62%
Inflation assets	0%	1.81%
Private equity	8%	7.23%
Real assets	13%	4.93%
Liquidity	1%	-0.92%

Discount Rate

The discount rate used to measure the total pension liability was 7.15 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the Miscellaneous Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the SELPA's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.15%)	\$ 750,430
Current discount rate (7.15%)	467,834
1% increase (8.15%)	234,571

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the SELPA. These payments consist of State General Fund contributions to CalSTRS in the amount of \$40,604 (10.328 percent of annual payroll).

Contributions are no longer appropriated in the annual *Budget Act* for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been included in the calculation of available reserves but have not been included in the budgeted amounts reported in the *General Fund - Budgetary Comparison Schedule*.

Senate Bill 90 (Chapter 33, Statutes of 2019), which was signed by the Governor on June 27, 2019, appropriated an additional 2019–2020 contribution on-behalf of school employers of \$1.1 billion for CalSTRS. A proportionate share of these contributions totaling \$13,620, has been recorded in these financial statements. On behalf payments related to these additional contributions have been excluded from the calculation of available reserves and have not been included in the budgeted amounts reported in the *General Fund – Budgetary Comparison Schedule*.

Note 10 - Commitments and Contingencies

Grants

The SELPA received financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the SELPA at June 30, 2020.

Litigation

The SELPA is not currently a party to any legal proceedings.

Note 11 - Participation in Public Entity Risk Pools and Joint Power Authorities

The SELPA is a member of the Self-Insured Schools of California II and III (SISC II and SISC III), and the Santa Barbara County Schools Self-Insurance Program for Employees (SBSIPE) public entity risk pools joint powers authority (JPA). The County pays an annual premium to each entity for its property and liability, health benefits, and workers' compensation coverage, respectively. The relationships between the SELPA, the pools, and the JPA are such that they are not component units of the SELPA for financial reporting purposes.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2020

These entities have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, fund transactions between the entities and the County are included in these statements. Audited financial statements are available from the respective entities.

During the year ended June 30, 2020, the SELPA made payments of \$2,000, \$168,200, and \$5,187, to SISC II, SISC III, and SBSIPE, respectively, for services received.

Note 12 - Subsequent Events

Subsequent to year-end, the SELPA has been negatively impacted by the effects of the world-wide coronavirus pandemic. The SELPA is closely monitoring its operations, liquidity, and capital resources and is actively working to minimize the current and future impact of this unprecedented situation. As of the issuance date of these financial statements, the full impact to the SELPA's financial position is not known beyond increased cash flow monitoring due to state apportionment deferrals.



Required Supplementary Information
June 30, 2020

Santa Barbara County Special Education Local Plan Area

Santa Barbara County Special Education Local Plan Area
 Budgetary Comparison Schedule – General Fund
 Year Ended June 30, 2020

	Budgeted Amounts		Actual	Variances - Positive (Negative) Final to Actual
	Original	Final		
Revenues				
Federal sources	\$ 764,731	\$ 775,071	\$ 778,332	\$ 3,261
Other State sources	2,236,214	2,296,064	2,793,317	497,253
Other local sources	2,942,307	3,143,705	3,078,820	(64,885)
Total revenues ¹	5,943,252	6,214,840	6,650,469	435,629
Expenditures				
Current				
Certificated salaries	333,525	333,525	333,524	1
Classified salaries	726,684	711,445	709,472	1,973
Employee benefits	315,093	378,100	346,473	31,627
Books and supplies	273,570	606,145	302,247	303,898
Services and operating expenditures	3,270,780	2,421,886	1,923,984	497,902
Other outgo	930,085	2,303,428	2,380,212	(76,784)
Capital outlay	-	4,550	-	4,550
Total expenditures ¹	5,849,737	6,759,079	5,995,912	763,167
Net Change in Fund Balances	93,515	(544,239)	654,557	1,198,796
Fund Balance - Beginning	3,351,683	3,351,683	3,351,683	-
Fund Balance - Ending	\$ 3,445,198	\$ 2,807,444	\$ 4,006,240	\$ 1,198,796

¹ On behalf payments of \$54,224 relating to Senate Bill 90 are included in the actual revenues and expenditures but have not been included in the budgeted amounts.

Santa Barbara County Special Education Local Plan Area
Schedule of the SELPA's Proportionate Share of the Net Pension Liability
Year Ended June 30, 2020

	2020	2019	2018	2017	2016	2015
CalSTRS						
Proportion of the net pension liability	0.0008%	0.0008%	0.0005%	0.0005%	0.0008%	0.0010%
Proportionate share of the net pension liability	\$ 712,528	\$ 732,045	\$ 486,568	\$ 428,415	\$ 520,264	\$ 573,925
State's proportionate share of the net pension liability	388,732	419,130	287,568	243,113	338,638	402,000
Total	\$ 1,101,260	\$ 1,151,175	\$ 774,136	\$ 671,528	\$ 858,902	\$ 975,925
Covered payroll	\$ 426,966	\$ 422,966	\$ 291,264	\$ 263,243	\$ 338,638	402,000
Proportionate share of the net pension liability as a percentage of its covered payroll	166.88%	173.07%	167.05%	162.75%	153.63%	142.77%
Plan fiduciary net position as a percentage of the total pension liability	73%	71%	69%	70%	74%	77%
Measurement Date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
CalPERS						
Proportion of the net pension liability	0.0117%	0.0113%	0.0130%	0.0126%	0.0125%	0.0125%
Proportionate share of the net pension liability	\$ 467,834	\$ 541,042	\$ 424,375	\$ 350,020	\$ 234,160	\$ 280,313
Covered payroll	\$ 502,358	\$ 508,605	\$ 453,679	\$ 121,714	\$ 236,202	406,469
Proportionate share of the net pension liability as a percentage of its covered payroll	93.13%	106.38%	93.54%	287.58%	99.14%	68.96%
Plan fiduciary net position as a percentage of the total pension liability	70%	71%	72%	74%	78%	80%
Measurement Date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014

Note : In the future, as data becomes available, ten years of information will be presented.

Santa Barbara County Special Education Local Plan Area
Schedule of SELPA Contributions
Year Ended June 30, 2020

	2020	2019	2018	2017	2016	2015
CalSTRS						
Contractually required contribution	\$ 74,695	\$ 69,510	\$ 61,034	\$ 36,641	\$ 28,246	\$ 30,071
Less contributions in relation to the contractually required contribution	<u>74,695</u>	<u>69,510</u>	<u>61,034</u>	<u>36,641</u>	<u>28,246</u>	<u>30,071</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	<u>\$ 436,813</u>	<u>\$ 426,966</u>	<u>\$ 422,966</u>	<u>\$ 291,264</u>	<u>\$ 263,243</u>	<u>\$ 338,637</u>
Contributions as a percentage of covered payroll	<u>17.10%</u>	<u>16.28%</u>	<u>14.43%</u>	<u>12.58%</u>	<u>10.73%</u>	<u>8.88%</u>
CalPERS						
Contractually required contribution	\$ 42,046	\$ 38,350	\$ 48,821	\$ 42,056	\$ 37,451	\$ 18,716
Less contributions in relation to the contractually required contribution	<u>42,046</u>	<u>38,350</u>	<u>48,821</u>	<u>42,056</u>	<u>8,520</u>	<u>18,916</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 28,931</u>	<u>\$ (200)</u>
Covered payroll	<u>\$ 580,926</u>	<u>\$ 502,358</u>	<u>\$ 508,605</u>	<u>\$ 453,679</u>	<u>\$ 121,714</u>	<u>\$ 236,302</u>
Contributions as a percentage of covered payroll	<u>8.081%</u>	<u>7.634%</u>	<u>9.599%</u>	<u>9.270%</u>	<u>7.000%</u>	<u>8.010%</u>

Note : In the future, as data becomes available, ten years of information will be presented.

Santa Barbara County Special Education Local Plan Area

Note to Required Supplementary Information

June 30, 2020

Note 1 - Purpose of Schedules

Budgetary Comparison Schedule

The SELPA employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United State of America as prescribed by the Governmental Accounting Standards Board and provisions of the California Education Code. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

This schedule presents information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

Schedule of the SELPA's Proportionate Share of the Net Pension Liability

This schedule presents information on the SELPA's proportionate share of the net pension liability (NPL), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with the SELPA. In the future, as data becomes available, ten years of information will be presented.

- *Changes in Benefit Terms* – There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.
- *Changes of Assumptions* – There were no changes in economic assumptions for either the CalSTRS or CalPERS plans from the previous valuations.

Schedule of SELPA Contributions

This schedule presents information on the SELPA's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.



Supplementary Information
June 30, 2020

Santa Barbara County Special Education Local Plan Area

Santa Barbara County Special Education Local Plan Area

Schedule of Expenditures of Federal Awards

June 30, 2020

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed Through California Department of Education (CDE)			
Special Education (IDEA) Cluster			
IDEA Mental Health Average Daily Attendance			
Allocation, Part B, Sec. 611	84.027A	15197	\$ 748,345
IDEA Preschool Grants, Part B, Secion 619	84.173	13430	10,882
Alternative Dispute Resolution, Part B, Sec. 611	84.173A	13007	15,865
IDEA Preschool Staff Development,			
Part B, Sec. 619	84.173A	13431	3,240
Total Special Education (IDEA) Cluster			<u>\$ 778,332</u>

Santa Barbara County Special Education Local Plan Area
Local Education Agency Organization Structure
June 30, 2020

Organization

The Santa Barbara County Special Education Local Plan Area was established in 1983. The SELPA has eight members and operates in various sites. There were no boundary changes during the year.

Governing Board

<u>MEMBER</u>	<u>OFFICE</u>	<u>REPRESENTING</u>	<u>TERM EXPIRES</u>
Ms. Anne Hubbard	Chair	South County Non-Direct Service District Representative	June 2019
Ms. Amy Alzina	Clerk	North and South County Direct Service District Representative	June 2021
Ms. Deborah Blow	Member	North County Non-Direct Service District Representative	June 2020
Mr. Antonio Garcia	Member	9 th – 12th Grade High School Representative	June 2022
Dr. Randall Haggard	Member	Santa Ynez Valley Special Education Consortium Non-Direct Service District Representative	June 2022
Dr. Cary Matsuoka	Member	South County Non-Direct Service District Representative	June 2020
Mr. Trevor McDonald	Member	North County Non-Direct Service District Representative	June 2021
Dr. Susan Salcido	Member	Santa Barbara County Schools Representative	N/A

Administration

Dr. Ray Avila	Executive Director
Ms. Jennifer Connolly	Coordinator

Santa Barbara County Special Education Local Plan Area
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
Year Ended June 30, 2020

There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2020.

Santa Barbara County Special Education Local Plan Area
Schedule of Financial Trends and Analysis
Year Ended June 30, 2020

	(Budget) 2021 ¹	2020	2019	2018
General Fund ³				
Revenues	\$ 6,029,326	\$ 6,650,469	\$ 5,328,737	\$ 5,460,409
Expenditures	(5,928,468)	(5,995,912)	(5,164,937)	(5,987,939)
Increase/(Decrease) in Fund Balance	100,858	654,557	163,800	(527,530)
Ending Fund Balance	<u>\$ 4,107,098</u>	<u>\$ 4,006,240</u>	<u>\$ 3,351,683</u>	<u>\$ 3,187,883</u>
Available Reserves ²	<u>\$ 308,643</u>	<u>\$ 169,155</u>	<u>\$ 178,433</u>	<u>\$ 152,007</u>
Available Reserves as a Percentage of Total Outgo	<u>5.21%</u>	<u>2.80%</u>	<u>3.45%</u>	<u>2.54%</u>
Long-Term Liabilities including Pensions	<u>N/A</u>	<u>\$ 1,195,555</u>	<u>\$ 1,287,065</u>	<u>\$ 925,261</u>

The General Fund balance has increased by \$818,357 over the past two years. The fiscal year 2020-2021 budget projects an increase of \$100,858 (2.5 percent).

The SELPA has incurred operating surpluses in two of the past three years and anticipates incurring an operating surplus during the 2020-2021 fiscal year. Total long-term liabilities have increased by \$270,294 over the past two years.

¹ Budget 2021 is included for analytical purposes only and has not been subjected to audit.

² Available reserves consist of unassigned fund balances in the General Fund.

³ On behalf payments of \$54,244, and \$28,124, not been included in the calculation of available reserves as a percentage of total outgo for the 2020 and 2019 fiscal years, respectively.

Santa Barbara County Special Education Local Plan Area

Note to Supplementary Information

June 30, 2020

Note 1 - Purpose of Schedules

Schedule of Expenditures of Federal Awards (SEFA)

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Santa Barbara County Special Education Local Plan Area (the SELPA) under programs of the federal government for the year ended June 30, 2020. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Santa Barbara County Special Education Local Plan Area, it is not intended to and does not present the financial position or changes in fund balance of Santa Barbara County Special Education Local Plan Area.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The SELPA does not draw for indirect administrative expenses and has not elected to use the ten percent de minimis cost rate.

Local Education Agency Organization Structure

This schedule provides information about the SELPA's boundaries and schools operated members of the governing board, and members of the administration.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

Schedule of Financial Trends and Analysis

This schedule discloses the SELPA's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the SELPA's ability to continue as a going concern for a reasonable period of time.



Independent Auditor's Reports
June 30, 2020

Santa Barbara County Special Education Local Plan Area



Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
 Santa Barbara County Special Education Local Plan Area
 Goleta, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities of Santa Barbara County Special Education Local Plan Area, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Santa Barbara County Special Education Local Plan Area's basic financial statements and have issued our report thereon dated December 18, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Santa Barbara County Special Education Local Plan Area's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Santa Barbara County Special Education Local Plan Area's internal control. Accordingly, we do not express an opinion on the effectiveness of Santa Barbara County Special Education Local Plan Area's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Santa Barbara County Special Education Local Plan Area's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Eide Sallie LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
December 18, 2020



Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors
Santa Barbara County Special Education Local Plan Area
Goleta, California

Report on Compliance for Each Major Federal Program

We have audited Santa Barbara County Special Education Local Plan Area's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Santa Barbara County Special Education Local Plan Area's major federal programs for the year ended June 30, 2020. Santa Barbara County Special Education Local Plan Area's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Santa Barbara County Special Education Local Plan Area's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Santa Barbara County Special Education Local Plan Area's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Santa Barbara County Special Education Local Plan Area's compliance.

Opinion on Each Major Federal Program

In our opinion, Santa Barbara County Special Education Local Plan Area's complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2020.

