

SANTA BARBARA COUNTY SELPA JOINT POWERS AGENCY BOARD

Regular Meeting

Monday, February 7, 2022

Public Session – 12:00 p.m.

Via ZOOM – Meeting ID: 960 7610 6173

Pursuant to SBCSELPA Resolution 21-22-03

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

Agenda

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

PUBLIC COMMENTS ARE WELCOME

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

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

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

I. PUBLIC SESSION

- A. Call to Order
- B. Roll Call
- C. Flag Salute
- D. Welcome Guests
- E. Election & Oath of Office for New Board Member Holly Edds (North County Nondirect)
- F. 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 6, 2021 Regular Meeting REF: V-A
- B. Minutes of January 18, 2022 Special Meeting REF: V-B
- C. Ratification of Payment of Claims REF: V-C
- D. 2021-2022 Nonpublic School (NPS) Individual Service Agreements (ISAs) REF: V-D
 - 1. 21-22 Individual Service Agreement: Heritage Schools, Inc.
 - 2. 21-22 Individual Service Agreement: Provo Canyon School
- E. 2021-2022 Nonpublic School (NPS) Master Contract Rates REF: V-E
 - 1. Exhibit A Rates Sheet: Heritage Schools, Inc.

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

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

VI. PRESENTATION

- A. Special Education Funding Presentation, Impacts of the 2021-22 Budget Act & 2022-23 Governor's Budget Proposal REF: VI-A
 Presenter Rachel Wigle, SBCSELPA CBO

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2021 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, 2021 as presented.

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (continued)

- B. Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request for Regional Occupational Therapy (OT) Expansion
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request for expansion of the regional OT program as presented.

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

- C. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-C
Request for Expansion of the Orcutt Junior High SDC DHH Program for the
2022-2023 School Year
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request to expand the Orcutt Jr. High SDC DHH Regional Program for the 2022-2023 school year as presented.

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

- D. Resolution 21-22-04 Recognizing a State of Emergency and Authorizing REF: VII-D
Teleconferenced Meeting for the JPA Board Regular Meeting in March 2022
1. Resolution 21-22-04

It is recommended that the JPA Board approve Resolution 21-22-04 Authorizing the JPA Board Regular Meeting in March 2022 to be held virtually as presented.

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. "Lack of Federal Funds Being Dispersed in a Timely Manner" Discussion REF: VIII-A
- B. SYVSEC Request for Regional Occupational Therapy (OT) Services REF: VIII-B
- C. First Interim Report Analysis and Recommendations REF: VIII-C
- D. SBCSELPA Procedural Handbook Revisions – Section 8: Private Schools REF: VIII-D
- E. SBCSELPA Professional Development REF: VIII-E
- F. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances REF: VIII-F
- G. SBCSELPA Legal Fees Year-to-Date Reserve REF: VIII-G
- H. Nonpublic School (NPS) Year-to-Date Placement Expenditures REF: VIII-H

IX. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

B. Next Scheduled JPA Board Meeting: Date: March 7, 2022

Time: 12:00 p.m.

Location: Via Zoom due to COVID-19 & AB 361

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS

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

XI. CLOSED SESSION:

A. Confidential Nonpublic School (NPS) Student Updates

REF: XI-A

B. Evaluation of the SBCSELPA Executive Director

REF: XI-B

XII. RECONVENE TO PUBLIC SESSION: Report of action taken in Closed Session, as appropriate.**XIII. ADJOURNMENT****ZOOM INFORMATION****Topic: February 2022 JPA Board Regular Meeting****Time: Feb 7, 2022 12:00 PM Pacific Time (US and Canada)****Join Zoom Meeting**<https://zoom.us/j/96076106173?pwd=NTdyRmt4YklUNlJZY3NUTEtGWVg3dz09>**Meeting ID: 960 7610 6173****Passcode: 5A2wvC**

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Meeting ID: 960 7610 6173

Passcode: 796283

Find your local number: <https://zoom.us/u/aeA6kLA1f4>

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

February 7, 2022

1) Due Process/Dispute Updates-

Four Due Process filings in progress and one CDE Investigation.

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

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

3) Proposed Legislation and Communication that Supports Special Education-

The State SELPA Association has created two documents that is in response to the recent SEGA study recommendations and highlights the efforts of our association (SEE attached report, REF: I-F.1, and "leave behind" handout, REF: I-F.2).

4) State Finance Update-

The Governor released the proposed 2022-23 Budget in January 2022. Highlights that support special education efforts include:

- *COLA and \$500 million equate to a nearly 15% increase in base special education funding!
- *No change to a weighted student formula nor a statutory elimination of SELPAs
- *Base funding continues to flow to SELPAs
- *Calculation at the LEA level may resolve issues for multidistrict SELPAs when growth/decline in member LEAs cancel each other out and result in more funding overall
- *Special Education LCAP Addendum likely to increase focus on students with disabilities by LEAs
- *Facilities funds to create inclusive settings
- *Pressure on state preschool to include more preschoolers with disabilities

(SEE attached Coalition for Adequate Funding for Special Education (CAFSE) Presentation, REF: I-F.3)

5) Inclusion Update-

SBCSELPA, along with the support of our State SELPA Association, will have a continued focus on the efforts for inclusive opportunities for students with IEP's (Please see the attached handout titled, "Why Inclusive Education", REF: I-F.4). This handout will be sent out to the Educational Leaders in our 25 LEA's in the near future in support of inclusion here in SB County! SBCSELPA will be providing ongoing professional development, coaching, consultation, and other areas of support for inclusive educational opportunities.

6) Mid-Year SBCSELPA Mental Health Support Update-

**GROW Classrooms = 20 in total (11 Regional and 9 Non-Regional), approximately 110 students enrolled county-wide!*

**WRAP Caseload = 20 students currently receiving Wrap-Around Support via their IEP!*

SELPA Accountability Innovation & Design

Necessary Next Steps to Improve Outcomes for Students with Disabilities in California Schools

SELPA Administrators of California
December 2021





SELPA Accountability, Innovation & Design

December 2021

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The Background

In the six years since the [“One System” Special Education Task Force](#) was commissioned in 2015, California has benefited from a consistent focus on improvements in special education finance, governance, and student outcomes. Members of the SELPA Administrators of California Association (hereinafter “Association”) have been leaders in responding to these new areas for focus. Over the same period, privately and publicly funded studies have recommended the direct funding of LEAs and removing the SELPA regional structures in California that have been in place for over four decades. Since 2016, members of the Association have spent considerable time and effort responding to report recommendations that are unworkable and even harmful to our most vulnerable students.

During this time, the Association has strongly advocated for an increase in, and equalization of, special education funding across California. These efforts have been productive. In 2018, the Governor enacted the first of a number of consequential increases in special education funding. To date, the increases have culminated in significant ongoing funding commitments and increased the special education base rate by almost fifteen percent. Equalizing funding rates across the state was a main focus of the Association. With the 2020-2021 school year, funding has been equalized to the 95th percentile. Of note, both of these successful actions have been accomplished through the existing special education finance model. In addition, funding has been substantially increased to support the needs of students with low incidence disabilities and for the first time to address preschool and early intervention programs. These welcome funding increases have prioritized equity, inclusive practices, targeted interventions, and improved outcomes for students with disabilities, adding to investments in the existing system.

As the state’s investments in special education began to increase, SELPAs implemented several state-mandated accountability systems and actions intended to achieve greater local control and transparency while improving outcomes for students with disabilities. For example, in the 2019-2020 and 2020-21 school years, all SELPAs updated their Local Plans which required significant parent and community member input as well as local governance approval. Starting in 2023, each SELPA will be required to develop and implement an Annual Assurances Support Plan pursuant to Education Code 56122(c) to provide for goal setting around statewide priorities and to provide even greater alignment and transparency. Additionally since 2018-2019, LEAs have been required to consult with SELPAs to ensure the needs of students with disabilities are appropriately addressed in the Local Control Accountability Plan (LCAP) of each LEA and moving forward to ensure they are consistent with the Annual Assurances Support Plan.

Since 2018, SELPAs have led extensive, high-quality technical assistance efforts in the [Statewide System of Support](#) through the work of System Improvement Leads and Content Leads. In collaboration with CDE and the California Collaborative for Educational Excellence (CCEE), the SELPA Leads design and implement statewide professional development and coaching activities as well as build high-powered, predictive data systems. This technical assistance is focused on improving outcomes for students with disabilities and addressing student needs in various specialty areas by strengthening SELPA support to LEAs while ensuring compliance with state

and federal regulations.

Continuing to focus on improvements in special education in California, the Legislature commissioned additional studies in 2019 (SB 75) and in 2020 (SB 74), including a study on special education governance and accountability, a statewide IEP template workgroup, an alternate pathways to diploma workgroup, a Medi-Cal for Students workgroup, and a Part C to Part B transitions workgroup, among others. Recommendations from these reports will no doubt expand the work of special education and require consultation and implementation support from every SELPA leader in the state due to the unique needs of students in each defined SELPA area.

This paper, therefore, brings forward the best ideas from the members of the SELPA Administrators of California Association, providing a grounded path for achieving the progress envisioned by leaders throughout the state. **We believe the surest way to improve outcomes for students with disabilities is to capitalize on this attention and momentum toward system improvement, to utilize the vast expertise of long time special education practitioner-leaders, and to strengthen rather than abandon the state-mandated SELPA structure that has successfully been in place for nearly 40 years.**

The Context

The SELPA Administrators of California Association is 100% committed to the Individuals with Disabilities Education Act's focus on improving outcomes for students with disabilities. Association members have been steadfast partners alongside the Special Education Division of CDE in supporting LEAs as they work to increase access, expectations, and outcomes for our students.

Formed in 1978 under the [Master Plan for Special Education](#) by the State of California, SELPAs have served their mandated functions of providing programs, services, and support to students and LEAs under local governance, including the successful implementation of a variety of federal and state education reform efforts. This well-established framework represents a huge investment of resources that are and should continue to be leveraged to support the current needs of the field, the state, and our students.

It is important to note that SELPA regional structures were not originally designed solely to support statewide priorities to improve student outcomes. SELPAs were designed and required to ensure equitable special education program and service delivery that was flexible enough to meet the unique, local needs of the students in their geographic regions while allowing LEAs to meet the 1978 state and federal mandates for compliance and accountability. It was not until the IDEA Reauthorization in 2004, in the era of No Child Left Behind, that the federal emphasis for students with disabilities more pointedly shifted its focus from “ensuring access and educational opportunity” to “improving educational outcomes.”

In recent years, the costs of special education programs and services have dramatically increased, pulling more and more resources from the general education fund, while the SELPA governance

and regional funding structure has remained relatively unchanged. An improved accountability system has brought new monitoring metrics, an intentional and public-facing focus on data and measurement, and increasingly ambitious performance targets. **As variables have changed, it has underscored the need for a corresponding commitment to support and strengthen the actual structure of special education (i.e., SELPAs) across California to truly improve student outcomes.**

The Local Control Funding Formula (LCFF) created a fundamental shift in the focus and delivery of public education in California. LEAs are empowered to drive local engagement and decision-making about how services are delivered and funds are allocated with a focus on improved educational outcomes for all students. Incorporating special education into the LCFF framework has proven challenging. **This paper concludes with a set of proposals that offer common sense solutions and a plan for alignment and inclusion for special education students.**

California's vision for special education is guided by the principles of equity, inclusion, early intervention, local decision-making, accountability, transparency and alignment. The focus is on high quality, local implementation of evidence-based and inclusive practices for educational improvement for all students with disabilities (SWDs). This vision has led to a re-evaluation of current systems and structures to identify alignment needs and propose changes that will bring about a truly integrated educational system, One System for All Students. **Special Education Local Plan Areas (SELPAs) are positioned to provide the improvement support needed to facilitate these changes and achieve this vision for special education.**

The vision of One System for All Students is bold. The scale of change required at this moment is significant. The economic, political, and social reality is that the SELPA framework must be leveraged to effectively bring about the necessary changes. Achieving alignment and inclusion for SWDs requires significant support from local special education experts, the 'boots on the ground,' and a corresponding commitment on the part of the state to ensure general education partners are also well-supported in responding to statewide priorities.

SELPA leaders possess the knowledge capital needed to champion new thinking within LEAs, the social capital and standing to deepen existing relationships and foster new relationships with key partners, and the ability to analyze data and report outcomes for SWDs. In their current format across the state, SELPAs provide trusted, effective and high-quality expertise to LEAs in meeting the needs of students with disabilities. **By working together, we can ensure that all students emerge as informed citizens, drivers of the state's economic growth and prosperity, and essential contributors to our society.**

Conceptualizing the role of SELPAs for the present day and beyond will require a unity of purpose and action by the Legislature and educational partners at all levels. To achieve the vision of One System for All Students, the SELPA Administrators of California offers **FOUR** overarching recommendations to re-engineer the role of SELPAs as agents of strategic change in partnership with the state and LEAs. Acting on these recommendations starts with a shared recognition of the vital role SELPAs play and a willingness to engage them in the work ahead. Understanding the myriad complexities of special education in California is important to fully understanding and

appreciating the recommendations. This also provides a lens through which to address the recent publicly funded Special Education Governance and Accountability Report.

The Financial Picture

Despite a fiscal commitment identified in IDEA, the federal contribution to special education has been far less than the 40% promise, and in just the last decade has decreased another 4%, with the federal funds averaging only 7.92% of the cost of educating SWDs in California. Despite increases in overall Proposition 98 funding, the percentage of total expenditures for special education from state funds has also declined by 10% over the same period, with the state funds averaging approximately 24% of the total cost of educating SWDs. As of the 2018-19 school year, the average local general fund contribution necessary to ensure a quality education for SWDs was over 67%. In other words, for every dollar spent on necessary special education programs and services, 67 cents of that is funded via the LCFF entitlement of each LEA.

[Special Education funding](#) has been included in the improvements and commitments by the Legislature and Administration, especially in the last three years, with substantial increases allowing us to achieve base rate equalization of \$715 per ADA; multi-year commitments to system improvement design, training, and coaching in improvement science, root cause analysis, and high-leverage practices; a rebenching of the state's commitment to students with low incidence disabilities; and funding commitments for early childhood intervention. Transformational levels of funding, along with COVID relief packages, and a recent commitment of \$550 million in [dispute prevention and resolution and learning recovery dollars](#) related to the pandemic are also available to LEAs for the next two years.

Even with heroic efforts on the part of Legislators who supported historic increases in AB 602 base rates, LEAs continue to bear the costs of special education in the form of increasing local general fund contributions. Unfortunately, LEA leaders have had to make difficult choices when there is clearly not enough money to cover the costs of providing needed programs and services. As a result, LEAs are not always able to allocate sufficient special education funding toward statewide goals and priorities.

The Accountability Focus

In the area of [accountability](#), California has moved from a four-year special education self-review cycle to more frequent, involved, and direct monitoring processes. In the mid 2000's, SELPAs independently began to utilize electronic IEP-generating software systems to save time and effort, which have now morphed into a means of direct data mining requiring more focused attention and continuous training. Over time, more indicators and elements have become "live," performance targets have become more ambitious, and federal requirements and ongoing court monitoring have placed additional pressures on CDE and the accountability system. With all this and the transition from CASEMIS to CALPADS, activities related to selection and monitoring have grown significantly statewide.

Embracing the value of data to drive decision-making, SELPA leaders have responded in key ways. The heightened focus on data has allowed SELPAs to build and maintain teams that are highly qualified and motivated to engage in the work. Additionally, the work is highly fluid, requiring

substantial effort to stay apprised of requirements and changes, while working closely with LEA partners to remain compliant and focus on improving programs and outcomes for SWDs. Additionally, we balance this increased focus on data and compliance with other SELPA responsibilities including governance, professional development, interagency collaborations, non-public schools monitoring, dispute resolution and compliance complaint activities, finance, and responding to new legislative priorities.

In the last few years, new requirements have been added to the scope of SELPA work by the CDE Special Education Division and Legislature, including but not limited to:

- Meaningful consultation with each LEA on Local Control Accountability Plans
- Differentiated Assistance collaboration and support to districts
- Annual Performance Indicator Reviews and Special Education Plans
- Non-public school visits, reviews, and behavior training monitoring as required by SB 1172
- New Local Plan Governance, Budget, and Service plan templates, consistent with Education Code [56195.1](#) & [56205](#) and as required by AB 1808
- SELPA Annual Assurance Support Plans to be implemented by 2023
- CALPADS implementation at the SELPA level and technical assistance to LEAs

None of this additional accountability has come with an increase in funding directly earmarked for SELPA-level support.

Regionalized Services and Program Specialist Funding

The regionalized services and program specialist (RS/PS) funding allocations were initiated with the implementation of the original J-50 special education funding system. There were two separate funding streams that were allocated to the SELPA administrative unit for two different purposes. The SELPA average of the December and April special education pupil counts (minus the non-severe three-and four-year-old pupil counts) were compared to ten percent of the total SELPA CBEDS K-12 enrollment. The lesser of the December and April counts was used in the calculation. The rate of \$77.30 was multiplied times the lesser count to determine the program specialist (PS) allocation. The rate of \$43.92 was multiplied times the lesser count to determine the regionalized services (RS) allocation.

With implementation of the AB 602 funding plan in 1998-99, the two separate “PS” and “RS” allocations were combined into one RS/PS allocation. The total combined 1997-98 allocations were divided by the total combined SELPA ADA to determine the new SELPA RS/PS rate per ADA. In addition, a “Necessary Small SELPA” (NSS) calculation was implemented using 15,000 ADA to establish a minimum funding level. The allowance was established based on the assumption that a minimum amount of funding was necessary to provide the required services in those small SELPA areas. The NSS SELPA rate received a COLA in all school years in which a COLA was provided to SELPA base rates.