Report on Internal Control over Compliance

Management of Santa Barbara County Special Education Local Plan Area is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Santa Barbara County Special Education Local Plan Area's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Santa Barbara County Special Education Local Plan Area's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Rancho Cucamonga, California
December 18, 2020

Santa Barbara County Special Education Local Plan Area

Summary of Auditor's Results

Year Ended June 30, 2020

FINANCIAL STATEMENTS

Type of auditor's report issued	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major program:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516:	No

Identification of major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA Number</u>
Special Education (IDEA) Cluster	84.027A, 84.173, 84.173A
Dollar threshold used to distinguish between type A and type B programs:	\$750,000
Auditee qualified as low-risk auditee?	Yes

Santa Barbara County Special Education Local Plan Area
Financial Statement Findings
Year Ended June 30, 2020

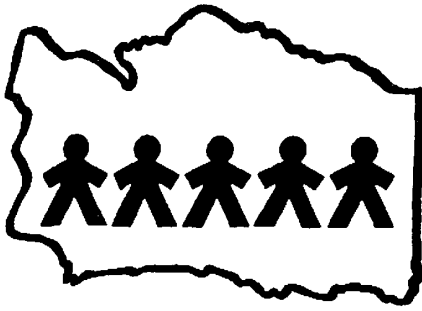
None reported.

Santa Barbara County Special Education Local Plan Area
Federal Awards Findings and Questioned Costs
Year Ended June 30, 2020

None reported.

Santa Barbara County Special Education Local Plan Area
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2020

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.



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

December 18, 2020

Eide Bailly, LLP
10681 Foothill Blvd., Suite 300
Rancho Cucamonga, CA 91730

This representation letter is provided in connection with your audit of the financial statements of Santa Barbara County Special Education Local Plan Area, which comprise the statement of financial position as of June 30, 2020, and the related statements of operations for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion on whether the financial statements of the various opinion units are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

Except where otherwise stated below, immaterial matters are not considered to be exceptions that require disclosure for the purpose of the following representations. This amount is not necessarily indicative of amounts that would require adjustment to or disclosure in the financial statements.

We confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of December 18, 2020.

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Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated March 31, 2020, for the preparation and fair presentation of the financial statements of the various opinion units referred to above in accordance with U.S. GAAP.
2. The financial statements referred to above have been fairly presented in accordance with U.S. GAAP and include all properly classified funds, required supplementary information, and notes to the basic financial statements.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
5. With respect to nonattest services provided by you, including assistance with preparing the financial statements in their entirety, preparing GASB 34 conversion entries, preparation of the SEFA and footnote disclosures based on information provided and with respect to the completion of the auditee's portion of the Data Collection Form, we have performed the following:
 - a. Made all management decisions and performed all management functions;
 - b. Assigned a competent individual to oversee the services;
 - c. Evaluated the adequacy of the services performed;
 - d. Evaluated and accepted responsibility for the result of the service performed; and
 - e. Established and maintained internal controls, including monitoring ongoing activities.
6. Significant assumptions used by us in making accounting estimates are reasonable.
7. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
8. All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
9. The effects of uncorrected misstatements summarized in the attached schedule5 and aggregated by you during the current engagement are immaterial, both individually and in the aggregate, to the applicable opinion units and to the financial statements as a whole.

To adjust cash in county value to fair market value

Fair value adjustment to cash in county treasury	15,921
Net increase in the fair value of investments	15,921
10. The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
11. With regard to items reported at fair value:
 - a. The underlying assumptions are reasonable, and they appropriately reflect management's intent and ability to carry out its stated courses of action.

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Representation Letter**Page 3 of 9**

- b. The measurement methods and related assumptions used in determining fair value are appropriate in the circumstances and have been consistently applied.
 - c. The disclosures related to fair values are complete, adequate, and in conformity with [insert applicable financial reporting framework].
 - d. There are no subsequent events that require adjustments to the fair value measurements and disclosures included in the financial statements.
- 12. All funds and activities are properly classified.
- 13. All funds that meet the quantitative criteria in GASB Statement No. 34, Basic Financial Statements—and Management’s Discussion and Analysis—for State and Local Governments, and GASB Statement No. 37, Basic Financial Statements—and Management’s Discussion and Analysis—for State and Local Governments: Omnibus, for presentation as major are identified and presented as such and all other funds that are presented as major are considered important to financial statement users.
- 14. All net position components and fund balance classifications have been properly reported.
- 15. All revenues within the statement of activities have been properly classified as program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
- 16. All expenses have been properly classified in or allocated to functions and programs in the statement of activities, and allocations, if any, have been made on a reasonable basis.
- 17. Deposit and investment risks have been properly and fully disclosed.
- 18. Capital assets, including infrastructure assets, are properly capitalized, reported, and if applicable, depreciated.
- 19. All required supplementary information is measured and presented within the prescribed guidelines.
- 20. Nonexchange and exchange financial guarantees, either written or oral, under which it is more likely than not that a liability exists have been properly recorded, or if we are obligated in any manner, are disclosed.
- 21. With regard to pensions:
 - a. We believe that the actuarial assumptions and methods used to measure pension liabilities and costs for financial accounting purposes are appropriate in the circumstances.
 - b. Increases in benefits, elimination of benefits and all similar amendments have been disclosed in accordance with U.S. GAAP and are included in the most recent actuarial valuation, or disclosed as a subsequent event.

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Information Provided

22. We have provided you with:
 - a. Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements of the various opinion units referred to above, such as records, documentation, meeting minutes,⁷ and other matters;
 - b. Additional information that you have requested from us for the purpose of the audit; and
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
23. All transactions have been recorded in the accounting records and are reflected in the financial statements.
24. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
25. We have provided to you our analysis of the entity's ability to continue as a going concern, including significant conditions and events present, and if necessary, our analysis of management's plans, and our ability to achieve those plans.
26. We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - a. Management;
 - b. Employees who have significant roles in internal control; or
 - c. Others where the fraud could have a material effect on the financial statements.
27. We have no knowledge of any instances, that have occurred or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance, whether communicated by employees, former employees, vendors (contractors), regulators, or others.
28. We have no knowledge of any instances that have occurred or are likely to have occurred, of noncompliance with provisions of contracts and grant agreements that has a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
29. We have no knowledge of any instances that have occurred or are likely to have occurred of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.
30. We have taken timely and appropriate steps to remedy fraud, noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that you have reported to us.
31. We have a process to track the status of audit findings and recommendations.
32. We have identified for you all previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

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Representation Letter**Page 5 of 9**

33. We have provided views on your reported audit findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.
34. We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements⁸.
35. We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware.
36. There have been no communications from regulatory agencies concerning noncompliance with or deficiencies in accounting, internal control, or financial reporting practices.
37. Santa Barbara County Special Education Local Plan Area has no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.
38. We have disclosed to you all guarantees, whether written or oral, under which Santa Barbara County Special Education Local Plan Area is contingently liable.
39. We have identified and disclosed to you the laws, regulations, and provisions of contracts and grant agreements that could have a direct and material effect on financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds.
40. There are no:
 - a. Violations or possible violations of laws or regulations, or provisions of contracts or grant agreements whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency, including applicable budget laws and regulations.
 - b. Unasserted claims or assessments that our lawyer has advised are probable of assertion and must be disclosed in accordance with GASB-62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements.
 - c. Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by GASB-62.
41. Santa Barbara County Special Education Local Plan Area has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset or future revenue been pledged as collateral, except as disclosed to you.
42. We have complied with all aspects of grant agreements and other contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
43. We have disclosed to you all significant estimates and material concentrations known to management that are required to be disclosed in accordance with GASB-62. Significant estimates are estimates at the balance sheet date that could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which events could occur that would significantly disrupt normal finances within the next year.

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Representation Letter
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44. With respect to the required supplementary information accompanying the financial statements, which includes the Management's Discussion and Analysis, Budgetary Comparison Schedules, Schedule of the District's Proportionate Share of the Net Pension Liability, Schedule of District Contributions, Note to Required Supplementary Information accompanying the financial statements:
 - a. We acknowledge our responsibility for the presentation of the required supplementary information in accordance with U.S. GAAP and the Governmental Accounting Standards Board (GASB).
 - b. We believe the required supplementary information as referenced above, including its form and content, is measured and fairly presented in accordance with U.S. GAAP and GASB.
 - c. The methods of measurement or presentation have not changed from those used in the prior period.
45. With respect to supplementary information accompanying the financial statements, which includes the Schedule of Expenditures of Federal Awards, Local Education Agency Organization Structure, Reconciliation of Annual Financial and Budget Report with Audited Financial Statements, Schedule of Financial Trends and Analysis, and Note to Supplementary Information accompanying the financial statements:
 - a. We acknowledge our responsibility for the presentation of the supplementary information in accordance with U.S. GAAP, GASB, and the 2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the California Education Audit Appeals Panel as regulations.
 - b. We believe the supplementary information as referenced above, including its form and content, is fairly presented in accordance with U.S. GAAP, GASB, and the 2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the California Education Audit Appeals Panel as regulations.
 - c. The method of measurement or presentation have not changed from those used in the prior period.

Single Audit

46. With respect to federal awards, we represent the following to you:
 - a. We are responsible for understanding and complying with, and have complied with, the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).
 - b. We are responsible for the preparation and presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance.
 - c. We believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance.

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- d. The methods of measurement or presentation have not changed from those used in the prior period.
- e. There are no significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.
- f. We are responsible for including the auditor's report on the schedule of expenditures of federal awards in any document that contains the schedule and that indicates that the auditor has reported on such information.
- g. We have identified and disclosed all of our government programs and related activities subject to the Uniform Guidance compliance audit.
- h. We have notified you of federal awards and funding increments that were received before December 26, 2014 (if any) and differentiated those awards from awards and funding increments received on or after December 26, 2014, and subject to the audit requirements of the Uniform Guidance.
- i. When the schedule of expenditures of federal awards is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by the entity of the schedule of expenditures of federal awards and the auditor's report thereon.
- j. We have, in accordance with the Uniform Guidance, identified in the schedule of expenditures of federal awards, expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, food commodities, direct appropriations, and other assistance.
- k. We have provided to you our interpretations of any compliance requirements that are subject to varying interpretations.
- l. We have made available to you all federal awards (including amendments, if any) and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
- m. We have received no requests from a federal agency to audit one or more specific programs as a major program.
- n. We have identified and disclosed to you all amounts questioned and any known noncompliance with the direct and material compliance requirements of federal awards, including the results of other audits or program reviews, or stated that there was no such noncompliance. We also know of no instances of noncompliance with direct and material compliance requirements occurring subsequent to period covered by the auditor's report.
- o. We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.

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- p. We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- q. Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared (and are prepared on a basis consistent with the schedule of expenditures of federal awards).
- r. The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- s. We have properly classified amounts claimed or used for matching in accordance with related guidelines in the Uniform Guidance, as applicable.
- t. We have charged costs to federal awards in accordance with applicable cost principles.
- u. We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- v. We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- w. The reporting package does not contain personally identifiable information.
- x. We have disclosed all contracts or other agreements with service organizations and disclosed to you all communications from these service organizations relating to noncompliance at the organizations.
- y. We have reviewed, approved, and taken responsibility for the financial statements and related notes and an acknowledgment of the auditor's role in the preparation of this information.
- z. We have disclosed to you the nature of any subsequent events that provide additional evidence with respect to conditions that existed at the end of the reporting period that affect noncompliance during the reporting period.

In addition:

- aa. We are responsible for understanding and complying with the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major federal program; and we have complied with these direct and material compliance requirements.

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- bb. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provide reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal award that could have a material effect on our federal programs. Also, no changes [or disclose the changes made] have been made in the internal control over compliance or other factors that might significantly affect internal control, including any corrective action taken by management with regard to significant deficiencies and material weaknesses in internal control over compliance, have occurred subsequent to the period covered by the auditor's report.
- cc. We are responsible for and have accurately completed the appropriate sections of the Data Collection Form and we are responsible for taking corrective action on audit findings of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.

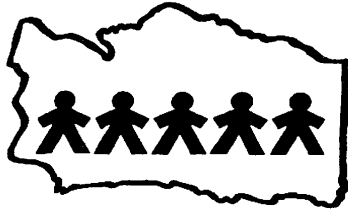


Ray S. Avila, Ed.D.
Executive Director
Santa Barbara County SELPA

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

Date: February 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request to Continue Severe/Profound Program at Arellanes Jr. High for 2021-22
 School Year

BACKGROUND:

- According to SBCEO, the projected enrollment of the Regional Severe/Profound Program at Arellanes Jr. High will be 2 student's next fall. 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 9-300 #3), it must be brought to the JPA Board for discussion.
- SBCEO is requesting to keep the Arellanes program open in the 2021-2022 school year in order to continue to appropriately implement the students' IEPs. Maintaining the 3 classrooms would allow for appropriate physical distancing in support of COVID-19 safety. In order to balance the class sizes and needs of the students, SBCEO is proposing to move the 6th grade students to Olga Reed, and move 3 of the older students at Olga Reed to Arellanes
- SBCEO consulted the Orcutt and Santa Maria-Bonita district special education administrators and they support this proposal.
- District/LEA special education administrators are in agreement with the request.

FISCAL IMPACT: The estimated overall ongoing cost to keep Arellanes open is anticipated to be \$300,012.05.

RECOMMENDATIONS: The JPA Board approve the SBCEO request to continue the Regional Severe/Profound Program at Arellanes Jr. High for the 2021-2022 school year, despite low enrollment, as presented.

RA:lm



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307

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Susan C. Salcido, Superintendent of Schools

January 2021

To: Ray Avila, SELPA Executive Director
JPA Board

From: Kirsten Escobedo, Assistant Superintendent, SBCEO

RE: Arellanes Junior High Program 2021-2022 School Year

SBCEO has reviewed the anticipated 2021-2022 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 two 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 4-8 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 2021-2022 projected enrollment among the three classes is 18 students. The students in these programs have significant needs including support with g-tubes, seizures, use of wheelchairs and standers and require support with all activities of daily living.

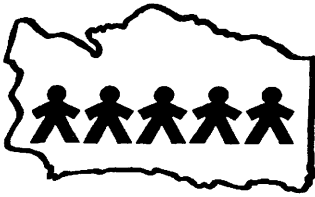
SBCEO is requesting to keep the Arellanes program open in the 2021-22 school in order to continue to appropriately implement the students' IEPs. Maintaining the three classrooms would allow for appropriate physically distancing as needed to support COVID-19 safety precautions. To balance the class sizes and needs of the students, SBCEO is proposing to move the 6th grade students to Olga Reed, and move three of the older students at Olga Reed to Arellanes. (Please see the chart on the next page with additional information.)