In 2013-14, there was a recommendation by the Legislative Analyst’s Office to “simplify” the AB 602 calculation by rolling the RS/PS funding into the SELPA base allocation. The NSS calculation did not get added to the SELPA base. The NSS rate for RS/PS was set at \$15.00 per ADA. In 2018-19, RS/PS funding was removed from the SELPA base allocation and re-established as a separate calculation using the single state rate per current school year ADA. Beginning in

2020-21, it was established that 2019-20 ADA would be used to determine RS/PS funding in future school years. The state rate per ADA would be increased if a COLA was provided in a given school year. For specific language on the purpose of these funds, see [EC 56836.23](#) and [EC 56836.24](#) in the references.

SELPA governing boards determine how to allocate all AB 602 funds, which includes RS/PS funds, to meet the local needs within their regional SELPA structure. Given that special education is largely funded using general fund resources, Superintendents and other educational leaders who comprise SELPA governing boards are undoubtedly faced with tough decisions about how to best allocate limited resources. If the SELPA governing board decides that RS/PS funds should be distributed to LEAs, there may be few to no remaining centralized SELPA staff available to focus on statewide priorities (e.g. to address data quality, provide compliance monitoring plan support, LCAP consultations, and especially to carry out localized professional development and coaching necessary to scale up high-leverage practices). **As the state wishes to see progress made in priority areas like equity and inclusive practices, it should consider creating a new and distinct funding stream for these types of activities in alignment with each SELPA’s Annual Assurances Support Plan.** By ensuring these funds are restricted to the implementation of SELPA Annual Assurances Support Plans, the state will reasonably be able to hold each SELPA more directly accountable for the progress of its LEAs in achieving statewide targets.

The LCAP and the Annual Assurances Support Plan

In June of 2018, AB 1808 was enacted and a new LCAP consultation requirement for each LEA and SELPA was codified in [Education Code 52062\(a\)\(5\)](#), which states in part:

“The superintendent of the school district shall consult with its special education local plan area administrator or administrators **to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan, and are consistent with strategies included in the annual assurances support plan** for the education of individuals with exceptional needs.”

AB 1808 required that a new portion of each [SELPA Local Plan](#), Section C, be developed by July 1, 2019. While LCAP consultation between LEAs and SELPAs has been occurring since the enactment of this legislation, the template for the Annual Assurances Support Plan was not developed within the original timeline set for CDE. CDE’s timeline for the development of the Annual Assurances Support Plan (Section C of the Local Plan Template) was extended through education trailer bills, with SB 98 (2020) most recently extending full implementation from July 1, 2021 to July 1, 2023.

Under SB 98, Sec. 62, commencing no later than July 1, 2023, each SELPA must submit a local plan which includes **an Annual Assurances Support Plan “to demonstrate how the special education local plan area and its participating agencies are coordinating for purposes of assuring effective outcomes for pupils with disabilities.** The department shall develop a template for the Annual Assurance Support Plan by July 1, 2022.” Per [Education Code 56122 \(c\)](#), the SELPA Annual Assurances Support Plan shall include all of the following elements:

1. A description of how the governing board of the SELPA has determined that the SELPA will support participating agencies in achieving the goals, actions, and services identified in their LCAPs.
2. A description of how the governing board of the SELPA has determined that the SELPA will connect its participating agencies in need of technical assistance to the Statewide System of Support.
3. A brief description of the services, technical assistance, and support the governing board of the SELPA has determined that it will provide in meeting the requirements under Education Code 56205(a), see references.

The Local Plan Committee of the SELPA Administrators of California has been in communication with the CDE on the development of the Annual Assurances Support Plan anticipated to be released by the SB 98-established timeline. Upon the release of the template later this school year, all SELPAs will be positioned to solicit input from various groups, including their Community Advisory Committees, to submit updated Local Plans inclusive of all required sections and in adherence with any public hearing requirements and SELPA governing board approval by the end of the 2022-2023 school year.

The completed Annual Assurances Support Plan, or “Section C” of each local plan, will help drive the LCAP consultation process between SELPAs and their participating LEAs, with best practices and guidance to be shared by the SELPA Administrators of California and System Improvement Leads (SIL) through the Statewide System of Support. The SELPA Administrators of California are confident that the Annual Assurances Support Plan will better align each SELPA’s local plan with the activities of each participating LEA’s LCAP, with a focus on improving outcomes for students with disabilities. **These efforts will have a direct positive impact on students with disabilities and will help us realize another priority from the 2015 California Special Education One System Task Force: to create “One Coherent Educational System.”**

The Diversity of SELPA Models in California

SELPAs vary widely in their governance and budget allocation plans. **While each SELPA abides by the local decision-making of its Governing Board, typically made up of superintendents, charter school leaders, or boards of education, they differ in the manner in which they are organized, and receive and distribute special education dollars.** Because of this design, additional special education funds that come in the form of the base rate or categoricals are allocated according to locally-identified priorities. There may be many competing interests for limited dollars which may require hard choices. The first consideration for governing boards is meeting the needs of students with disabilities. This “students first” approach to providing needed high-quality services at times may impact the level of funding and resources provided by a SELPA governing board to focus on statewide goals and priorities.

From the single-district SELPA with a board of perhaps five members, to the smaller multi-district SELPA with three LEAs and a governing board made up of its three superintendents, to the large multi-district LEA with 30 or more superintendents, SELPA decision-making and levels of cooperation can also vary. SELPA administrators are unique in that they must possess the requisite special education expertise, but they must also work effectively with a governing board,

sometimes very large boards, in addition to their Community Advisory Committees (CACs) and any other governance or advisory groups determined through their Local Plan such as program and fiscal operations councils. Facilitating collaboration amongst the various groups requires immense leadership and communication skills. It is not always possible to please everyone or explain the value of the economies of scale that SELPAs provide, and because of this, SELPA administrators are frequently balancing many diverse demands which are increased when there are changes in LEA leadership.

“Size and scope” and appeals to the State Board have occurred over the years and are at times contentious. Interestingly, out of 1,015 school districts, 105 are arguably large enough to become a single district SELPA, however only 44 districts hold that status. Using the most conservative threshold of 15,000 total ADA to be one’s own SELPA, and disregarding rules about non-metropolitan areas, 910 out of 1,015 school districts are not large enough to become their own SELPA, and 424 school districts have less than 1,000 total ADA. [\[See raw data.\]](#) **Out of the 136 SELPAs in the state, 68% of them are multi-district SELPAs that together serve students with disabilities in the remaining 971 school districts.**

The Governor’s Administration and Legislature has, to their credit, placed a moratorium on LEA appeals to become their own SELPA until further notice. In a [March 2019 CDE Memorandum](#) from the Superintendent of Public Instruction to the State Board of Education (see references), additional historical background is provided to explain why SELPAs are necessary and the extent of CDE’s reliance on SELPAs to provide a sufficient, equitable continuum of program and service options to students with disabilities across large geographic areas.

SELPAs can also vary in the administrative support they employ to carry out the wide variety of work in which they must engage. Some SELPA offices consist of multiple administrative assistants, programs specialists, and other specialists for mental health, behavior, and low incidence who provide a variety of programs and services. Others employ only an administrator and an administrative assistant to complete the same state-required fiscal and accountability activities.

SELPAs vary in their level of interaction with general education. Single-district SELPAs are part of a single LEA leadership team, where there is one district mission and vision along with established priorities. Multi-district SELPA administrators sometimes interact with anywhere from two to 30 or more individual LEAs and are therefore more removed from interaction with general education initiatives. Providing more regular collaboration and interaction with general educators in these larger multi-district SELPAs often requires significant additional local commitments to centralized SELPA staffing.

The Report

While the intent of this paper is to ultimately provide the reader with a proactive set of **FOUR** overarching recommendations that have a high probability of bringing about the kind of change the state expects, we would be remiss if we did not pause here to review and give comment on the more concerning recommendations in the WestEd Special Education Governance and

Accountability (SEGA) Report released in December 2021. We strongly believe, if adopted, the recommendations of the SEGA Report will have serious real-life consequences for thousands of students with disabilities and their families, and will confuse and frustrate LEAs and educational leaders across the state.

The WestEd Special Education Governance and Accountability (SEGA) Report was commissioned by the Legislature and funded pursuant to SB 74 (2020) for the purposes of examining the state's current governance and accountability structures for students with exceptional needs in the areas of: (1) delivering special education services and supports in the **least restrictive environment**; (2) improving student **outcomes**, including those measured by state and federal accountability systems; (3) ensuring an **equitable distribution** of special education supports and services to LEAs; (4) ensuring **transparency** in decision-making and distribution of state special education funding; (5) ensuring **parent family and community input** in local decision-making; (6) ensuring that **small LEAs** have access to fiscal and administrative resources necessary to serve pupils with exceptional needs; (7) **aligning** state and federal accountability, compliance, and support systems as related to pupils with disabilities; and (8) identifying **strategies and challenges for funding** and supports in the current model and any recommended models.

The “Opt Out” Idea is Cause for Alarm

The SEGA Report recommends LEAs be allowed to opt in or out of being part of a consortium like a SELPA, which is problematic on many levels, and foreseeably creates statewide *inequity* and *instability*.