SBCEO has met 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 2020-21 school year, Reed and Shaw are staffed with three paraprofessionals in each program, and Arellanes with four paraprofessionals. SBCEO anticipates reducing the Arellanes program to three paraprofessionals for the 2021-22 school year.

The total anticipated ongoing cost to keep Arellanes open is \$300,012.05. This cost reflects staffing levels of one teacher and three paraprofessionals.

Grade	Number of Students in 2021-22 With No Changes	Number of Students in 2021-2022 with Proposed Changes
Shaw		
4	2	2
5	5	5
6	2	0
	9	7
Reed		
5	0	0
6	1	3
7	4	3
8	2	0
	7	6
Arellanes		
7	0	1
8	2	4
	2	5



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

Date: February 1, 2021
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: Retirement Notification from Margaret Slater, SBCSELPA Office Manager

BACKGROUND:

- Margaret Slater notified Ray Avila, Executive Director for SBCSELPA, in November 2020 that she would be retiring from her position as the SBCSELPA Office Manager, effective June 30, 2021. See attached formal letter of retirement, dated January 11, 2021, **REF: VIII-A.1.**
- SBCSELPA greatly appreciates the service Ms. Slater provided during her many years with the organization since she was hired back in 1982. She is to be commended for her loyalty and support provided to all the stakeholders throughout Santa Barbara County for almost four decades!
- Ms. Slater's resignation will result in a 1.0 FTE vacancy for a SBCSELPA Office Manager.
- After discussion with the current SBCSELPA office staff, the Executive Director has developed a proposal for an office reorganization to be implemented May 1, 2021 that will revise current job descriptions and salary schedules and allow for internal promotions and assignments of current employees.

RA:lm



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

January 11, 2021

TO: Ray Avila
FROM: Margaret Slater
RE: June 30, 2021 Retirement

After many years of employment with the Santa Barbara County SELPA I am writing to inform you of my intention to retire as of June 30, 2021. Working for the SELPA has been a truly enjoyable experience. I began working at the SELPA when it was still part of the County Education Office and my office equipment consisted of an IBM Selectric typewriter. I thought it was so high tech. Now, many year later I realize how much has changed over the years and what a wonderful opportunity being part of that has been.

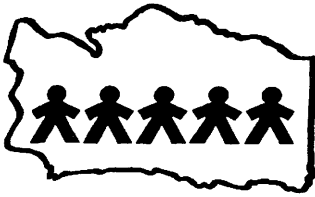
While I am looking forward to retirement the one thing I know I will miss is working for you and with you. You have put together a wonderful team of people and it is a pleasure to work with each and every one of them. That is something I will truly miss.

Thank you for all the opportunities you have provided and for your ongoing confidence in my ability to do the job.

Sincerely,

A handwritten signature in blue ink that reads "Margaret Slater". The signature is fluid and cursive, with the first name "Margaret" being more prominent than the last name "Slater".

Margaret Slater



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

REF: VIII-B

Date: February 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA 2021 Office Reorganization Proposal (Job Descriptions and Salary Schedules)

BACKGROUND:

- The pending retirement of the SBCSELPA Office Manager prompted a conversation between the SBCSELPA Executive Director and current Office staff that include the SBCSELPA Coordinator, Executive Secretary, Clerical Assistant, current Office Manager, and Business Official regarding a possible re-organization of the current Office staff positions.
- During the month of November and early December 2020, the SBCSELPA facilitated a statewide SELPA List serve request from SELPA Directors and asked for current job descriptions and salary schedules for SELPA Office Manager and/or Executive Assistant positions in order to develop a job description and salary comparison study. Nine SELPA Directors across the state provided salary and job description information.
- On December 15, 2020 and January 11, 2021, the SBCSELPA Executive Director facilitated office staff meetings to discuss office responsibilities and how to thoughtfully allocate the Office Manager duties to the remaining staff. We also reviewed the comparison study information and a 2017 School Services Salary Comparison study that was implemented for the SBCSELPA organization at that time. The purpose of the two office staff meetings was to come to a consensus as the current office staff of the development of revised job descriptions and salary schedules to propose for the SBCSELPA Office staff re-organization.
- This resulted in revised job descriptions and salary schedules for the SBCSELPA Office Manager, Executive Secretary (proposed to be retitled "Executive Assistant"), and Business Official (proposed to be retitled "Chief Business Official") positions (SEE Attached proposed job descriptions, REF: VIII-B.2 & VIII-B.3), and the elimination of the Clerical Assistant position. The proposed SBCSELPA Office Manager, Executive Assistant, and Chief Business Official will inherit duties from the eliminated Clerical Assistant position along with a transfer of duties amongst the three positions (SEE Attached edited job descriptions, REF: VIII-B.1).
- The SBCSELPA Office staff reorganization proposal is requested to go into effect as of May 1, 2021 to allow for the current SBCSELPA Office Manager to mentor and assist the SBCSELPA Office staff with the transition of duties prior to her retirement effective June 30, 2021.

Fiscal Impact: An increase of \$7,605.00 for the remainder of the 2020-2021 budget.
A decrease of \$35,236.00 for the upcoming 2021-2022 budget.

Recommendation: The JPA Board approve the SBCSELPA office reorganization proposal and recommend the item return as an action item on the agenda for the March 1, 2021 Board meeting as presented.

RA:lm



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

OFFICE MANAGER

POSITION DEFINITION:

Under supervision of the SBCSELPA Director, performs specialized clerical and secretarial functions to include oversight of personnel files, paperwork, schedules, and absence reporting. Perform accounting and payroll clerical functions in maintaining financial and statistical records, utilizing computer-assisted processes; performance of technical accounting and payroll functions under the direction of the SBCSELPA Accountant/Business Official; serve as the overall office manager by overseeing all office functions.

QUALIFICATIONS:

- Equivalent to the completion of the twelfth grade, supplemented by coursework or training in business office management, organization and supervision and related technical skill areas at a community college
- An associate's degree is highly desirable
- Bilingual in Spanish speaking, reading, and writing is highly desirable

EXPERIENCE:

- Three to five years of responsible experience in secretarial work, accounting and payroll record management and reporting
- Two years of responsible and varied secretarial and clerical experience, including some experience in organizing and coordinating office functions

PRIMARY JOB DUTIES:

Under the Direction of the SBCSELPA Director:

- Performs accounting functions related to payroll and accounts payable; prepares and verifies the accuracy and completeness of accounts payable and payroll related files, records and reports; prepares system input data, verifies and reconciles output reports; makes arithmetical calculations and verifies computations; performs accounting, budget control or payroll record functions
- Provides requested reports such as the *Annual Personnel Report*, *Pupil Count*, or other reports to County, State or Federal agencies in a timely manner
- Works with a computer-based special education accounting (~~Casemis~~) (**CALPADS**) and payroll
- Assists the SBCSELPA ~~Accountant~~ **Chief** Business Official with specialized accounting functions related to tasks such as regional program cost accounting and record tracking, data reporting, etc.
- Oversees the ordering of materials and supplies for the SBCSELPA office
- Oversees personnel paperwork and attendance accounting/absence reporting
- Assists SBCSELPA Director with tracking evaluation due dates
- Monitors and tracks *Mandated Reporter* **and Sexual Harassment** training compliance with personnel

Commented [LM1]: All job duties in the current Office Manager job description will be incorporated in the new Office Manager, Executive Assistant and Chief Business Official job descriptions.

Commented [LM2]: To be incorporated in the new Office Manager job description.

Commented [LM3]: To be incorporated in new Executive Assistant job description.

Commented [LM4]: To be incorporated in the new Office Manager job description.

10-1

- Composes correspondence concerning a wide range of subjects requiring a knowledge of policies, regulations and operational procedures; reviews outgoing correspondence and other materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation; serves as an administrative aide by receiving and responding to inquiries from either office visitors or from telephone contracts
- Take notes of meetings with LEAs/districts and conferences, and prepares an accurate summary or meeting minutes for approval
- Assists SBCSELPA Director engage in master contracts with requesting agencies or consultants
- Oversee the data entry into the IEP computer-based system, SIRAS, related to user access, etc.
- Prepare and input data into a computerized record management, storage and retrieval system by means of a data terminal; responsible for special education management information system including ordering reports, compiling data on pupil counts, preparing instructions for district use, coordinating programming changes; reviews, evaluates for accuracy and utilizes the output reports in the office operational functions; maintains a variety of records and files, which may include personnel, budget, expenditure, and payroll data; assists with budget planning and expenditure control
- Schedules conferences and meetings with various panels and committees
- Performs other duties as assigned by SBCSELPA administrators

Commented [LM5]: To be incorporated in new Office Manager and Executive Assistant job description.

Commented [LM6]: To be incorporated in the new Executive Assistant job description.

Commented [LM7]: To be revised/updated and incorporated in the new Office Manager and Executive Assistant job descriptions.

KNOWLEDGE OF:

- Organization and coordination of responsible clerical functions, including automated record management and filing systems, receptionist and telephone techniques, correspondence and report writing
- English usage, grammar, spelling and punctuation
- Modern office practices and procedures, organization and planning methods, trends and techniques, to include Microsoft Office Suite products to include Excel
- Methods, practices and procedures of accounting and payroll record keeping
- Operating of manual, machine and computer-assisted accounting and payroll record system

ABILITY TO:

- Perform technical accounting and payroll clerical functions
- Prepare, review and analyze accounting, budget control, and payroll files, records, summaries and reports
- Make arithmetical and calculations and verify the results
- Compose correspondence independently
- Establish and maintain comprehensive and accurate files and records, and prepare concise complete reports as required
- Effectively and efficiently operate standard office machines and data processing equipment
- Type at a net corrected speed of 50 words per minute
- Understand and carry out oral and written directions
- Establish, maintain and promote cooperative working relationships between all SBCSELPA employees

10-2

- Provide support and guidance to other SBCSELPA clerical staff
- Maintain confidentiality at all times

PHYSICAL ABILITIES:

- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling or crouching to retrieve and store files
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

Approved 5/1/84 by the JPA Board

Effective 7/1/84

Revisions Approved by the JPA Board 11/02/09



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

EXECUTIVE SECRETARY TO THE SELPA ADMINISTRATORS

POSITION DEFINITION:

Under direction of the SBCSELPA Executive Director, perform complex and specialized secretarial and clerical functions to the JPA Board, as well as provide administrative secretarial aide to the SBCSELPA Executive Director, Coordinator and others as assigned.

QUALIFICATIONS:

- Equivalent to the completion of the twelfth grade, supplemented by coursework or training in business office management, organization and supervision and related technical skill areas at a community college.
- An associates degree is highly desirable
- Bilingual in Spanish speaking, reading, and writing is highly desirable

EXPERIENCE:

Four year of responsible executive or administrative secretarial experience, including one year in a lead or supervisory capacity.

PRIMARY JOB DUTIES:

- Serves as a confidential secretary to the SBCSELPA Executive Director, Coordinator, JPA Board and CAC
- Organizes and coordinates the clerical activities of the SELPA Executive Director's office, including planning, organization, layout, and development of assigned tasks related to special education operations in Santa Barbara County
- Coordinates the preparation and drafting of the component sections of the JPA Board agenda; attends various meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required; requests information and data, and surveys
- Coordinates the preparation and drafting of the component sections of the Community Advisory Committee (CAC) agenda; attends meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required
- Assists in the dissemination of material to LEAs/districts and the *California Department of Education (CDE)*
- Assists in the revision, updating and maintenance of the SBCSELPA Local Plan per the direction of the SBCSELPA Executive Director
- Assists in the revision, updating and maintenance of the SBCSELPA Procedural Handbook per the direction of the SBCSELPA Executive Director
- Maintain and update information related to Independent Education Evaluators (IEE)
- Monitor, maintain, and coordinate updating of Inter Agency Agreements (IAA's) pursuant to review timeline

Commented [LM1]: All job duties in the current Executive Secretary job description will be incorporated in the new Office Manager and Executive Assistant job descriptions.

Commented [LM2]: To be incorporated in the new Executive Assistant job description.

Commented [LM3]: To be incorporated in new Office Manager job description.

Commented [LM4]: To be incorporated in the new Office Manager job description.

Commented [LM5]: To be incorporated in the Executive Assistant job description.

Commented [LM6]: To be incorporated in the new Office Manager job description.

Commented [LM7]: To be incorporated in the new Office Manager job description.

Commented [LM8]: To be incorporated in the Coordinator job description.

Commented [LM9]: To be incorporated in the new Office Manager job description.

- Responds to inquiries related to SBCSELPA policies, regulations and operational procedures
- Assist Coordinator in coordination and facilitation of Professional Development training, Transition Fair and other SBCSELPA related trainings and events as directed
- Coordinate the annual private school meeting in both North and South County to meet the federal regulatory requirements regarding special education (IDEA)
- Assist with the annual coordination and facilitation of the Santa Barbara Psychology Internship Consortium (SB-PIC)
- Attends to administrative and clerical detail utilizing initiative and good judgment
- Requires a familiarity with legal mandates, policies and regulations; independently prepares for Administrator's review correspondence, memoranda, reports and a variety of other communicative subject matter that may include privileged and highly sensitive materials
- Review and editing of written documents for the SBCSELPA Executive Director
- Prepares and maintains the official records of the SBCSELPA Board minutes
- Assists in the oversight of and posting of materials on the SBCSELPA website
- Other duties as assigned

Commented [LM10]: To be incorporated in the new Office Manager and Executive Assistant job descriptions.

Commented [LM11]: To be incorporated in the new Executive Assistant job description.

Commented [LM12]: To be incorporated in the new Office Manager job description.

Commented [LM13]: To be incorporated in the new Office Manager and Executive Assistant job descriptions.

Commented [LM14]: To be incorporated in the new Office Manager and Executive Assistant job descriptions.

Commented [LM15]: To be incorporated in the new Office Manager job description.

Commented [LM16]: To be incorporated in the new Executive Assistant job description.