Special education is a team enterprise. From the collaboration that happens at IEP meetings to the group decision-making at the SELPA Governing Board level, special education requires that people come together to navigate the complex work of educating and serving students with disabilities. This is a concept that was understood by the authors of the model back in 1978. They knew that districts, if left to themselves as they had been prior to the introduction of SELPA models, would have difficulty in carrying out the complex and highly technical work of special education. They would be challenged in forming, coordinating, and sustaining the necessary partnerships to provide special education in an efficient, stable, and cost-effective manner. And, they knew that without systems and protections, many students with disabilities would be left behind.

First, it is important to understand that the mandate to be a member of a SELPA and the accompanying [size and scope requirements](#) were designed to ensure equitable and flexible local decision-making across geographical areas, so that no matter a student's zip code, there would be adequate programs and services available to meet their needs under IDEA. Robert McEntire of School Services of California, Inc. describes this shared decision-making:

“... One of the two best outcomes of participating in a SELPA is the reality that you can generate economies of scale, both in finance and operations. I have to say the time I've spent in these collaborative superintendent meetings, talking through individual student issues where you have 12, 13, 15, 20 superintendents talking about an individual student, not just a program, but the student, the individual student,

and you see just the weight of resource and thought and collaboration that goes into enhancing the outcome for that individual. So not just system-wide, but down to the individual student level, you just can't imagine from a typical business perspective that that kind of outcome would ever be possible. But that's what the SELPA structure brings ..." [Making It Happen! SELPA Podcast Series "Special Education Finance" episode](#)

Size and scope rules were established as thresholds, ranges of total ADA and by type of area (rural vs. metropolitan) to help the state determine how large an LEA would have to be in order to ensure all SWDs had access to the full continuum of services. These categories were established decades ago when the percentage of SWDs in the state was significantly lower than it is today. This requirement is even more relevant today with our growing numbers of students becoming eligible for special education services. And, size and scope thresholds were established prior to the added programmatic, accountability, and fiscal requirements of SELPAs in the current times.

Today, out of 1,015 LEAs, a total of 971 school districts belong to a multi-district SELPA to provide a continuum of program and service options for students with disabilities, which represents 96% of the LEAs statewide. Of the total 1,015 LEAs only 105 could arguably meet the lowest threshold of 15,000 ADA to become one's own SELPA and of this 105 only 44 currently have single-district SELPA status. While they could do so, the majority of LEAs eligible for single-district SELPA status choose not to provide for students with disabilities outside of a multi-district SELPA. **If the state were to require the almost 1,000 school districts to try to go out on their own to form new consortia without the mandate to do so and with the knowledge these LEAs are too small and not funded well enough to do so, the results would be disastrous.**

Second, the recommendation creates an ability for LEAs to segregate themselves from certain other LEAs as they begin to "opt out" or form consortia based on local factors which could include socioeconomic disadvantage, racial or ethnic composition, funding levels, and compliance history. **Providing this choice will have unintended, undesirable discriminatory, racist, ableist, and/or classist effects that are antithetical to federal law and California law.** Allowing LEAs to opt in or opt out will undoubtedly produce uneven, inequitable outcomes for students with disabilities based on zip code. Although SELPA membership is a mandate, it is intended to provide protection to students and access to high quality services without regard to the demographics or purchasing power of the district where they happen to live.

Third, a whole host of other issues is created by huge shifts in SELPA membership, including instability in the continuation of services and programs based on new consortia agreements. If superintendent or other leadership changes occur at the LEA level, then agreements, staffing, service quality, and costs could change suddenly based on preferences of the new leadership. As mandated, school districts of sufficient size and scope have the ability to leave a SELPA consortium provided they will not do harm to their own students with disabilities or the students remaining in the consortium by creating any inability to provide a full continuum of programs and services. This stability is built into the SELPA mandate with applications and appeals requiring review by the State Board of Education.

While not considered or mentioned in the SEGA Report, it is likely that this recommendation violates [Education Code 56207](#) on Program Transfer, in effect since 1998, which provides protection to students and staff against abrupt changes in program and service provision for SWDs. This law reads:

“No education programs and services already in operation in school districts or a county office of education shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the SELPA has developed a plan for the transfer which addresses, at a minimum, all of the following: (1) Pupil needs; (2) The availability of the full continuum of services to affected pupils; (3) The functional continuation of the current individualized education programs of all affected pupils; (4) The provision of services in the least restrictive environment from which affected pupils can benefit; (5) The maintenance of all appropriate support services; (6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies; (7) The means through which parents and staff were represented in the planning process.” It continues by explaining that the change cannot take place until the first day of the second fiscal year after unanimous approval by the SELPA governing board, and that if there is a disagreement, it is resolved through SELPA-level alternative dispute resolution.”

Mandates already exist to (1) be part of a SELPA; (2) to be big enough to even be a SELPA, and (3) to provide adequate time in planning and obtaining all appropriate input and approval before making any changes to regionalized programs and services. **They serve as a set of expectations for how we treat students with disabilities and their families in California, and they provide much needed stability and support to all LEAs in terms of program availability and cost.**

The Dangers of Direct Funding

The SEGA Report recommends sending special education dollars directly to LEAs and not to SELPAs. The main impacts of this recommendation include *isolation* for small LEAs that make up the vast majority of LEAs in the state, and *insolvency* for many of the 424 school districts with less than 1,000 ADA. A corresponding recommendation removes any language from Education Code that gives special education responsibility to a special education local plan area (SELPA). Therefore, each LEA, big or small, will need to use their direct allocation of dollars to assume *all* accountability for their own compliance monitoring, professional development, improved student outcomes, grant applications and fiscal reporting, rate negotiations, and more. Each LEA will need to determine if they want to be part of a consortium, which LEAs they want to partner with, what types of services or programs they want to create, and from there make the agreements necessary to properly fund and operate the new consortium.

The report suggests outcomes for students with disabilities will improve if funding flows directly to LEAs, solely an assumption on the authors' parts. This recommendation is not wholly supported by the report's findings or through evidence or analysis of other models. While there is discussion in the Report about the issues of inclusion in the least restrictive environment for SWDs in California, there does not appear to be a clear nexus to that data and the SELPA governance

structure. For example, the report does not substantiate any findings related to the performance of students with disabilities in single-district SELPAs in comparison to students in LEAs belonging to multi-district SELPAs. Instead, it curiously finds, “Neither type nor size of LEA or special education local plan area (SELPA) were associated with improved academic growth for students with an IEP or with these students spending more time in general education settings. That is to say that student success or lack thereof and different rates of inclusion in general education existed across LEA and SELPA sizes and configurations.”

The report used a survey of 31 LEAs and their County Office of Education (COE) and SELPA, but does not offer the questions or results beyond demographic information, instead producing several graphs of “connection clusters” in an attempt to show that LEAs more frequently interact with their county offices of education rather than their SELPAs for purposes of special education, without clarifying that in many instances, staff and parents whose SELPA administrative unit is the COE sometimes use these terms interchangeably. Referenced as an “unknown” piece of information in the SEGA report, many SELPAs facilitate or broker the majority of arrangements among LEAs for services. It is hard to imagine what these clusters would look like when LEAs are isolated, operating autonomously but having to make countless more connections than before just to understand how to do the work in the right way. The report later discusses focus interviews conducted with staff and parents from 5 “high performing” LEAs (who are all currently members of multi-district SELPAs) and provides narrative summaries and some “word clouds.”

The nation, including California, is in the midst of a staffing shortage crisis. The current mandated SELPA structure ensures LEAs work together to share services and staff members, which in turn ensures access to highly qualified providers of specialized services for SWDs. Without a mandate to participate in shared coordination of regionalized services, LEAs will, in addition to the other responsibilities, now have to compete with one another for these highly specialized staff, perpetuating instability and inequity, but also increasing demand and therefore cost. Dr. Michele Bowers, Superintendent of Lancaster School District, explains it like this:

“When I think about leveraging our district, and we’re 15,000, we don’t have the capacity financially – we’re already underfunded. So, we don’t have the capacity to do everything that we should and must do for our students to be successful on our own. So, we can’t go buy all the equipment. We can’t hire each and every itinerant ourselves, and carry that burden and make sure that they all are highly qualified and that they have the experience and the capacity and the expertise... Each and every one of us trying to have our own set of everything just does not make sense. I liken it to Amazon. I am not going to shop in 10 different places when I can go to one place and have access to everything I need. That has blown up, and it’s not going anywhere anytime soon. Why? Because it makes sense. So, I liken SELPAs to that, they take care of us in a lot of different capacities.” [Making It Happen! SELPA Podcast Series. “Shared Service Models” episode](#)

The recommendations have enormous consequences for small and rural LEAs (including many small charter school LEAs), which make up the vast majority of LEAs in the state. Even if they did directly receive their funding, these small LEAs would likely be unable to develop effective consortia or provide a continuum of legally-defensible services and programs, increasing

exposure to litigation. Small LEAs with one or more students in need of higher cost programs or services will, without regionally-facilitated efficiencies and economies of scale, quickly be placed at risk for insolvency and non-compliance with IDEA mandates.