KNOWLEDGE OF:

- Principles, procedures, methods, techniques, and operations of an administrator's office
- Modern office practices and equipment, including automated data management, storage and retrieval systems, to include use of the Microsoft Office Suite
- Be familiar with the *Brown Act* requirements of public meetings
- Use of proper English usage, spelling, punctuation, grammar, and manuscript and report formatting
- Legal mandates, policies, regulations, and operational procedures which govern the activities of the administrator's office

ABILITY TO:

- Coordinate, organize and schedule administrative and clerical functions and activities
- Effectively and efficiently perform responsible secretarial and administrative aide functions
- Compile and prepare accurate and comprehensive reports
- Communicate and collaborate with others, as well as take direction and feedback
- Effectively communicate in oral and written form
- Establish and maintain a variety of complex, privileged and sensitive files and records
- Maintain confidentiality at all times
- Type at a net corrected speed of 60 words per minute
- Make arithmetical calculations with speed and accuracy and develop charts and spreadsheets
- Understand and carryout oral and written directions
- Establish and maintain cooperative working relationships
- Draft letters of correspondence for administrator as needed
- Assist with event setup, sign-in and break-down

PHYSICAL ABILITIES:

- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling, or crouching to retrieve and store files.
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

Approved 5/1/84 by the JPA Board

Effective 7/1/84

Revisions Approved by the JPA Board 11/02/09

Revisions Approved by the JPA Board 8/26/19



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

CLERICAL ASSISTANT

POSITION DEFINITION:

Under direction of the SBCSELPA Executive Director, Coordinator, and Office Manager, performs general clerical functions to the SBCSELPA, as well as support to the SBCSELPA Mental Health Specialists. This position requires some fluency in Spanish.

QUALIFICATIONS:

Graduation from high school or equivalent including or supplemented by business courses. Bilingual in speaking, reading, and writing Spanish is highly desirable

EXPERIENCE:

- Past experience in use of Microsoft Office Suite products to include Excel
- Past experience in data entry and basic office functions

PRIMARY JOB DUTIES:

- Prepares letters, memos, and forms, requesting, providing, or verifying information; composes correspondence from rough drafts; receive, screen and route mail.
- Operates computers and peripheral equipment to enter, revise and update information; generates reports, lists and summaries, charts and reports as needed; utilizes various software applications as required by the position including Office Suite: Word, Excel, Publisher – as well as other programs including OMS, Adobe, *SIRAS*, etc.
- Assists Coordinator with set up and breakdown of PD Workshops. Maintains and updates SBCSELPA Goleta Conference Room Calendar.
- Duplicates, collates, and distributes a variety of printed materials assigned.
- Receive and screen phone calls and visitors; provide information and direct inquiries and visitors to the proper person or office; provide general information concerning policies and procedures of assigned program or office
- Performs ADR intake as needed, including the dissemination of procedure and protocol.
- Operates a variety of office machines such as a computer, printer, fax machine, calculator, copier, and specialized equipment common to assigned program or office.
- Prepare and maintain files according to established procedures; maintain confidentiality of materials and information.
- Provide support to Mental Health WRAP team, Mental Health Specialists, and SBC SELPA BCBAS. Set up Individualized Education Plan meetings for students placed in Non-Public Schools.
- Performs other job-related duties as assigned

Commented [LM1]: All job duties in the current Clerical Assistant job description will be incorporated in the new Executive Assistant job description.

Commented [LM2]: To be incorporated in the new Executive Assistant job description.

Commented [LM3]: To be incorporated in the new Executive Assistant job description.

Commented [LM4]: To be incorporated in the new Executive Assistant job description.

KNOWLEDGE OF:

- Clerical functions to include word processing, answering phones, and data base set up

- Modern office practices and equipment, including automated data management, storage and retrieval systems, to include use of the Microsoft Office Suite
- Use of proper English usage, spelling, punctuation, grammar, and manuscript and report formatting
- Legal mandates, policies, regulations, and operational procedures which govern the activities of the administrator's office

ABILITY TO:

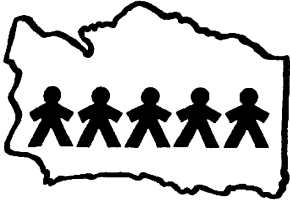
- Coordinate, organize and schedule a variety SBCSELPA operations in a given day or week
- Compile and prepare accurate and data base files
- Communicate and collaborate with others, as well as take direction and feedback
- Effectively communicate in oral and written form
- Maintain confidentiality at all times
- Be able to multi-task and keep track of meetings set, persons to invite, etc.
- Type at a net corrected speed of 60 words per minute
- Understand and carryout oral and written directions
- Establish and maintain cooperative working relationships
- Edit letters of correspondence for administrators as needed
- Assist with event setup, sign-in and break-down

PHYSICAL ABILITIES:

- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling or crouching to retrieve and store files
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

Approved 10/3/16 by the JPA Board

Approved 08/26/19 by the JPA Board



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

ACCOUNTANT/ CHIEF BUSINESS OFFICIAL

POSITION DEFINITION:

Under the direction of the SBCSELPA **Executive** Director provides administrative oversight for all necessary SBCSELPA-fiscal operations **and budget reporting for Santa Barbara County SELPA to the JPA Board as well as the allocation of all Special Education Funding to member Local Educational Agencies which includes guidance with funding, expenditures, and maintenance of effort reports.** to include the funding model / allocation of the SELPA's AB-602 Special Education Block Grant and other special education funding.

PRIMARY JOB DUTIES:

Under the direction of the SBCSELPA **Executive** Director:

- Prepare, ~~monitor~~ and oversee all aspects of the SBCSELPA Budget to include **Adopted**, first and second interim, ~~annual budget plan, excess costs,~~ **unaudited actuals and ending fund balance allocation**, etc.
- **Present fiscal information and trainings to the Joint Power Agency Board and to Community Advisory Committee**
- Oversee the collection, compilation of **Educate and assist** LEA/District **members** with *maintenance of effort (MOE)* **SEMA and SEMB, Subsequent Year Tracker**, and **Excess Costs** reporting. **Be the liaison to the California Department of Education and the contact person who submits all of the required reports for the member LEAs and SBCSELPA which also includes the Table 8 and the Annual Budget Plan.** and provision of the report to the California Department of Education (CDE) by required deadlines.
- Attend and assist **Presenting fiscal information along with the** SBCSELPA **Executive** Director ~~with facilitation of~~ **at** the LEA/District Business Official and Special Education Administrators **meetings (SEAMBO)** ~~co-meeting one monthly~~
- Convene and conduct an *Ad hoc Funding Model Committee Meeting*
- **Transform Educational Code, Federal and State laws, JPA Board policy, and Local Plan language into fiscal allocations with a complex funding model. Model to be updated throughout the year with**
- Prepare and update special education income projections, ~~for all LEAs/Districts within SBCSELPA,~~
- Oversee and collect regional program expenses **and enrollment** data **collected and provide by Program Operators** ~~LEAs/districts data and updates~~ **and be provided**
- ~~Provided information to each entity operating programs for children with disabilities regarding the amounts of special education funding to be received and allocated from various federal and state funding sources~~

- Provide allocations of all Special Education funding to the Administrative Unit and to the Santa Barbara County Education Office so that LEAs may be paid on a timely basis.
- Consult individually with LEAs/districts regarding the funding model, *Maintenance of Effort*, regional program costs, etc. fiscal education or problem-solving as requested
- Collect data from LEAs throughout the year to complete and submit grant expenditure reporting for receipt of Federal funding.
- Report Proportionate Share data for each district and assist any districts who must set-aside CEIS monies due to Significant Disproportionality requirements.
- Completion and submittal of Infant J-50 and Part C Expenditure Reports
- Provide data to auditors, including writing managerial sections of audit reports
- Report MAA student data, staff lists, and fiscal data
- Collect data from Directors each year to maintain Regional Program list
- Process Journal Vouchers and Entries to allocate funding from SELPA accounts for such items as Legal Fees, Staff Development, and Ending Fund Balances that the JPA Board has instructed SELPA to distribute to LEAs.
- Request deferred maintenance reports from MOT personnel and present any requests to Special Education Administrators, Managers, and Business Officials (SEAMBO)
- Notify Regional Program Operators that additional aides will need to be brought to SEAMBO in March and subsequently presented to JPA Board.
- Collect housing maintenance and utilities data to be included in funding model.
- Account for all funding received throughout the year and what is yet to be received. Create accrual spreadsheets for LEAs to use to close their books and for the County Education Office to use for audits.
- Assist County Education and LEAs when Special Education account codes changes
- Provide to all special education program operators and to School Business Advisory Services (County Education Office) a schedule, updated periodically, of local education agencies' special education apportionments
- Provide mid-year and end-of-year recalculations of district income projections based on information from the California Department of Education (CDE) and other sources
- Calculate multi-year income projections for all entities that operate programs for children with disabilities as specified in the SBCSELPA Procedural Handbook and Local Plan
- Calculate prior year adjustments of special education income based upon recertification of prior year income data
- Assist with the collection of Maintenance of Effort (MOE) data from districts and compile for submittal to CDE
- Perform other fiscal-related duties, to include presentations at monthly meetings or other trainings and Joint Powers Agency (JPA) Board meetings
- Attend monthly JPA Board meetings and provide input to the JPA Board as requested

QUALIFICATIONS:

- A masters degree in business administration, accounting or related field
- Completion of a comprehensive course of study (such as the CASBO certificate program) related to public school business administration

EXPERIENCE:

Three years increasingly responsible experience in accounting and financial record/budget management and reporting

KNOWLEDGE OF:

- Principles, methods, practices and procedures of governmental/fund accounting and financial record management and reporting
- Laws, policies, regulations and guidelines related to accounting and fiscal record management and reporting processes in public education
- Computer accounting systems (Excel), programs and equipment
- Bookkeeping, accounting and fiscal planning and management systems and procedures
- Budget monitoring and control
- Laws related to special education funding as implemented by Chapter 7.2 of Part 30 of the California Education Code (Special Education Funding)

ABILITY TO:

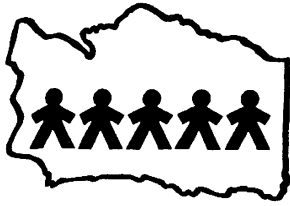
- Prepare fiscal, statistical and narrative reports in a clear and concise manner
- Review, monitor, audit and verify financial statements and related summaries and reports
- Communicate effectively both orally and in writing
- Interpret, apply and explain rules, regulations, policies and procedures
- Establish and maintain cooperative and effective working relationships with others
- Operate a computer and other office equipment
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and timelines
- Work independently with little direction
- Plan and organize work
- ~~Prepare records and reports related to assigned activities~~
- Exercise interpersonal skills using tact, patience and courtesy
- Conduct committee meetings and gain consensus
- ~~Utilize appropriate telephone techniques and etiquette~~
- Maintain confidentiality at all times

WORKING CONDITIONS/ENVIRONMENT:

- Work functions may be performed at home office or SBCSELPA office based on the needs of the SBCSELPA and as mutually agreed up by the SBCSELPA **Executive** Director
- Schedule may be flexible due to the schedule of grants flowing to the SBCSELPA, first and second interim deadlines and due dates for JPA Board budget updates and the CDE Annual Budget Plan timeline. ~~The part time work schedule shall be approved by the SBCSELPA Director.~~

PHYSICAL ABILITIES:

- Hearing and speaking to exchange information and make presentations
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling or crouching to retrieve and store files



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

SBCSELPA OFFICE MANAGER
EXECUTIVE SECRETARY TO THE SELPA ADMINISTRATORS

POSITION DEFINITION:

Under direction of the SBCSELPA Executive Director, perform complex and specialized secretarial and clerical functions to the JPA Board, as well as provide administrative secretarial aide to the SBCSELPA Executive Director, Coordinator and others as assigned.

QUALIFICATIONS:

- Equivalent to the completion of the twelfth grade, supplemented by coursework or training in business office management, organization and supervision and related technical skill areas at a community college.
- An associates degree is highly desirable
- Bilingual in Spanish speaking, reading, and writing is highly desirable

EXPERIENCE:

Four year of responsible executive or administrative secretarial experience, including one year in a lead or supervisory capacity.

PRIMARY JOB DUTIES:

- Performs accounting functions related to payroll and accounts payable; prepares and verifies the accuracy and completeness of accounts payable and payroll related files, records and reports; prepares system input data, verifies and reconciles output reports; makes arithmetical calculations and verifies computations; performs accounting, budget control or payroll record functions
- Provides requested reports such as the Annual Personnel Report, Pupil Count, or other reports to County, State or Federal agencies in a timely manner
- Works with a computer-based special education accounting (CALPADS) and payroll
- Assists the SBCSELPA Chief Business Official with specialized accounting functions related to tasks such as regional program cost accounting and record tracking, data reporting, etc.
- Oversees personnel paperwork and attendance accounting/absence reporting
- Assists SBCSELPA Director with tracking evaluation due dates
- Monitors and tracks Mandated Reporter & Sexual Harassment training compliance with personnel
- Composes correspondence concerning a wide range of subjects requiring a knowledge of policies, regulations and operational procedures; reviews outgoing correspondence and other materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation;

serves as an administrative aide by receiving and responding to inquiries from either office visitors or from telephone contracts

- Take notes of meetings with LEAs/districts and conferences, and prepares an accurate summary or meeting minutes for approval
- Prepare and input data into a computerized record management, storage and retrieval system by means of a data terminal; responsible for special education management information system including ordering reports, compiling data on pupil counts, preparing instructions for district use, coordinating programming changes; reviews, evaluates for accuracy and utilizes the output reports in the office operational functions; maintains a variety of records and files, which may include personnel, budget, expenditure, and payroll data; assists with budget planning and expenditure control
- Schedules conferences and meetings with various panels and committees
- Processes Accounts payable in Escape
- Processes Payroll in Escape
- Processes Accounts Receivable under the direction of the Chief Business Official.
- Processes the intake for New employees, including registering them with CalPERS or CalSTRS and SISC as appropriate
- Processes Journal Entries under the direction of the Chief Business Official.
- Oversees the completion of annual personnel reports such as Mandated Reporter and Sexual Harassment trainings.
- Prepares invoices for LEAs for the purchase of SELPA BCBA services.
- Prepares LCI SDC Data Collection memo and form and provides to special education directors
- Prepares annual Employee contracts
- Uses word processing to assist the SELPA Executive Director with correspondence, agenda, agenda items and supplemental materials for the SELPA meetings.
- Drive occasionally for department business
- Serves as a confidential secretary to the SBCSELPA Executive Director, Coordinator, JPA Board and CAC
- Organizes and coordinates the clerical activities of the SELPA Executive Director's office, including planning, organization, layout, and development of assigned tasks related to special education operations in Santa Barbara County
- Coordinates the preparation and drafting of the component sections of the JPA Board agenda; attends various meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required; requests information and data, and surveys
- Coordinates the preparation and drafting of the component sections of the Community Advisory Committee (CAC) agenda; attends meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required
- Assists in the dissemination of material to LEAs/districts and the *California Department of Education (CDE)*
- Assists in the revision, updating and maintenance of the SBCSELPA Local Plan per the direction of the SBCSELPA Executive Director