One of the most concerning recommendations would remove existing, stable funding for low incidence disabilities and out of home care from AB 602 and place it in a massive statewide extraordinary cost pool, requiring LEAs to submit countless (8,000-10,000 estimated in the SEGA Report) individual reimbursement claims, significantly enlarging fiscal reporting requirements. The need to do this is not examined or explained, and the report does not adequately answer questions about the capacity of the state or LEAs for expanded fiscal or auditing responsibilities, expansion of such a cost pool to keep pace with the level of need, or what exactly would qualify as a high cost expenditure or high cost service.

To compound the difficulties, in this post-SELPA scenario, each LEA would apparently now work individually with the CDE regarding most special education matters big and small, and the CDE would have to work with over 1500 LEAs, including independent LEA charter schools, for all its communications as opposed to the 136 SELPA administrators it currently relies on to assist with communications and problem-solving for the field. While the report suggests CDE could communicate to all its LEAs by improving its website and sending out a quarterly email, we see this as a real impediment to two-way communication, timely technical assistance, and other supports LEAs are accustomed to receiving in the SELPA model.

The SEGA Report also suggests that the operation of the SELPA structure is somehow not in accordance with federal IDEA implementation regarding Educational Services Agencies (ESAs) per OSEP's *Letter to Hokenson* from 2009. **This interpretation of the OSEP guidance, however, is flawed in that they incorrectly label SELPAs as Educational Services Agencies.** A SELPA is nothing more than a single LEA or a group of LEAs that join together to ensure that students within each LEA can receive special education and related services. ESAs exist in most states, and while California's SELPAs have significant accountability through Education Code including the requirements within their local plans ([56195.1](#) & [56205](#)), individual LEAs have the ultimate responsibility for carrying out child find activities, ensuring procedural safeguards, and providing services. Even assuming SELPAs meet the federal definition of an ESA, *Hokenson* supports and justifies the use of ESAs to receive and distribute funds based upon their local Board actions. And, the SEGA Report recommendation that money should flow to districts directly as subgrantees will undo the financial accountability system in California and give the State well over 1,500 subgrantees, needlessly duplicating effort and creating a bureaucratic morass. [See [SELPA-provided Legal Opinions](#) on this topic.]

This paper began by talking about the original design of the SELPA and some of its genius must be acknowledged. The authors of the SELPA model understood that in order to truly provide regionalized programs and services, there would need to be shared decision-making and local control, along with shared accountability. The special education dollars that come to the SELPA are the means by which all the necessary partners are brought to the table to discuss how to do right by students with disabilities, in accordance with law and best practices, facilitated by expert SELPA practitioners, and upon consultation with governance and advisory groups determined in

their Local Plan, including the Community Advisory Committee (CAC), program and fiscal operations councils, before approvals from their governing board (e.g. Superintendents' Council).

Similar to discussions around funding for traditionally underserved student groups in the LCFF and LCAP process, the SELPA Administrators of California are concerned about the potential that special education dollars may not be used for their intended purposes, to meet the needs of students with disabilities. We believe that the SELPA model exists in part to ensure that LEAs are not alone in their decision-making processes, to avoid situations where LEAs either do not know what they are required to provide or they choose to do something not in compliance with IDEA. The SELPA structure has provided the layer of expertise and oversight needed to truly support and protect LEAs in this complex area of education.

Parent Concerns

While the SEGA Report was partly intended to explore new means to incorporate parent family and community input into local decision-making, the report leads with a finding that, "Community Advisory Committees are not required by IDEA." Accordingly, the report recommends removing the required Community Advisory Committee (CAC) from Education Code and to establish instead a proportional representation of parents of students with disabilities to serve on the Local Control Accountability Plan (LCAP) parent advisory committee. The attempt to align and reduce duplication may be well intentioned, but it ignores that the primary function of the CAC is to improve outcomes for students with disabilities within each LEA.

Per Education Code, each [SELPA Community Advisory Committee](#) is made up of a majority of parents of students with disabilities, but is often also made up of educators and community agency partners who come together specifically to create a network of support for students and families and to plan opportunities for learning and discussion *on issues of importance to them*. This includes extensive parent workshops and presentations from providers in the community, engagement with our Parent Training and Information Networks, Family Empowerment Center/Family Resource Center partners, Regional Centers, and more. It includes advocacy for students with disabilities at the school, district, SELPA, regional, and state levels. Additionally, CAC is a means for parents to help each other navigate how to meet their child's needs, how best to connect with their school districts and IEP teams, and how to proceed when disagreements occur. Many parents describe involvement with their SELPA CAC as having found an extended family of sorts. Angelika Markes, Baldwin Park USD's Parent Representative to the East San Gabriel Valley CAC, recently said:

"I received support through a Family Empowerment Center and two parents who are members of the CAC. Having access helped me through the IEP process which I normally find very stressful. This last IEP was the most productive, the goals we created are so much more meaningful and relevant to my daughter's needs. But most importantly, SELPA allows parents to make connections with other parents and people who value our children as productive members of our society."

While greater representation of parents of students with disabilities in the LCAP advisory process is certainly welcome, it is hard to imagine the type of value she describes could be provided solely through participation in district LCAP parent advisory committee meetings.

Nurturing Healthy Partnerships and Trusting Relationships

SELPA currently function as objective agencies that provide information and support to students, families, community partners, and school district staff and to ensure compliance with special education's multitude of requirements. This objectivity works to the benefit of the SELPA itself and of LEAs and families who often need support in navigating conflict in special education matters. Objectivity is crucial to ensure that students are provided with the programs and services needed, and that disputes are investigated and resolved in a fair, equitable manner. Because disagreements are inevitable, the SELPA provides alternative dispute resolution (ADR) for conflict that arises through the interaction of LEAs between each other or with the COE, or even with their SELPA pursuant to [Education Code 56205\(b\)\(6\)](#). In most multi-district SELPAs, the objectivity of the SELPA ensures that decisions are truly based on the best interests of students across the entire SELPA and not favoring particular LEAs or the county office of education.

Under the SEGA Report recommendations, not only would LEAs lose the objective advocacy the SELPA provides, but families would no longer have access to Community Advisory Committees (CACs), and would no longer receive the neutral dispute resolution provided through SELPAs across the state, as the report suggests that function should instead transition to the county office of education. Shifting this level of expertise to the COE is easier said than done and it would take years of training for COEs to become not only proficient but trusted by their communities. Katie Castruita, proud parent and CAC Chair for the East Valley Consortium SELPA, explains the power of alternative dispute resolution like this:

“For a lot of parents, with due process, once those bridges are burned, they can't get it back together. And if you have that problem when your child is three or four and they're staying until age 22, that's a long time to fight with people. With ADR, you guys can still keep working together, keep the communication flowing. And you know, the SELPA comes in with the ADR as this neutral third party. They're not pro-parent, they're not pro-school district. They're pro-your child and they want what is in your child's best interest.” [Making It Happen! SELPA Podcast Series “ADR” episode](#)

In conclusion, the combined recommendations above make it harder for us to achieve the statewide goals of increasing equity and improving student outcomes. Through the opt-out provision and direct funding of LEAs, we would be dismantling the regional structures that enable LEAs to meet student needs. *We cannot even begin to talk about equity or improving student outcomes if we know we will no longer be able to meet basic student needs.* **These recommendations will increase costs of providing special education programs and services and exacerbate staffing shortages. They ask us to risk allowing limited special education dollars to be used for alternative purposes. They prioritize isolationism and competition over collaboration and teamwork, creating a “Me” vs. “We” culture in what is already a highly complex and litigious environment.**

The Consensus

The SEGA Report *is* supportive of many things that SELPA Administrators of California have actively advocated for over many years, such as the prioritization of inclusive practices to move the needle on student outcomes, and the alignment of general education and special education.

Inclusion. Is. Everything.

The concept of inclusion is an issue of civil rights for students with disabilities, akin to all other prior civil rights movements in the U.S. In addressing this ongoing civil rights issue, the SELPA Administrators of California clearly understand it is the intent of IDEA that students with disabilities be educated in the [least restrictive environment](#) to the maximum extent possible. Our members have worked tirelessly to make this a reality, whether through the creation of inclusive preschools, learning center and co-teaching models, or in-district alternative programs that keep students at their home schools or on comprehensive campuses. We know the research absolutely bears out that greater time in general education is a strong predictor of improved outcomes, and we know that related indicators of student achievement such as graduation rate, drop-out rate, attendance, and discipline are also improved when students with disabilities are more fully included in general education. Specific proposals in the most recent budget related to expansion of the Supporting Inclusive Practices (SIP) project, for example, are essential first steps in this effort.

SELPA Administrators of California support proposals to identify and work intentionally to discontinue past practices and fiscal structures that are currently barriers to equitable access and inclusive practices, such as the removal of references in California law to the Resource Specialist Program (RSP) vs. Special Day Class (SDC) nomenclature that has perpetuated stereotypes, lowered expectations, and supported segregated educational environments. We believe that to be successful with implementation of inclusive practices, a focus on teacher and administrator preparation for general education and special education teachers is imperative. It must be a clear expectation that special education students are general education students first and foremost.