- Assists in the revision, updating and maintenance of the SBCSELPA Procedural Handbook per the direction of the SBCSELPA Executive Director
- ~~Maintain and update information related to Independent Education Evaluators (IEE)~~
- Monitor, maintain, and coordinate updating of Inter Agency Agreements (IAA's) pursuant to review timeline
- Responds to inquiries related to SBCSELPA policies, regulations and operational procedures
- ~~Assist Coordinator in coordination and facilitation of Professional Development training, Transition Fair and other SBCSELPA related trainings and events as directed~~
- Coordinate the annual private school meeting in both North and South County to meet the federal regulatory requirements regarding special education (IDEA)
- Assist with the annual coordination and facilitation of the Santa Barbara Psychology Internship Consortium (SB-PIC)
- Attends to administrative and clerical detail utilizing initiative and good judgment
- Requires a familiarity with legal mandates, policies and regulations; independently prepares for Administrator's review correspondence, memoranda, reports and a variety of other communicative subject matter that may include privileged and highly sensitive materials
- Review and editing of written documents for the SBCSELPA Executive Director
- Prepares and maintains the official records of the SBCSELPA Board minutes
- ~~Assists in the oversight of and posting of materials on the SBCSELPA website~~
- Other duties as assigned

KNOWLEDGE OF:

- Principles, procedures, methods, techniques, and operations of an administrator's office
- Modern office practices and equipment, including automated data management, storage and retrieval systems, to include use of the Microsoft Office Suite
- Be familiar with the *Brown Act* requirements of public meetings
- Use of proper English usage, spelling, punctuation, grammar, and manuscript and report formatting
- Legal mandates, policies, regulations, and operational procedures which govern the activities of the administrator's office

ABILITY TO:

- Coordinate, organize and schedule administrative and clerical functions and activities
- Effectively and efficiently perform responsible secretarial and administrative aide functions
- Compile and prepare accurate and comprehensive reports
- Communicate and collaborate with others, as well as take direction and feedback
- Effectively communicate in oral and written form
- Establish and maintain a variety of complex, privileged and sensitive files and records
- Maintain confidentiality at all times
- Type at a net corrected speed of 60 words per minute
- Make arithmetical calculations with speed and accuracy and develop charts and spreadsheets

- Understand and carryout oral and written directions
- Establish and maintain cooperative working relationships
- Draft letters of correspondence for administrator as needed
- Assist with event setup, sign-in and break-down

PHYSICAL ABILITIES:

- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling, or crouching to retrieve and store files.
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

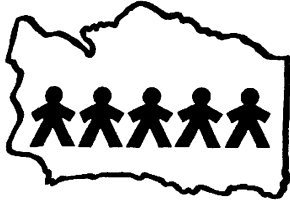
Approved 5/1/84 by the JPA Board

Effective 7/1/84

Revisions Approved by the JPA Board 11/02/09

Revisions Approved by the JPA Board 8/26/19

Approved 03/2020 by the JPA Board



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

SBCSELPA EXECUTIVE ASSISTANT
CLERICAL ASSISTANT

POSITION DEFINITION:

Under direction of the SBCSELPA Executive Director, Coordinator, and Office Manager, performs general clerical functions to the SBCSELPA, as well as support to the SBCSELPA Mental Health Specialists. This position requires some fluency in Spanish.

QUALIFICATIONS:

Graduation from high school or equivalent including or supplemented by business courses. Bilingual in speaking, reading, and writing Spanish is highly desirable

EXPERIENCE:

- Past experience in use of Microsoft Office Suite products to include Excel
- Past experience in data entry and basic office functions

PRIMARY JOB DUTIES:

- Serves as a confidential assistant to the SBCSELPA Executive Director, Coordinator, and SEAM/SEAMBO
- Coordinates the preparation and drafting of the component sections of the SEAM/SEAMBO agenda; attends meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required
- Assists in the dissemination of material to LEAs/districts
- Responds to inquiries related to SBCSELPA policies, regulations, and operational procedures
- Assist Coordinator in coordination and facilitation of Professional Development training, Transition Fair and other SBCSELPA related trainings and events as directed
- Attends to administrative and clerical detail utilizing initiative and good judgment
- Requires a familiarity with legal mandates, policies, and regulations; independently prepares for Administrator's review correspondence, memoranda, reports and a variety of other communicative subject matter that may include privileged and highly sensitive materials.
- Review and editing of written documents for the SBCSELPA Executive Director
- Assists in the oversight of and posting of materials on the SBCSELPA website
- Oversees the ordering of materials and supplies for the SBCSELPA office
- Composes correspondence concerning a wide range of subjects requiring a knowledge of policies, regulations, and operational procedures; reviews outgoing correspondence and other materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation; serves as an administrative aide by receiving and responding to inquiries from either office visitors or from telephone contacts.

- Take notes of meetings with LEAs/districts and conferences, and prepares an accurate summary or meeting minutes for approval
- Assists SBCSELP Director engage in master contracts with requesting agencies or consultants
- Oversee the data entry into the IEP/SIRAS computer-based system related to user access, etc.
- Prepare and input data into a computerized record management, storage and retrieval system by means of a data terminal; responsible for special education management information system including ordering reports, compiling data on pupil counts, preparing instructions for district use, coordinating programming changes; reviews, evaluates for accuracy and utilizes the output reports in the office operational functions; maintains a variety of records and files, which may include personnel, budget, expenditure, and payroll data; assists with budget planning and expenditure control
- Schedules conferences and meetings with various panels and committees
- Prepares Journal Entries as needed and under the supervision of the Chief Business Official.
- Prepares Invoices for LEAs for Nonpublic School Placements.
- Processes Accounts Payable and Receivable under the supervision of the Chief Business Official.
- Performs a variety of clerical and support duties to relieve the administrators of administrative and clerical detail; assists in assuring smooth and efficient office operations; coordinates flow of communications and information for the administrators.
- Manages arrangements for conferences, workshops, and travel.
- Drive occasionally for department business
- Develop and maintain procedures, and databases, for a variety of department functions.
- Attend seminars, training sessions and meetings as assigned; Participate on committees as assigned.
- Receives and handles telephone and personal contacts of a sensitive nature from superintendents, district directors, business administrators, parents, and other agencies maintaining confidentiality.
- Independently compose and prepare a variety of correspondence, documents, forms, and materials from oral directions, rough drafts, handwritten notes, or charts using a variety of software independently with minimal supervision and direction.
- Duplicates, collates, and distributes a variety of printed materials assigned.
- Operates a variety of office machines such as a computer, printer, fax machine, calculator, copier, and specialized equipment common to assigned program or office.
- Prepare and maintain files according to established procedures; maintain confidentiality of materials and information.
- Effectively uses word processing, database, and spreadsheet software application programs and student program-specific information system(s) in the course of assigned duties.
- Prepares letters, memos, and forms, requesting, providing, or verifying information; composes correspondence from rough drafts; receive, screen and route mail.
- Operates computers and peripheral equipment to enter, revise and update information; generates reports, lists and summaries, charts and reports as needed; utilizes various

software applications as required by the position including Office Suite: Word, Excel, Publisher – as well as other programs including OMS, **SIRAS**, Adobe, etc.

- **Utilizes assigned computer system and software to generate a variety of documents, records, lists and reports related to Special Education student data and information; initiates queries, compiles information and manipulates data from multiple sources; verifies accuracy of input and output of data**
- Assists Coordinator with set up and breakdown of PD Workshops. Maintains and updates SBCSELPA Goleta Conference Room Calendar.
- Receive and screen phone calls and visitors; provide information and direct inquiries and visitors to the proper person or office; provide general information concerning policies and procedures of assigned program or office
- Performs ADR intake as needed, including the dissemination of procedure and protocol.
- Provide support to Mental Health WRAP team, Mental Health Specialists, and SBC SELPA BCBAS. Set up Individualized Education Plan meetings for students placed in Non-Public Schools.
- Performs other job-related duties as assigned

KNOWLEDGE OF:

- Clerical functions to include word processing, answering phones, and data base set up
- Modern office practices and equipment, including automated data management, storage and retrieval systems, to include use of the Microsoft Office Suite
- Use of proper English usage, spelling, punctuation, grammar, and manuscript and report formatting
- Legal mandates, policies, regulations, and operational procedures which govern the activities of the administrator's office

ABILITY TO:

- Coordinate, organize and schedule a variety SBCSELPA operations in a given day or week
- Compile and prepare accurate and data base files
- Communicate and collaborate with others, as well as take direction and feedback
- Effectively communicate in oral and written form
- Maintain confidentiality at all times
- Be able to multi-task and keep track of meetings set, persons to invite, etc.
- Type at a net corrected speed of 60 words per minute
- Understand and carryout oral and written directions
- Establish and maintain cooperative working relationships
- Edit letters of correspondence for administrators as needed
- Assist with event setup, sign-in and break-down

PHYSICAL ABILITIES:

- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling or crouching to retrieve and store files
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

Approved 10/3/16 by the JPA Board
Approved 08/26/19 by the JPA Board
Approved 03/2020 by the JPA Board

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**CLASSIFIED SALARY SCHEDULE
2020-21****OFFICE MANAGER - Revised**

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
4,005	4,226	4,459	4,681	4,906
4,480	4,794	5,108	5,422	5,736
<u>L-1</u>	<u>L-2</u>	<u>L-3</u>	<u>L-4</u>	<u>L-5</u>
5,004	5,105	5,207	5,313	5,415
5,851	5,968	6,087	6,209	6,333

Effective 5/1/21

JPA Board Action taken on -----

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

**CLASSIFIED SALARY SCHEDULE
2020-21**

CHIEF ACCOUNTANT/BUSINESS OFFICIAL

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
6,090	6,446	6,801	7,158	7,513
<u>L-1</u>	<u>L-2</u>	<u>L-3</u>	<u>L-4</u>	<u>L-5</u>
7,663	7,816	7,974	8,133	8,294

Effective 07/01/20

JPA Board Action taken on March 2, 2020 – 1% COLA

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

**CLASSIFIED SALARY SCHEDULE
2020-21**

EXECUTIVE ASSISTANT

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
4,198	4,425	4,651	4,878	5,104
 <u>L-1</u>	 <u>L-2</u>	 <u>L-3</u>	 <u>L-4</u>	 <u>L-5</u>
5,206	5,310	5,416	5,525	5,635

Effective 05/01/21

JPA Board Action taken on -----

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)

Santa Barbara County SELPA 20-21 Salary Data
Office Reorganization May 1, 2021 - June 30, 2021

				FY 20-21					FY 21-22					FY 22-23				
Current Salary Schedules 20-21				With Position Changes (May - Jun)					With Position Changes			Current Salaries 22-23		With Position Changes				
				Current Salary	Salary & Benefits		Total change	Current Salary	Salary & Benefits		Total change	Current Salary	Salary & Benefits		Total change			
Position				Salary	Benefits			Salary	Benefits			Salary	Benefits					
Office Manger	➡ Retirement	Margaret	\$ 64,980	\$ 85,216	\$ 64,980	\$ 85,216	\$ -	\$ 64,980	\$ 85,896	\$ (64,980)	\$ (85,896)	\$ (85,896)	\$ 64,980	\$ 86,609	\$ (64,980)	\$ (86,609)		
Executive Secretary	➡ Office Manager	Lindsay	\$ 50,238	\$ 68,346	\$ 51,878	\$ 70,146	\$ 1,800	\$ 51,456	\$ 70,359	\$ 63,180	\$ 83,229	\$ 12,870	\$ 51,456	\$ 71,068	\$ 66,948	\$ 88,079		
Accountant/Business Official	➡ Chief Business Official	Kim	0.75 FTE \$ 71,173	\$ 78,867	1.0 FTE \$ 75,160	\$ 83,285	\$ 4,418	0.75 FTE \$ 71,766	\$ 79,441	1.0 FTE \$ 95,687	\$ 105,922	\$ 26,480	0.75 FTE \$ 71,766	\$ 79,463	1.0 FTE \$ 95,687	\$ 105,950		
Clerical Assistant	➡ Executive Assistant	Brian	\$ 42,792	\$ 66,963	\$ 44,056	\$ 68,350	\$ 1,387	\$ 42,792	\$ 66,976	\$ 53,094	\$ 78,285	\$ 11,309	\$ 42,792	\$ 66,989	\$ 55,812	\$ 81,285		
				Total Increase			\$ 7,605				Total Decrease			\$ (35,236)	Total Decrease			

Current Schedules

FY 20-21										FY 21-22									
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Margaret, Office Manager, 260 Days

	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
A	48,060										A	48,060									
B		50,712									B		50,712								
C			53,508								C			53,508							
D				56,172							D				56,172						
E					58,872						E					58,872					
L1						60,048					L1						60,048				
L2							61,248				L2							61,248			
L3								62,484			L3								62,484		
L4									63,756		L4									63,756	
L5										64,980	L5										64,980
Monthly	4,005	4,226	4,459	4,681	4,906	5,004	5,104	5,207	5,313	5,415											
Annually	48,060	50,712	53,508	56,172	58,872	60,048	61,248	62,484	63,756	64,980											

Salary plus Benefits, H&W

Salary plus Benefits, H&W

\$ 64,980			Salary	64,980
\$ -	STRS		STRS	
\$ 5,714	PERS	0.087940	PERS	\$ 5,714
\$ 32	UI	0.000500	UI	\$ 32
\$ 335	WC	0.005150	WC	\$ 335
\$ 13,212	H&W		H&W	\$ 13,212
\$ 942	MC	0.014500	MC	\$ 942
\$ 85,216			TOTAL	85,216

Salary	64,980
STRS	
PERS	8.79%
UI	0.06%
WC	0.53%
H&W	
MC	1.46%
TOTAL	85,896

Santa Barbara County SELPA Salary Schedules FY 20-21

FY 22-23									

Margaret, Office Manager, 260 Days

	1	2	3	4	5	6	7	8	9	10
A	48,060									
B		50,712								
C			53,508							
D				56,172						
E					58,872					
L1						60,048				
L2							61,248			
L3								62,484		
L4									63,756	
L5										64,980

Salary plus Benefits, H&W

		Salary	64,980
STRS		STRS	
PERS	8.79%	PERS	\$ 5,714
UI	0.07%	UI	\$ 45
WC	0.54%	WC	\$ 348
H&W		H&W	\$ 14,566
MC	1.47%	MC	\$ 955
		TOTAL	86,609

Santa Barbara County SELPA Salary Schedules FY 20-21

Current Schedules

Lindsay, Secretary to the Director, 260 Days

Step and Column Adjustment in January

Lindsay, Secretary to the Director, 260 Days

	1	2	3	4	5	6	7	8	9	10
A	41,688									
B		44,064								
C			46,596							
D				49,020						
E					51,456					
L1						52,488				
L2							53,544			
L3								54,600		
L4									55,692	
L5										56,808
Monthly	3,474	3,672	3,883	4,085	4,288	4,374	4,462	4,550	4,641	4,734
Annually	41,688	44,064	46,596	49,020	51,456	52,488	53,544	54,600	55,692	56,808

Salary plus Benefits, H&W

	Anniversary January		6 mos D	4 mos E	10 months	12 months
		Salary	\$ 24,510	17,152.00	\$ 41,662	50,238
STRS		STRS				
PERS	0.077308	PERS			\$ 3,221	\$ 3,884
UI	0.000500	UI			\$ 21	\$ 25
WC	0.005151	WC			\$ 215	\$ 259
H&W		H&W			\$ 10,957	\$ 13,212
MC	0.014501	MC			\$ 604	\$ 729
		TOTAL		49,746	\$ 56,679	\$ 68,346

	1	2	3	4	5	6	7	8	9	10
A	41,688									
B		44,064								
C			46,596							
D				49,020						
E					51,456					
L1						52,488				
L2							53,544			
L3								54,600		
L4									55,692	
L5										56,808
Monthly	3,474	3,672	3,883	4,085	4,288	4,374	4,462	4,550	4,641	4,734
Annually	41,688	44,064	46,596	49,020	51,456	52,488	53,544	54,600	55,692	56,808

Salary plus Benefits, H&W

	Highest step before longevity		21-22
	% Increase	Salary	51,456
STRS		STRS	
PERS	0.00%	PERS	3,978
UI	0.010%	UI	31
WC	0.010%	WC	270
H&W	5.000%	H&W	13,872
MC	0.010%	MC	751
		TOTAL	70,359

Postion Change to Office Manager

FY 20-21

FY 21-22

Lindsay, Office Manager, 260 Days

Lindsay, Office Manager, 260 Days

	1	2	3	4	5	6	7	8	9	10
A	53,760									
B		57,528								
C			61,296							
D				65,064						
E					68,832					
L1						70,209				
L2							71,613			
L3								73,045		
L4									74,506	
L5										75,996
Monthly	4,480	4,794	5,108	5,422	5,736	5,851	5,968	6,087	6,209	6,333
Annually	53,760	57,528	61,296	65,064	68,832	70,209	71,613	73,045	74,506	75,996

Salary plus Benefits, H&W

			2 months	Total		
Anniversary January		Salary	41,662	10,216	51,878	
		STRS			-	
	STRS	0.077308	PERS	\$ 3,221	790	4,011
	PERS	0.000500	UI	\$ 21	5	26
	UI	0.005151	WC	\$ 215	53	267
	WC		H&W	\$ 13,212	-	13,212
	H&W	0.01450	MC	\$ 604	148	752
	MC		TOTAL	58,934	11,212	70,146

	1	2	3	4	5	6	7	8	9	10
A	53,760									
B		57,528								
C			61,296							
D				65,064						
E					68,832					
L1						70,209				
L2							71,613			
L3								73,045		
L4									74,506	
L5										75,996
Monthly	4,480	4,794	5,108	5,422	5,736	5,851	5,968	6,087	6,209	6,333
Annually	53,760	57,528	61,296	65,064	68,832	70,209	71,613	73,045	74,506	75,996

Salary plus Benefits, H&W

	Anniversary January		6 mos & 6mos
		Salary	63,180
STRS		STRS	
PERS	0.00%	PERS	\$ 4,884
UI	0.010%	UI	\$ 38
WC	0.010%	WC	\$ 332
H&W	5.000%	H&W	\$ 13,872
MC	0.010%	MC	\$ 923
		TOTAL	83,229

Santa Barbara County SELPA Salary Schedules FY 20-21

Lindsay, Secretary to the Director, 260 Days

	1	2	3	4	5	6	7	8	9	10
A	41,688									
B		44,064								
C			46,596							
D				49,020						
E					51,456					
L1						52,488				
L2							53,544			
L3								54,600		
L4									55,692	
L5										56,808
	3,474	3,672	3,883	4,085	4,288	4,374	4,462	4,550	4,641	4,734

Highest step before longevity			Salary plus Benefits, H&W	
			22-23	
% Increase			Salary	
STRS			51,456	-
PERS	0.000%	7.731%	STRS	
UI	0.010%	0.070%	PERS	3,978
WC	0.010%	0.535%	UI	36
H&W	5%		WC	275
MC	0.010%	1.470%	H&W	14,566
			MC	756
			TOTAL	71,068

FY 22-23

Lindsay, Office Manager, 260 Days

	1	2	3	4	5	6	7	8	9	10
A	53,760									
B		57,528								
C			61,296							
D				65,064						
E					68,832					
L1						70,209				
L2							71,613			
L3								73,045		
L4									74,506	
L5										75,996
	4,480	4,794	5,108	5,422	5,736	5,851	5,968	6,087	6,209	6,333
	53,760	57,528	61,296	65,064	68,832	70,209	71,613	73,045	74,506	75,996

Salary plus Benefits, H&W

6 mos & 6mos

Anniversary January			Salary	66,948
			STRS	
PERS	0.00%	8%	PERS	\$ 5,176
UI	0.010%	0.07%	UI	\$ 47
WC	0.010%	0.54%	WC	\$ 358
H&W	5.000%		H&W	\$ 14,566
MC	0.010%	1.47%	MC	\$ 984
			TOTAL	88,079

Santa Barbara County SELPA Salary Schedules FY 20-21

Current Schedules																					
FY 20-21						FY 21-22															
Kim, Accounting/Business Official, 260 Days 0.75 FTE Longevity increase in December						Kim, Accounting/Business Official, 260 Days 0.75 FTE															
	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
A	54,819										A	54,819									
B		58,018									B		58,018								
C			61,218								C			61,218							
D				64,418							D				64,418						
E					67,617						E					67,617					
L1						68,963					L1						68,963				
L2							70,344				L2							70,344			
L3								71,766			L3								71,766		
L4									73,193		L4									73,193	
L5										74,647	L5										74,647
Monthly 1.0	6,090	6,446	6,801	7,158	7,513	7,663	7,816	7,974	8,133	8,294											
Monthly 0.75	4,567	4,835	5,101	5,368	5,635	5,747	5,862	5,980	6,099	6,221											
Longevity Increase in 20-21.																					
Jul 1 - Nov 30: 5 months @ step 7 (0.75 FTE), Dec 1 - Jun 30: 7 months @ step 8 (0.75 FTE) 12 mos											Salary plus Benefits, H&W										
											21-22 100%										
											21-22 % Increase/(Decrease)										
											Salary 21-22 100%										
											Salary 71,766 95,687										
											STRS STRS -										
											PERS 18.1 98% 0.08651 PERS 6,208 8,278										
											UI 0.010% 0.00060 UI 43 57										
											WC 0.010% 0.00525 WC 377 502										
											H&W 0.00000 H&W - -										
											MC 0.010% 0.01460 MC 1,048 1,397										
											TOTAL 79,441 105,922										

Chief Business Official: Full-Time

FY 20-21											FY 21-22										
Kim, Chief Business Official						1.0 FTE					Kim, Chief Business Official						1.0 FTE				
Longevity increase in December																					
	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
A	73,080										A	73,080									
B		77,358									B		77,358								
C			81,612								C			81,612							
D				85,890							D				85,890						
E					90,157						E					90,157					
L1						91,950					L1						91,950				
L2							93,793				L2							93,793			
L3								95,687			L3								95,687		
L4									97,590		L4									97,590	
L5										99,529	L5										99,529
Monthly 1.0	6,090	6,446	6,801	7,158	7,513	7,663	7,816	7,974	8,133	8,294											

Salary plus Benefits, H&W				Total Increase		Salary plus Benefits, H&W				Total Increase	
Jul 1 - Nov 30: 5 months @ step 7 (0.75 FTE), Dec 1- Apr: 5 months @ step 8 (0.75 FTE), May- Jun 2 mos. step 8 (1.0 FTE)				20-21							
	STRS			75,160	3,987						23,922
	PERS	0.08794	\$ 6,610		351			STRS			-
	UI	0.00050	\$ 38		2			PERS	8.65%	\$ 8,278	2,069
	WC	0.00515	\$ 387		21			UI	0.06%	\$ 57	14
	H&W	0.00000	\$ -		-			WC	0.53%	\$ 502	126
	MC	0.01450	\$ 1,090		58			H&W		\$ -	-
								MC	1.46%	\$ 1,397	349
	TOTAL			83,285	4,418			TOTAL		105,922	26,480

Santa Barbara County SELPA Salary Schedules FY 20-21

FY 22-23										
Kim, Accounting/Business Official, 260 Days 0.75 FTE										
	1	2	3	4	5	6	7	8	9	10
A	54,819									
B		58,018								
C			61,218							
D				64,418						
E					67,617					
L1						68,963				
L2							70,344			
L3								71,766		
L4									73,193	
L5										74,647

Salary plus Benefits, H&W

				22-23	100%	
				Salary	71,766	95,687
STRS				STRS		-
PERS	18	0.000%	0.086506	PERS	6,208	8,278
UI		0.010%	0.000700	UI	50	67
WC		0.010%	0.005350	WC	384	512
H&W				H&W	-	-
MC		0.010%	0.014700	MC	1,055	1,407
				TOTAL	79,463	105,950

FY 22-23										
Kim, Chief Business Official 1.0 FTE										
	1	2	3	4	5	6	7	8	9	10
A	73,080									
B		77,358								
C			81,612							
D				85,890						
E					90,157					
L1						91,950				
L2							93,793			
L3								95,687		
L4									97,590	
L5										99,529

Salary plus Benefits, H&W

				Total Increase	
				Salary	95,687
				STRS	23,922
STRS				STRS	-
PERS	8.651%			PERS	\$ 8,278
UI	0.070%			UI	\$ 67
WC	0.535%			WC	\$ 512
H&W				H&W	\$ -
MC	1.470%			MC	\$ 1,407
				TOTAL	105,950
					26,488

Santa Barbara County SELPA Salary Schedules FY 20-21

Current Schedules

FY 20-21						FY 21-22					
Brian, Clerical Assistant, 260 Days						Brian, Clerical Assistant, 260 Days					
	1	2	3	4	5		1	2	3	4	5
A	35,520					A	35,520				
B		37,332				B		37,332			
C			39,156			C			39,156		
D				40,968		D				40,968	
E					42,792	E					42,792
L1						L1					
Monthly	2,960	3,111	3,263	3,414	3,566	Monthly	2,960	3,111	3,263	3,414	3,566
Annually	35,520	37,332	39,156	40,968	42,792	Annually	35,520	37,332	39,156	40,968	42,792

Salary plus Benefits, H&W										Salary plus Benefits, H&W											
20-21					20-21					21-22											
% Increase					Salary					% Increase					Salary						
STRS					STRS				42,792	STRS					STRS				42,792		
PERS					0.07732	PERS			3,309	PERS		0.00%	7.73%		PERS				3,309		
UI					0.0005	UI			21	UI		0.010%	0.060%		UI				26		
WC					0.00515	WC			220	WC		0.010%	0.525%		WC				225		
H&W						H&W			20,000	H&W					H&W				20,000		
MC					0.0145	MC			620	MC		0.010%	1.460%		MC				625		
					TOTAL					66,963						TOTAL					66,976
										\$ 66,962.94											

Position Change to Executive Assistant

FY 20-21											FY 21-22										
Brian, Executive Assistant, 260 Days											Brian, Executive Assistant, 260 Days										
	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
A	50,376										A	50,376									
B		53,094									B		53,094								
C			55,812								C			55,812							
D				58,530							D				58,530						
E					61,248						E					61,248					
L1						62,473					L1						62,473				
L2							63,722				L2							63,722			
L3								64,997			L3								64,997		
L4									66,297		L4									66,297	
L5										67,623	L5										67,623
Monthly	4,198	4,425	4,651	4,878	5,104	5,206	5,310	5,416	5,525	5,635	Monthly	4,198	4,425	4,651	4,878	5,104	5,206	5,310	5,416	5,525	5,635
Annually	50,376	53,094	55,812	58,530	61,248	62,473	63,722	64,997	66,297	67,623	Annually	50,376	53,094	55,812	58,530	61,248	62,473	63,722	64,997	66,297	67,623

20-21		20-21-10 mos	2 mos	total					21-22
	Salary	35,660	8,396	44,056			% Increase		Salary
	STRS	-		-	STRS				STRS
0.07732	PERS	2,757	649	3,406	PERS	0.00%	7.73%		PERS
0.0005	UI	18	4	22	UI	0.010%	0.060%		UI
0.00515	WC	184	43	227	WC	0.010%	0.525%		WC
0	H&W	20,000		20,000	H&W				H&W
0.0145	MC	517	122	639	MC	0.010%	1.460%		MC
	TOTAL	59,136	9,214	68,350					TOTAL

Santa Barbara County SELPA Salary Schedules FY 20-21

FY 22-23				
----------	--	--	--	--

Brian, Clerical Assistant, 260 Days

	1	2	3	4	5
A	35,520				
B		37,332			
C			39,156		
D				40,968	
E					42,792
L1					
	2,960	3,111	3,263	3,414	3,566
	35,520	37,332	39,156	40,968	42,792

Salary plus Benefits, H&W

	% Increase		22-23
STRS			42,792
PERS	0.00%	7.73%	3,309
UI	0.010%	0.070%	30
WC	0.010%	0.535%	229
H&W			20,000
MC	0.010%	1.470%	629
TOTAL			66,989

FY 22-23									
----------	--	--	--	--	--	--	--	--	--

Brian, Executive Assistant, 260 Days

	1	2	3	4	5	6	7	8	9	10
A	50,376									
B		53,094								
C			55,812							
D				58,530						
E					61,248					
L1						62,473				
L2							63,772			
L3								64,997		
L4									66,297	
L5										67,623
	4,198	4,425	4,651	4,878	5,104	5,206	5,314	5,416	5,525	5,635
	50,376	53,094	55,812	58,530	61,248	62,473	63,772	64,997	66,297	67,623

	% Increase		22-23
STRS			55,812
PERS	0.00%	7.73%	4,315
UI	0.010%	0.070%	39
WC	0.010%	0.535%	299
H&W			20,000
MC	0.010%	1.470%	820
TOTAL			81,285

SANTA BARABARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

4000 PERSONNEL

4500 CLASSIFIED PERSONNEL

4503 Longevity

A classified employee employed by the SELPA prior to the effective date of this policy shall be eligible for two (2) percent longevity pay after being at the top step of the salary scale for three (3) years.