The role of SELPAs must be to apply our expertise in this area to support district and school site leaders, teachers, providers, and families with this transition and accelerate the provision of meaningful access to general education for students with disabilities. We must help all educators learn to speak a common vocabulary of equity and compassion when it comes to explaining the “why” of Multi-Tiered System of Supports (MTSS) for behavior and academics, PBIS, and Universal Design for Learning (UDL). This focused message must permeate all aspects of our work as SELPAs and in working with our LEAs.

Alignment As Soon As Possible

We generally agree with the SEGA Report recommendation regarding the need for increased transparency and alignment of the state’s general and special education accountability, monitoring, and technical assistance structure, and with regard to general and special education accountability activities. We also generally agree with the following SEGA recommendations:

- a. Continue to provide Statewide System of Support resources and to support inclusive practices for students with an IEP, for both general education and special education audiences.
- b. Collect data on technical assistance access by LEAs and distribution by technical assistance providers. Provide guidance on making supports available to the LEAs based on need and to LEAs on how to access resources and supports;
- c. Encourage inclusion of special education expertise and support in LCAP improvement planning and differentiated assistance. Build expertise of local leaders to plan for and direct inclusive preschool and transitional kindergarten programs.

The integration and alignment of continuous improvement efforts between county offices and SELPAs as best practice is long overdue. There is currently a considerable amount of duplication of effort and redundancy in the work SELPAs and COEs undertake that could be streamlined and improved. Lack of alignment has a direct impact on the ability of general and special educators to speak a common accountability vocabulary, prioritize improvement processes and actions, and truly collaborate to improve outcomes for all students including those with disabilities.

SELPA Administrators of California provides technical assistance and training to their LEAs for Special Education Plans (Targeted Review, Intensive Review, Preschool Intensive Review, Disproportionality Review, and Significant Disproportionality CCEIS Plans), Data-Identified Non-Compliance (DINC), and Data Verification Reviews. SELPA supports the work of LEAs and COEs with differentiated assistance for SWDs. Additionally, each LEA is now required by Education Code to consult with its SELPA on their Local Control and Accountability Plan (LCAP) specific to how the plans appropriately address the needs of students with disabilities.

True improvements for students with disabilities can only happen when the hard work is done to align currently competing accountability systems and plans. The CDE, including its Special Education Division, should work to ensure accountability activities are "congruent, efficient, non-duplicative, and integrated." [[One System Special Education Task Force Report, 2015.](#)] We believe the state should convene a think tank for the purpose of thoughtfully integrating selection, monitoring, and actionable improvement plan requirements for Special Education Plans and Local Control and Accountability Plans, and focused on making concrete recommendations and action plans to bring us closer to the State's vision of "One System." The integration of accountability systems should by design facilitate engagement in regular, meaningful collaboration between general education and special education. The efficiencies and competencies that stem from greater integration will inspire new understandings between general education and special education about equity and inclusive practices, which will in turn improve the services offered through the IEP process and enhance the educational experience of all students.

The CDE Special Education Division should intentionally expand collaboration and alignment with its grant-funded partners in technical assistance, such as the [System Improvement Leads \(SIL\)](#), SELPA Content Leads, [SPP-TAP](#), [CCEE](#), and [Supporting Inclusive Practices \(SIP\)](#). This collaboration can only improve the design and effectiveness of the overall accountability system, especially when it comes to meeting the needs of students with disabilities. Alex Gonzalez, Executive Director of

Special Education in San Jacinto Unified School District is already seeing a difference in supports provided through the Statewide System of Support:

“I can see a shift in the work that they’re asking districts to do when we’re identified for these accountability measures. And what we’ve done in our district to address differentiated assistance or items that are part of our quality assurance process indicators for the state performance plan is use improvement science to engage in addressing those areas of need. I’m really excited to approach the items that are still going to be required for us to address, but in a different way. And through the System Improvement Leads grant, the messaging is getting to our superintendents, to our school boards and we see more of a focus on actually improving our practice rather than improving a score.” [Making It Happen! SELPA Podcast Series, “Statewide System of Support” episode](#)

The CDE Special Education Division should actively partner with divisions across the entire Department to increase alignment and reduce duplication of efforts. The entire Department must create space for and an expectation that all of its various grant partners, including, but not limited to the California Collaborative for Educational Excellence (CCEE), SIL, SELPA Content Leads, and CCSESA Geographic Leads collaborate regularly to align their work, their messaging, and their resources to the field. Greater alignment and collaboration will result in more coherent and high-quality technical assistance and promote the State’s focus on a single statewide system of support.

The Design

A Word About The Association

SELPA structures range from single-district to multi-district to those designated as small and sparse, and still others operate as cooperatives under joint powers agreements. The type of support needed by each type of SELPA is currently almost solely provided by the SELPA Administrators of California Association, through monthly meetings and an active listserv for members. This is also the only body that provides the necessary onboarding for new SELPA administrators. Membership in the [SELPA Administrators of California](#) is completely voluntary, with minimal fees paid by each participating SELPA, however virtually all SELPAs choose to become members.

Unlike other major associations in the state, SELPA Administrators of California employs zero staff and it operates on the sheer volunteer power of its members, many of whom serve on multiple committees. Due to the complex and litigious nature of SELPA work, the Association boasts a wide [variety of committees](#) whose chairs and members must interact regularly with numerous state agencies to ensure members are informed on best practices, current issues, and trends in the field; that they maintain compliance with changes in special education law and fiscal requirements; and that they are included in conversations that will have an impact on students with disabilities in their SELPAs. Most often, SELPA administrators assist each other in determining the best way to interpret or implement new mandates, laws impacting students with disabilities, as well as case law.

To meet our current challenges, SELPA Administrators of California has identified several efficiencies and essential functions that could be part of a larger redesign of the SELPA support structure. For example, there is an identified need to formalize statewide structures and leadership in the area of [Alternate Dispute Resolution and Prevention](#) in a coordinated way to support LEAs, SELPAs, the CDE Complaints Division, and the Office of Administrative Hearings, utilizing current SELPA models and best practices from other states.

As an Association of volunteers, we acknowledge the occasional need for support in working through disagreements between LEAs or between LEAs and SELPAs related to governance and allocation. This support could include expert consultants and an intermediary to the CDE and State Board regarding size and scope appeals. While each SELPA is required to provide for dispute resolution in the event of disagreements between LEAs, or between LEAs and their SELPA, pursuant to Education Code, there is a need for a more well-defined process for LEAs to go through prior to appealing their SELPA status to the State Board of Education.

There is a definite need for a comprehensive SELPA technical assistance network to ensure the effective functioning of SELPA regional structures including [coordinated support, training, mentorship, and coaching for new SELPA administrators](#) and staff, including job-alike networks for all SELPA types, and with access to experts who can guide them in handling issues related to governance, allocation, and program pieces. Technical assistance providers would also give consistent attention, advocacy, and consultative support to Charter Schools, Charter SELPAs and Small and Sparse SELPAs to address their specific needs for fiscal and programmatic solutions in and other issues that will help them improve outcomes for their SWDs. Our Association also feels that a more intentional focus on strengthening SELPA could include development of some standardized processes for all SELPAs, and for particular SELPA types, to reduce duplication of effort and create a reasonable level of uniformity and efficiency.

There is a need to provide coordinated professional learning, marketing, and branding that will ensure parents, educational partners, superintendents, business officials, and the broader community understand how the SELPA functions to provide equity and improved outcomes for students with disabilities. SELPA Administrators should logically serve as the lead for referrals on any special education-related research and study questions posed by the Legislature, and utilizing the SELPA team of expert practitioners will ensure the most logical, practical solutions and recommendations are brought forward, and in a timely and cost-effective manner.

Benefits of the Current SELPA Design

The 2015 California Special Education “One System” Task Force report envisioned a unified and coherent educational system, recognizing that improvements in special education will improve education for *all* students. With this target in mind, the state should leverage SELPAs to provide both direct support to schools to help align multiple school-based improvement efforts into a cohesive, sustainable plan for LEA improvements. We know from experience that no two schools are alike. SELPAs have a strong track record of delivering high-quality services to help LEAs make progress along their unique improvement journeys, aiming to reach one destination.

SELPA's have significant knowledge and social capital. Because of their significant experience, SELPA's have accumulated knowledge about what works and can respond quickly to requests for services from LEA's. SELPA's are responsive and resourceful, and act as a resource for research and information on evidence-based models and best practices. They can also rapidly gear up to deliver services and customize the type of support and services based on local needs. SELPA's help to identify challenges or opportunities the LEA may not have recognized or acknowledged independently. Because of their work at multiple sites, SELPA's can also share what is happening in other LEA's to help create a better understanding for the need to sustain a commitment to improvement and effective implementation.