If a classified employee has reached the top step prior to a promotion or reclassification, eligibility shall be from the date the top step was reached.

A classified employee must have been employed by the SELPA for a period of six (6) years to be eligible.

Only those classified employees who are covered by the regular five-step salary schedule are covered by this longevity program.

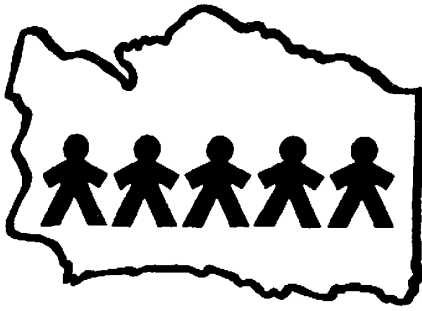
Every three (3) years a classified employee will be eligible for an additional two percent (2%) longevity increase, not to exceed a total of ten percent (10%).

Longevity pay shall be in addition to the classified employee's regular rate of pay.

Classified employees shall have the right to request of the SELPA that a position be studied for possible reclassification as a result of gradual accretion of duties being performed by the incumbent in such position or positions. Such requests will include the information believed to justify the request(s).

DATE APPROVED: November 10, 1988

DATE REVISED: May 5, 2003



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

Date: February 1, 2021

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: February 2021 Professional Development Offerings

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

FEBRUARY 2021

February	Host	Time/ Location	Title
2/3/2021	SBCSELPA	2:00-3:30 Zoom All County	Traumatic Brain Injury (TBI)
2/11/2021	SBCSELPA	8:00-9:00 Zoom All County	Occupational Therapy Network Meeting
2/16/2021	SBCSELPA	2:00-3:00 Zoom All County	Moderate/Severe Teachers Network Meeting
2/18/2021	SBCSELPA	2:00-3:30 Zoom All County	Mild/Moderate Teachers Network Meeting
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	12:00-3:30 Zoom Provided by SCADC	Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities (For Educators, Program Specialists, Admin., Parents)
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom Time TBD by Coach	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
2/24/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N. (Cohort 2)
2/25/2021	SBCSELPA	8:30-3:00 Zoom South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
2/25/2021	SBCSELPA	2:00-3:00 Zoom All County	Speech and Language Network Meeting

Professional Development Offerings 2020-2021



**Santa Barbara County
Special Education Local Plan Area
SELPA**

(Revised January 2021)

Professional Development Offerings

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This Professional Development Offerings Booklet is updated monthly.

Santa Barbara County Special Education Local Plan Area

SELPA

The Santa Barbara County Special Education Local Plan Area (SBC SELPA) 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 (SBC SELPA) 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
- Coordinates 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.sbcselpa.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 SBC SELPA 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 who are 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 Professional Development Offerings

Professional Development Offerings are the creation of a survey and direct input from Directors and Special Education 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 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, location
 - 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 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 SBC SELPA 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

2020-2021 Professional Development Calendar of Events by the Month

Presentations are free unless indicated. To Register go to

<https://sbcseelpa.k12oms.org/>

This Professional Development Offerings Booklet is updated monthly.

August

August	Host	Time/ Location	Title
8/6/2020	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
8/11/2020	SBCSELPA	1:30-3:00 Zoom All County	SIRAS Summer Updates: review of new SIRAS features developed over the summer.
8/12/2020	SBCSELPA	8:30-3:00 Zoom All County	Introduction to G.R.O.W. for new staff and new programs.
8/19/2020	SBCSELPA	1:00-2:00 Zoom G.R.O.W Programs	G.R.O.W for Elementary Programs (For T.L.P. programs only)
8/20/2020	SBCSELPA	1:00-2:00 Zoom G.R.O.W Programs	G.R.O.W for Middle School Programs (For T.L.P. programs only)
8/21/2020	SBCSELPA	1:00-2:00 Zoom G.R.O.W Programs	G.R.O.W for High School Programs (For T.L.P. programs only)
8/25/2020	SBCSELPA	1:30-3:00 Zoom All County	(Repeated) SIRAS Summer Updates: review of new SIRAS features developed over the summer. Open to All Staff!
8/26/2020	SBCSELPA	1:00-2:00 Zoom G.R.O.W Programs	G.R.O.W for Elementary Programs (For T.L.P. programs only)
8/27/2020	SBCSELPA	1:00-2:00 Zoom G.R.O.W Programs	G.R.O.W for Middle School Programs (For T.L.P. programs only)
8/27/2020	SBCSELPA	8:30-3:00 Zoom, South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
8/31/2020	SBCSELPA	2:00-3:00 Zoom All County	Digital Tools for Distance Learning

2020-2021 Professional Development Calendar of Events by the Month

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

September

September	Host	Time/ Location	Title
9/3/2020	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
9/8/2020	SBCSELPA and C.A.P.T.A.I.N.	2:00-4:00 Zoom All County Administrators	C.A.P.T.A.I.N. California Autism Professional Training and Information Network an Introduction for all county Administrators
9/10/2020	SBCSELPA	1:00-2:30 Zoom All County	SIRAS for Translators
9/14/2020	SBCSELPA	2:00-3:00 Zoom All County	Virtual Classroom Platforms/ Zoom and Google Classroom
9/15/2020	SBCSELPA	2:00-4:00 Zoom All County Administrators	Conscious Discipline Modules an Introduction for all county Administrators
9/16/2020	SBCSELPA	1:30-3:00 Zoom Nurses	Nurses Network
9/17/2020	SBCSELPA	8:30-3:00 Zoom, South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
9/21/2020	SBCSELPA	8:30-12:30 Zoom All County ADMIN, Clerks, CALPADS	Fall 1 Review with Brian Marcontell from SIRAS
9/21/2020	SBCSELPA	1:00-2:00 Zoom All County OTs	All County Occupational Therapist Network Meeting
9/21/2020	SBCSELPA	2:00-3:00 Zoom All County	Digital Tools: Attendance/Tracking Tools/Instructional Assessment Tools
9/22/2020	SBCSELPA	2:00-4:00 Zoom All County Administrators	Trauma Informed Education for All County Administrators
9/22/2020	SBCSELPA	2:00-4:00 Zoom All Moderate/Severe Teachers	All County Moderate/Severe Teachers Network Meeting 2:00-2:30 Preschool 2:30-3:00 Elementary 3:00-3:30 High School
9/23/2020	SBCSELPA	2:00-3:00 Zoom All SLPs	All County Speech and Language Pathologists Network Meeting
9/28/2020	SBCSELPA	2:00-3:00 Zoom All County	Digital Tools: Communication tools.
9/29/2020	SBCSELPA	2:00-4:00 Zoom	All County Mild/Moderate Teachers Network Meeting 2:00-2:30 Preschool

		All Mild/Moderate teachers	2:30-3:00 Elementary 3:00-3:30 High School
9/30/2020	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.

2020-2021 Professional Development Calendar of Events by the Month

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

October

October	Host	Time/ Location	Title
10/1/2020	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
10/6/2020	SBCSELPA	2:00-4:00 Zoom All County Administrators	What is SBCSELPA? Updates on Distance Learning in Special Education for all county Administrators
10/7/ 2020 - 10/8/2020	SBCSELPA & Lindamood- Bell	12:00-3:30 Zoom Days 1 & 2 of four afternoons workshops	Lindamood-Bell presents Visualizing and Verbalizing: one seat free per district.
10/13/2020	SBCSELPA and Agency Partners	1:00-3:00 Zoom All County	(Postponed to a later date) North County Transition Fair
10/14/2020 - 10/15/2020	SBCSELPA & Lindamood- Bell	12:00-3:30 Zoom Days 3 & 4 of four afternoons workshops	Lindamood-Bell presents Visualizing and Verbalizing: one seat free per district.
10/16/2020	CCASP	9:00-12:00 Zoom provided by CCASP	Central Coast School Psychologists Presents: Legal Updates by Wes Parsons from F3. Registration http://ccasponline.org
10/19/2020	SBCSELPA	12:00-1:00 Zoom All BCBAs	All County BCBAs Network Meeting
10/20/2020	SBCSELPA	3:00-4:00 Zoom All OTs	OT Network Meeting
10/21/2020	SBCSELPA and C.A.P.T.A.I.N.	2:00-2:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.
10/22/2020	SBCSELPA	8:30-3:00 Zoom, South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
10/23/2020	SBCSELPA	2:00-3:00	SLP Network Meeting

		Zoom All SLPs	
10/27/2020	SBCSELPA	3:00-4:00 Zoom All County	SELPA-Bratton Awards
10/28/2020- 10/29/2020	SBCSELPA	1:30-3:30 Zoom All County	Dyslexia Training Institute

2020-2021 Professional Development Calendar of Events by the Month

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

November

November	Host	Time/ Location	Title
11/3/2020	SBCSELPA	8:30-11:30 All county	Jan Tomsy Legal 'Hot Topics in Special Education'
11/3/2020	SBCSELPA	2:00-2:00 All M/M Teachers	Mild/Moderate Teachers Network Meeting
11/4/2020	SBCSELPA	2:00-3:00 All M/S Teachers	Moderate/Severe Teachers Network Meeting
11/5/2020	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
11/19/2020	SBCSELPA	8:30-3:00 Zoom, South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention

2020-2021 Professional Development Calendar of Events by the Month

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

December

December	Host	Time/ Location	Title
12/2/2020	SBCSELPA	2:00-3:30 Zoom All County	Moderate/Severe Teachers Network Meeting
12/3/2020	SBCSELPA	2:00-3:00 Zoom All County	Mild/Moderate Teachers Network Meeting
12/8/2020	SBCSELPA	2:00-3:00 Zoom All County	Speech and Language Network Meeting

12/9/2020	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.
12/10/2020	SBCSELPA and Southern CA Diagnostic Center	12:00-3:00 Zoom Provided by SCADC	Autism Spectrum Disorder (ASD): What Every Para educator Should Know (For Para educators working with students with ASD)
12/14/2020	SBCSELPA	2:00-3:00 Zoom All County	OT Network Meeting

2021 Professional Development Calendar of Events by the Month

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

January

January	Host	Time/ Location	Title
1/20/2021	SBCSELPA and Southern CA Diagnostic Center	8:30-3:00 Zoom	Patterns of Strengths and Weaknesses, presented by the Diagnostic Center, Southern California
1/21/2021	SBCSELPA and Southern CA Diagnostic Center	2:00-3:30 Zoom provided by SCADC	Battery Not Included: Assessing Complex Communication Needs of Students Who Cannot Access Formalized Testing (For SLPs)
1/25/2021	SBCSELPA	2:00-3:00 Zoom All County	Occupational Therapy Network Meeting
1/26/2021	SBCSELPA	2:00-3:00 Zoom All County	Moderate/Severe Teacher Network Meeting
1/27/2021	SBCSELPA	2:00-3:00 Zoom All County	Mild/Moderate Teacher Network Meeting
1/28/2021	SBCSELPA	2:00-3:00 Zoom All County	Speech and Language Network Meeting
1/28/2021	SBCSELPA	8:30-3:00 Zoom North SBC	One-Day Initial , Nonviolent Crisis Prevention Intervention- without the physical units.

2021 Professional Development Calendar of Events by the Month

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

February

February	Host	Time/ Location	Title
2/3/2021	SBCSELPA	2:00-3:30	Traumatic Brain Injury (TBI)
2/11/2021	SBCSELPA	8:00-9:00 Zoom All County	Occupational Therapy Network Meeting
2/16/2021	SBCSELPA	2:00-3:00 Zoom All County	Moderate/Severe Teachers Network Meeting
2/18/2021	SBCSELPA	2:00-3:00 Zoom All County	Mild/Moderate Teachers Network Meeting
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	12:00-3:30 Zoom Provided by SCADC	Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities (For Educators, Program Specialists, Admin., Parents)
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom Time TBD by Coach	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
2/24/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N. (Cohort 2)
2/25/2021	SBCSELPA	8:30-3:00 Zoom South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
2/25/2021	SBCSELPA	2:00-3:00 Zoom All County	Speech and Language Network Meeting

2020-2021 Professional Development Calendar of Events by the Month

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

March

March	Host	Time/ Location	Title
3/4/2021	SBCSELPA	8:30-3:00 Zoom or In Person North SBC	One-Day Initial , Nonviolent Crisis Prevention Intervention
3/9/2021 TBD	SBCSELPA	8:30-11:30	Jan Tomskey Legal 'Hot Topics in Special Education'

		South County 1:00-3:00 North County	
3/10/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.
3/16/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
3/18/2020	SBCSELPA and Southern CA Diagnostic Center	12:00-3:00 Zoom provided by SCADC	Still Not Producing: Assessment and Intervention for Executive Function Difficulties (For Psychologists, Educators)
3/18/2021	SBCSELPA	8:30-3:00 Zoom or In Person South SBC	One-Day Initial , Nonviolent Crisis Prevention Intervention

2020-2021 Professional Development Calendar of Events by the Month

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

April

April	Host	Time/ Location	Title
4/15/2021	SBCSELPA	8:30-3:00 Zoom or In Person South SBC	One-Day Initial , Nonviolent Crisis Prevention Intervention
4/20/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
Date to be determined (tentative date- awaiting response)	SBCSELPA and SLOSELPA	12:00-4:00 Zoom All County	ADOS: Autism Diagnostic Observation Schedule

2020-2021 Professional Development Calendar of Events by the Month

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

May

May	Host	Time/ Location	Title
5/6/2021	SBCSELPA	8:30-3:00 Zoom or In Person South SBC	One-Day Initial , Nonviolent Crisis Prevention Intervention
5/13/2021	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
5/19/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.

Professional Development Event Descriptions by Topic



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 Annual Performance Indicators Report (PIR) Targets. Sections of the Santa Barbara County SELPA Local Plan and Procedural Handbook will be discussed. Participants will have the

opportunity to ask questions and discuss a variety of issues.

The six topics presented on Tuesdays from 2:00-4:00 in the month of September for Administrators Academy will be the following:

- 1. August 25: SIRAS Updates*
- 2. September 1: G.R.O.W.
(G.R.O.W. Growth Mindset, Resilience, Other Centered, Work Ethic)*
- 3. September 8: C.A.P.T.A.I.N: California Autism Professional Training and Information Network*
- 4. September 15: Conscious Discipline Modules, an introduction.*
- 5. September 22: Trauma Informed Practices for Schools*
- 6. October 6: What is SBCSELPA? Special Education and Distance Learning*

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 in order to be consistent with California Special Education law. The different ways of qualifying for SLD will also be presented along with why PSW evolved.

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 adjust 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 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.

Behavior Intervention Plans (BIP) (TBD)

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.



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: \$20 for Staff and Parents of students attending public school within Santa Barbara County, \$30 all other participants.

Two-Day Initial:

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

Investment: \$20 for Staff and Parents of students attending public school within Santa Barbara County, \$30 all other participants.

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.



Digital Tools for Distance Learning

The Digital Tools for Distance Learning four days offers the participant a look at various helpful methods for teaching on a digital platform. During the four Monday's, participates will become familiar with the following:

Day 1: Monday, August 31, 2:00-3:00: Digital Tools for Distance Learning, an overview

Day 2: Monday, September 14, 2:00-3:00: Virtual Classroom Platforms/ Zoom/ Google Classroom

Day 3: Monday, September 21, 2:00-3:00: Attendance/ Tracking tools/ Instructional Assessment Tools

Day 4: Monday, September 28, 2:00-3:00: Communication Tools

Southern California Diagnostic Center Trainings

****Please follow the steps on the flyer for registration for Diagnostic Center Events. All Diagnostic Center Trainings are prerecorded. A Zoom link will be sent to participants via the Southern California Diagnostic Center.**

A-4: December 10 12:00-3:00 Autism Spectrum Disorder (ASD): What Every Para educator Should Know.

An overview of autism spectrum disorder (ASD) and practical information para educators can use for effective teaching. Strategies and behavior supports will be discussed and include visual pacing and closure systems, schedules, prompting hierarchies, and reinforcement principles.

Audience: Para educators working with students with ASD.

R-1: January 21 (Time TBD) Battery Not Included: Assessing Complex Communication Needs of Students Who Cannot Access Formalized Testing

Meaningful assessment is an essential first step toward appropriate goals and intervention. However, not all students are responsive to a standard testing approach (e.g., formal test battery dependent on verbal/motor responses).

Students with severe and multiple disabilities often experience complex communication disorders which are inseparable from learning and behavior. Students who live in complex bodies present a challenge in determining a consistent and purposeful response pattern to even begin testing. This training will explore the selection and use of appropriate assessment tools designed to assess a student who cannot access traditional measures. The emphasis will be on utilizing multiple assessment procedures that reveal the student's strengths and reliable abilities. Participants will gain knowledge of interdisciplinary assessment practices, communication domains to assess, and how to modify existing tools to gain a clearer picture of a student's communication and learning profile.

Audience: *Speech-language pathologists. If an attendee is not a speech-language pathologist, they need to attend with an SLP from their district to facilitate appropriate teaming. For example, school psychologists, childhood special education teachers, and/or occupational therapists who are qualified to conduct AAC assessments for their school district.*

S-2: February 23 12:00-3:30 Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities

This training will focus on facilitating successful movement from school to post-secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities. Movement to postsecondary activities is guided by the student's strengths, preferences, and interests. Critical to the success of this process is: 1) determining students' developmental profile, 2) translating students' developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.

Audience: *Secondary Special educators, program specialists, administrators, and parents.*

R-3: March 18 12:00-3:00 Still Not Producing: Assessment and Intervention for Executive Function Difficulties

The purpose of this training is to present an advanced overview of the professional field's current thinking about the role and complexity of executive functioning, the process of measuring executive functioning through multiple means, and ways to apply assessment results to real world supports and interventions. Methods of supporting students' executive function system within the school environment will be discussed.

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



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 in order 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 in order to learn from others' successes and problem-solve barriers to program implementation.



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.



Inclusion (TBD)



Network Meetings

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.



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.'



Reading

Dyslexia Training Institute

The Dyslexia Training Institute (DTI) will present a four hour training (2 two hour sessions) on how to identify dyslexia characteristics, student needs and appropriate interventions. The training will include a case study.

Day One Objectives include:

- *When and why to include dyslexia in an IEP or 504 Plan*
- *How to identify dyslexia characteristics in a school psych report*
- *How to identify dyslexia characteristics in student work samples*
- *How to identify student needs based on data from school psych report and student work samples*

Day Two Objectives include:

- *What instructional components should remediation include in the areas of decoding, encoding, comprehension and written composition*
- *Accommodations - what are appropriate & how to support students in using them.*

Cost: FREE for four hours of training.

Lindamood- Bell: Visualizing and Verbalizing

The Visualizing and Verbalizing program develops concept imagery- the ability to create an imaged gestalt from language as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

Includes Kit.

Related Services

CCASP Symposium October 16, 9:00-12:00

Legal Updates: *The law requires that districts reassess a student with a disability at least once every three years, when a student's changed needs merit a reassessment or upon parental or teacher request. Keeping in mind the backlog of reassessments facing most districts as a result of COVID-19 closures, our presentation focuses on the essentials of a compliant and defensible reassessment. Drawing practical lessons from recent decisions, we will discuss the review of existing data, the observation component, assessment reports and much more. Wesley B. Parsons Presents from Fagan, Friedman, and Fulfro.*

Registration on <https://ccasponline.org>

Audience: *School Psychologists, Speech and Language Pathologists, and Special Education Teachers.*

Cost: *\$10 for CCASP Members, \$35 for Non-Members.*



SELPA-Bratton

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

SIRAS

Summer Updates in SIRAS

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.

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, work with Goal Wizard, and how to complete the meeting to be finalized in SIRAS. Training intended for new staff.

SIRAS for Translators:

In this training, SIRAS will provide training to staff involved with translating IEP’s into Spanish. A systematic approach will be shown to bilingual staff in how to log into SIRAS, translate each IEP document in SIRAS into Spanish, and how to verify and finalize the changes in SIRAS to send documents home to families.

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

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.

Traumatic Brain Injury

Dr. Jarice Butterfield, Former SBCSELPA Director, Certified Brain Injury Specialist. and author of the Traumatic Brain Injury Added-Authorization through California's Teacher Credentialing presents current information on TBI. Dr. Butterfield is also the author of recent book published on Meeting the Needs of Students with TBI in Education.

‘Mini’ LEA Professional Development Topics Available Upon Request

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

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 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.

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.

Dates:

Elementary Programs (Wednesdays, August 19-October 21)

Middle School Programs (Thursdays, August 20-October 22)

High School Programs (Fridays, August 21- October 23)

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.

Trauma Informed Practices for Schools

Our schools daily must demonstrate cultural humility and responsiveness to youth and their families. In this training, participants will gain an understanding of trauma and stress on the youth of today and their families. Participants will also examine their own perspectives that they may bring to their work places. Topics of safety and predictability and today's varying family dynamics brought to schools will be discussion points. Participants will explore how to support diverse populations, social emotional learning, and provide resilience.

Crisis and Triage: Supporting a Community of Safety and Welfare for Students (and Staff!)

Participants will gain a functional understanding of basic crisis and triage principles in the contexts of both individual and community support systems, and as they apply to the role educators hold in the lives of youth. Participants will have the opportunity to bolster their crisis response with tools and perspective to support students, colleagues, and themselves.

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.

LEA Scheduled 'Mini' Trainings for 2020/2021

August

Date	LEA	Topic
August 3:	SBCEO	Introduction to SIRAS
August 5:	Guadalupe	Facilitated IEP Meetings
August 8:	Orcutt	Introduction to SIRAS
August 13	Lompoc	Introduction to SIRAS

August 14:	Lompoc	Introduction to SIRAS
August 17:	SBUnified	Introduction to SIRAS
August 18:	SBCEO	CPI Refresher
August 18:	Hope	Self-Care for the Educator
August 18:	SYVSEC	Behavioral Foundations for Starting the School Year
August 19:	Hope	Behavior
August 20:	Guadalupe	SIRAS Service Logs and Electronic Signature form
August 24:	Hope	CPI (refresher)
August 25:	SYVSEC	Assuming Positive Intention: What This Is & How to Use Self-Management to Apply It
August 26:	Carpinteria	Moving Forward with Conscious Discipline & Behavior

September

Date	LEA	Topic
September 1	SB PIC Interns	SIRAS Beginners Workshop

October

Date	LEA	Topic
October 5	SMB	SIRAS IEP at a Glance
October 6	Buellton	Understanding Brain States and Coaching Strategies
October 14	SYHS	Understanding Brain States and Coaching Strategies
October 16	Carpinteria	SIRAS Beginners Workshop
October 19	SMB	SIRAS Beginners Workshop
October 21	Manzanita	Understanding Brain States and Coaching Strategies
October 22	SBCEO	SIRAS Beginners Workshop
October 28	SBCEO Youth Empowerment Summit:	Relational Scaffolding: Developing Trust-Based Learning Relationships
October 28	Buellton Oak Valley:	Cultivating a Positive School Culture and Emotional Well Being
October 28	Buellton Jonata Jr. High School:	Cultivating a Positive School Culture and Emotional Well Being
October 28	Functions of Behavior for NPS/A	
October 28	Behavior 101 for NPS/A	

November

November 2	Orcutt	Accommodations, Modifications, and Grading
November 2	SBUSD	GROW
November 2	Lompoc	SIRAS Beginners Workshop
November 3	Lompoc	GROW
November 4	Hope	GROW Consult/PD
November 5	SBUSD	GROW
November 6	SMBSD	GROW
November 9	SBUSD	GROW
November 10	Lompoc	GROW
November 13	SMJUHS	GROW
November 13	SBPIC	Relational Scaffolding: Developing Trust-Based Learning Relationships
November 16	SBUSD	GROW
November 17	Lompoc	GROW
November 18	SYV Consortium	GROW
November 18	Lompoc	GROW
November 19	SBUSD	GROW
November 20	SMBSD	GROW

December

December 1:	Lompoc	GROW
December 2:	Lompoc	GROW
December 3:	Lompoc	GROW
December 3:	SBUSD	GROW
December 4:	SMJUHS	GROW
December 7:	SBUSD	GROW
December 8:	LUSD	GROW

January

January 8:	SBCEO Transitional Youth Services Program Special Education 101
January 13:	Hope CPI Physicals

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Santa Ynez Valley Consortium Coordinator

Cathy Breen SBCSELPA ADR

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

Available Resources

OMS Calendar of Events

<https://sbcselpa.k12oms.org/>

Professional Development

SBCSELPA Local Planwww.sbcsepa.org

Educators, Parent Resources

SBCSELPA Procedural Handbookwww.sbcsepa.org

Educators, Parent Resources

Special Education Parent Handbookwww.sbcsepa.org

Parent Resources

<https://www.sirassystems.org>**What are all these IEP Documents? Parent Questions for an IEP**www.sbcsepa.org

Parent Resources

<https://www.sirassystems.org>**Turning 3: Transition from Early Start to Preschool**www.sbcsepa.org

Parent Resources

<https://www.sirassystems.org>**SIRAS Systems (IEP development)**<https://www.sirassystems.org>

Educators Resources

Santa Barbara SBCSELPA Conference Roombhelt@sbceo.org

To book Santa Barbara SBCSELPA Conference Room

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 5 Santa Barbara, CA 93111

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly.

2020-21 LEA/District Cost Associated with Due Process SBCSELPA Account Balances

	Carryover Funding	2020-21 Allocation	Expended to Date 2020-21	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	\$ 3,859.00	\$ 10,909.00
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	\$ 20,580.46	\$ 27,912.00	\$ 29,175.00	\$ 19,317.46
Santa Maria-Bonita	\$ 89,672.23	\$ 50,711.00	\$ -	\$ 140,383.23
TOTAL	\$ 120,252.69	\$ 300,000.00	\$ 33,034.00	\$ 387,218.69

Total balances as of 2/1/21

\$ 33,034.00	\$ 387,218.69
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Total balances reported 12/7/20

\$ 15,675.00	\$ 404,577.69
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Difference as of 2/1/21

\$17,359.00	(\$17,359.00)
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Payments to date to individual legal firms:

Dannis Woliver	\$	-
Fagen Friedman Fulfroft	\$	-
Leibert Cassidy	\$	-
Hatch & Cesario	\$	3,859.00
Lozano Smith	\$	-
Peter Sansom	\$	-
Ruderman & Knox	\$	-
SISC Voluntary Coverage	\$	-
Reimbursements to Districts	\$	29,175.00

2020-21
YEAR TO DATE SELPA LEGAL FEES (RESERVE)

Beginning Balance	\$ 325,000.00
YTD Expenditures	
July	\$ -
August	\$ -
September	\$ 700.00
October	\$ -
November	\$ 105.00
December	\$ 3,747.50
January	\$ 2,742.50
February	\$ -
March	\$ -
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ 7,295.00
ENDING BALANCE	\$ 317,705.00

Payments to Law Firms:

Dannis Woliver Kelley	\$ -
Fagen Friedman Fulfroost	\$ 2,765.00
Law Office of Melissa Hatch	\$ 1,530.00
Liebert Cassidy Whitmore	\$ -
Lozano Smith	\$ -
Musick, Peeler & Garrett	\$ -
Lana Clark	\$ -
Atkinson, Andelson, Loya	\$ -
Payments to Districts	\$ 3,000.00

TOTAL 2020-21 LEGAL SETTLEMENTS TO DATE

Settlement Agreements	\$ -
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2020-21 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
Lompoc Unified - Mental Health Placement	1	1	\$ 81,728.00		\$ 105,774.50	\$ 167,289.00
Santa Barbara Unified - Mental Health Placements	2	3	\$ 242,316.31		\$ 227,087.50	\$ 511,213.00
Santa Maria Jt. Union - Mental Health Placements	2	2	\$ 199,196.00		\$ 128,595.50	\$ 408,558.00
Santa Ynez Valley Consortium - Mental Health Placements	1	1	\$ 39,292.21		\$ 91,224.00	\$ 171,800.00
TOTAL	6	7	\$ 562,532.52	\$ -	\$ 552,681.50	\$ 1,258,860.00
2020-21 Mental Health NPS Placement Budget			\$ 1,910,000.00			
TOTAL YTD Mental Health Placement Costs			\$ 562,532.52			
Less District Estimated Offset to SELPA Costs			\$ 552,681.50			
Balance Available			\$ 1,900,148.98			
2020-21 Non Mental Health NPS Placement Budget			\$ 360,000.00			
TOTAL YTD Non Mental Health Placement Costs			\$ -			
Balance Available			\$ 360,000.00			

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

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

Reflects all invoices paid as of 1/12/21