SELPA's are effective connectors and collaborators. SELPA's bring people and organizations together, and design more effective solutions to meeting academic and non-academic needs of students. Many SELPA's have connections to local public and private entities. They can be effective liaisons and brokers of community services. SELPA's support LEA's in ways that go beyond their own capacity by collaborating with one another. The network of all SELPA's offers unparalleled experience and skill, and shared knowledge and resources across the state.

SELPA's oversee efficient and effective operations while giving focused attention to students with disabilities. By acting as a shared service provider, SELPA's create economies of scale and contribute to the efficient use of resources between and among LEA's. SELPA's demonstrate their efficacy by saving LEA's time and money. The work of SELPA's is focused on providing specialized services and support to LEA's that address the needs of special populations. They already have significant assets in place to do this work. Some SELPA's also provide services to LEA's in hard-to-fill services positions such as occupational therapists, physical therapists, psychologists, preschool and special education teachers, among others.

SELPA's lead the work of data analysis to drive improvement. SELPA's recognize that all their member LEA's review and analyze data. SELPA's support and grow this capacity and provide additional assistance in facilitating data-driven insights and making conclusions actionable for special education students and programs. SELPA System Improvement Leads have created cutting edge data tools that allow LEA's and SELPA's to harness trend data for all students for the benefit of teams working on root cause analysis and using improvement science to develop the most effective monitoring plans possible.

SELPA's facilitate necessary engagement with educational partners and families. SELPA's regularly help LEA's with engagement of educational partners and can use their existing communications structures to help the state do the same. SELPA's provide the necessary objectivity to ensure parent voice is heard and disagreements can be resolved at the lowest level and at the lowest cost through dispute prevention and resolution. The SELPA structure provides inherent neutrality to resolve disputes and provide support to families. Given their presence in every corner of the state, SELPA's are an efficient mechanism for gathering partner input and feedback through their Community Advisory Committees (CAC), and for sharing critical information in partnership with families, regional centers, family empowerment centers, and parent training and information networks.

SELPA provide teacher and leader professional development. SELPAs have long provided leadership, planning and coordination to support beginning teachers and administrators with mentors. They understand how to provide effective professional development that is job-embedded, sustained and impactful. The depth and breadth of knowledge that SELPAs offer meet the needs among teachers and leaders for high quality professional development in all components of special education and effective interventions for struggling learners.

SELPA should be involved in the development and implementation of the State Systemic Improvement Plan and its broader vision for educational improvement. SELPAs can provide CDE with concepts, feedback and resources to ensure effective, efficient implementation of strategies within the state's plan. SELPAs should be tasked with serving as the locus for supports and initiatives designed to have impact at the local level. SELPAs have the capacity to advance the components of California's strategic plan and vision consistent with state priorities.

The Recommendations

Working for the best possible outcomes for students with disabilities, their families, and the staff who serve them, the SELPA Administrators of California has carefully analyzed the challenges and possibilities presented in this moment. We believe this is a real opportunity to transform the SELPA regional model to meet student needs for 2022 and in the future, and that the state would benefit from having a set of alternative proposals that soundly address **accountability**, demand **innovation** and engagement, and re-engineer the **design** of special education in California.

1. Clarify the role of SELPA in Education Code

Clearly state in Education Code and in the State Systemic Improvement Plan that, in addition to ensuring the provision of equitable, efficient sustainable programs and services across all regions of California through local decision-making, Special Education Local Plan Areas (SELPAs) are accountable for implementing local plans that focus on statewide priorities of equity, inclusive practices in the least restrictive environment, providing technical assistance, and improved outcomes for students with disabilities.

In formalizing the expanding role of SELPAs, additional language should include the following:

- SELPAs are accountable and answerable to the CDE, the Superintendent of Public Instruction, the Legislature, the State Board of Education, their SELPA Governing Boards, parents and community partners, and educational and agency partners.
- The development and adoption of a flexible, but meaningful, system of SELPA accountability through partnership and collaboration with the CDE and the SELPA Administrators of California, to include Annual Assurances Support Plan development and reporting, pursuant to Education Code 56122(c), on SELPA and LEA implementation and effectiveness on a range of standards and multiple indicators of progress.
- Each SELPA is part of a larger **“System Improvement Network”** whereby collaboration and alignment occurs between CDE, SELPAs, LEAs, and other Statewide Agencies (i.e., CCEE, COEs, Statewide System of Support) to (a) remove the silos that exist between general education and special education, and (b) accelerate the delivery of the direct technical assistance necessary to improve outcomes for students with disabilities. Designate the SELPA System Improvement Network as the state’s primary provider of special education support and technical assistance for all LEAs in California, a role that should be reflected in the State Systemic Improvement Plan.

2. Expand investments in the System Improvement Network

Legislatively commit funds for the structural, fiscal, and human resources necessary to speed and strengthen implementation of statewide priorities within LEAs and SELPAs across California, in collaboration with the CDE and partner agencies within the Statewide System of Support and beyond via the System Improvement Network.

As a means to achieve statewide priorities, fund the System Improvement Network to:

- Provide the long-term funding required not just to sustain, but to scale up with greater urgency, the support of SELPA System Improvement Leads and Content Leads in collaboration with the CDE and CCEE, in alignment with “One System” state priorities of improving outcomes for students with disabilities and related compliance monitoring.
- Provide support to CDE in identifying and monitoring those SELPAs in need of additional technical assistance or support that could be accessed through the **System Improvement Network** in order to prevent the need for more intensive monitoring, and to ensure students with disabilities are meaningfully provided for within each LCAP.
- Identify and work intentionally to discontinue past practices and fiscal structures that are currently barriers to equitable access and inclusive practices.
- Operate statewide Alternate Dispute Resolution activities, including professional development, and low- or no-cost mediation services, facilitated by SELPA leadership.
- Create other necessary consultative units to address governance and allocation issues; SELPA administrator coaching and professional development; Charter Schools, Charter SELPA, and Small and Sparse issues; lead research efforts on statewide special education studies; and provide professional development about the SELPA structure.

3. Provide SELPA-specific funding in AB 602

Establish a new and distinct AB 602 allocation for “Regionalized Services/Statewide Priorities,” to directly support the alignment of SELPA structures within the System Improvement Network to improve outcomes for SWDs according to statewide priorities.

In funding the expanded role of each SELPA, include:

- A new and distinct AB 602 allocation for “Regionalized Services/Statewide Priorities,” using an allocation calculation similar to “Regionalized Services/Program Specialists,” and restricted to activities and supports identified through the Annual Assurance Support Plan.
- A requirement that each SELPA assures it will provide the requisite core SELPA staffing to meet monitoring plan requirements and CDE mandates and expectations, and to engage more fully with the **System Improvement Network** in other activities aligned with the vision of the 2015 “One System” Task Force.
- Prioritized development and implementation of effective SELPA Annual Assurance Support Plans, pursuant to Education Code 56122(c), with increased SELPA support to LEAs in creating Local Control Accountability Plans that meaningfully address the needs and supports to be provided to students with disabilities.
- Flexibility for SELPAs to utilize these funds to support not only the completion of the SELPA Annual Assurances Support Plans as mandated in Education Code 56122(c), but also for additional program specialist-specific work (technical assistance, compliance, professional development and coaching), as well as essential data quality, compliance monitoring, and fiscal activities provided by other certificated and/or classified staff.

4. Remove barriers to Inclusion and build inclusive supportive practices

Remove Education Code nomenclature that contributes to segregated student placements, assure key teacher and administrator credentialing faculty are trained in inclusive practices, and provide that future legislation related to educational practice promotes inclusive practices.

- Identify and work intentionally to discontinue past practices and fiscal structures that are current barriers to equitable access and inclusive practices, such as the removal of references in California law to the Resource Specialist Program and Special Day Class nomenclature that has perpetuated stereotypes, lowered expectations, and segregated educational environments.
- Assure that all administrative services credential candidates complete fifteen hours of instruction in inclusive practices for general education as part of the credentialing process.
- Assure that all faculty at Institutes of Higher Education and other teacher and administrator general education credentialing programs be trained in Universal Design for Learning and other inclusive practices so they can support all of their credential candidates in understanding the essential need for these practices, and assure that these faculty demonstrate that they are working directly with schools that are implementing model inclusive practices.
- Provide that all bills mandating educational policy and practice include relevant elements of inclusive practices, especially giving direction to general education administrators and teachers on how to support students with disabilities in general education classrooms using evidence based practices.
- Fund model sites for demonstrating UDL and inclusive practices through the Supporting Inclusive Practices (SIP) and SIL (System Improvement Leads) projects, requiring that those funded publish their data and act as technical assistance providers to other LEAs.

Additional Resources

General

[SELPA Administrators of California](#) website
[The Formation of SELPAs](#) background information
[Master Plan for Special Education - Annual Evaluation Report](#), 1980-81
[CDE 2019 Memorandum to the State Board of Education](#)
[The Local Plan Explained](#) with sample local plans
[Supporting New Directors](#)
[SELPA Student Stories Brochure](#)
**** ALL NEW** - [SELPA Making It Happen Podcast Series](#) (*Episodes on Finance, Statewide System of Support, ADR, Equity, and Shared Service Models*)

Alignment and Statewide Priorities

[SELPAs Within A Changing Educational Landscape White Paper](#), September 2017
[Statewide System of Support](#)
[Compliance Monitoring](#)
[Equity and Disproportionality](#)
[SELPA Compliance Monitoring White Paper](#), July 2021

Alternate Dispute Resolution

[Alternate Dispute Resolution](#), including ADR Conference and Pepperdine Partnership

Fiscal Information

[Overview of Special Education Funding Models](#), Legislative Analyst's Office, December 2021
[Fiscal Historical Background](#)
[Fiscal Resources and Support](#)
[Transformational Funding for Transformational Action](#), *ACSA Leadership Magazine*, Nov 2021

Education Code and Other Legal References

[Legal Opinions on OSEP letters re: ESAs](#), courtesy of Fresno County SELPA and Butte SELPA
[OSEP Verification Visit \(2010\)](#)
[AB 130 Trailer Bill language](#)
[Education Code 52062\(a\)\(5\)](#) (LCAP meaningful consultation)
[Education Code 56122 \(c\)](#) (seen also in SB 98, Sec 62; and AB 1808)
[Education Code 56195.1](#) (Local Plans)
[Education Code 56205](#) (Elements of the Local Plan: State Requirements)
[Education Code 56207](#) (Program Transfer)
[Education Code 56836.23](#) (Regionalized Services/Program Specialists)
[Education Code 56836.24](#) (Regionalized Services/Program Specialists)
[Summary of all references to "SELPA" or "Special Education Local Plan Area" in Ed Code](#)
[Summary of all references to "RSP" and "SDC" nomenclature in Ed Code](#)

For further information, please contact:

Alice Kessler, Governmental Relations Consultant, kesslera@gtlaw.com
 Erin Evans-Fudem, Governmental Relations Consultant, erin@lh-pa.com

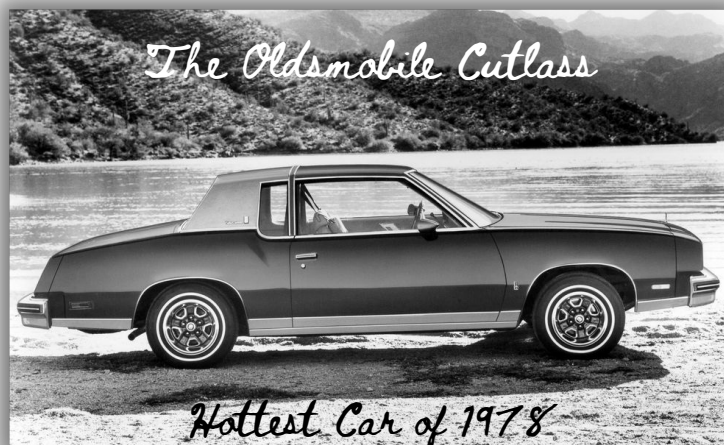
SELPA Accountability, Innovation & Design

An IDEA Whose Time Has Come

For over forty years, Special Education Local Plan Areas (SELPA), in partnership with the California Department of Education (CDE), have provided programs, services, and support to students with disabilities (SWDs), their families, and local educational agencies (LEAs), and have successfully implemented numerous federal and state education reform efforts. The State's continued investment in and reliance on well-established SELPA regional structures demonstrates the high levels of trust, effectiveness, and quality support SELPAs provide.

Over the past several decades, the number of SWDs has consistently grown to over 760,000, and trends show students are being identified with more significant disabilities. The costs of providing programs and services has grown significantly, the federal Individuals with Disabilities Education Act (IDEA) contribution has diminished, and LEA general fund contributions have increased. At the same time, improved accountability systems have required greater focus and attention on statewide priorities to address equity and improve student outcomes.

There is great variety among SELPAs in type and structure, level of interaction with general education, and in the amount of centralized SELPA supports they provide, all based on their unique structures and local priorities. Some LEAs are large enough to be their own SELPA, while other SELPAs consist of two to over 30 LEAs who team together to provide a continuum of options for all students within their boundaries. Some SELPAs allocate most of funding to LEAs while others reserve some funding for regionalized programs utilized by member LEAs. This variance is allowed and expected, and it is explained in each SELPA's approved local plan.



The original design and focus on of the SELPA structure was based on the needs and requirements of IDEA in 1978 terms, which was primarily to ensure access and educational opportunity for SWDs and to give SELPA governing boards flexibility in the local decision-making necessary to provide these programs and services to their communities in economies of scale.

While that need remains, the reauthorization of the ESEA as the No Child Left Behind Act and subsequent reauthorization of IDEIA in 2004 IDEIA shifted our focus from "access and opportunity" to "accountability and improving outcomes," even adding an "I" for "improvement" to "IDEA." As California developed its plans for accountability, the SELPA structure has remained relatively unchanged.

We have a rare opportunity, right now, to re-engineer our SELPA structure for the next half of the 21st century and beyond by acknowledging, and planning for, the growing emphasis on accountability; by leveraging and strengthening coordinated state-level technical assistance leadership; and by giving greater attention and support to California's focus on improving student outcomes at the SELPA level.

SELPA Accountability, Innovation & Design

Designing Forward to Improve Student Outcomes

Reimagining the role of SELPAs for the present day and beyond will require a unity of purpose and action by the Legislature and educational partners at all levels. California's vision for special education is guided by the principles of equity, inclusive practices, local decision-making, accountability, transparency, and alignment. To achieve this vision, the SELPA Administrators of California offers **FOUR** overarching recommendations that will reestablish the role of SELPAs as agents of strategic change in partnership with the state and LEAs. Acting on these recommendations begins with a shared recognition of the vital role SELPAs play and a willingness to engage them in the important work ahead.

1 Clarify the role of SELPA in Education Code

Clearly state in Education Code and in the State Systemic Improvement Plan that, in addition to ensuring the provision of equitable, efficient sustainable programs and services across all regions of California through local decision-making, SELPAs are accountable for implementing local plans that focus on statewide priorities of equity, inclusive practices in the least restrictive environment, providing technical assistance, and improved outcomes for students with disabilities.

2 Expand investments in the System Improvement Network

Legislatively commit funds for the structural, fiscal, and human resources necessary to speed and strengthen implementation of statewide priorities within LEAs and SELPAs across California, in collaboration with the CDE and partner agencies within the Statewide System of Support and beyond via the System Improvement Network.

3 Provide SELPA-specific funding in AB 602

Establish a new and distinct AB 602 allocation for Regionalized Services for "Statewide Priorities" or "System Improvement" to directly support the alignment of SELPA structures within the System Improvement Network to address the statewide priorities of achieving equity, improving outcomes for SWDs, and creating more inclusive educational environments.

4 Remove barriers to inclusion and build inclusive supportive practices

Remove instances of Education Code nomenclature that contribute to segregated student placements; ensure that key teacher and administrator preparation faculty and credential candidates are well-trained in inclusive practices; require state-level review of appropriate staffing levels and requisite funding; and provide that future legislation related to instruction promotes inclusive practices.





Governor's 2022-23 State Budget Proposals

Special CAFSE Meeting—January 14, 2022

Presented By:

Michelle McKay Underwood, Legislative Advocate, School Services of California Inc.
Kyle Hyland, Legislative Advocate, School Services of California Inc.

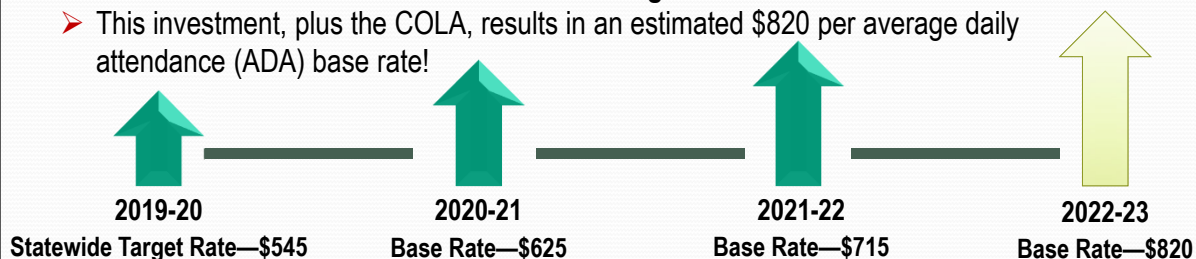
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Special Education Base Funding



Governor Gavin Newsom reinforces his commitment to young children and students with disabilities by proposing an integrated package of investments in early prevention and intervention and proposes commitments for ongoing special education funding

- 5.33% cost-of-living adjustment (COLA) applied to the base, low incidence funds, out-of-home-care funding, and PS/RS
 - Special education early intervention funds do not receive COLA
- **Additional \$500 million increase to base funding**
 - This investment, plus the COLA, results in an estimated \$820 per average daily attendance (ADA) base rate!



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Proposed Policy Adjustments for Special Education Funding Formula



The 2019-20 State Budget called for policy changes underscoring the state's commitment to improving special education instruction and services, and the Governor proposes these policy adjustments as part of the \$500 million special education funding proposal:

- **Amend** the special education funding formula to calculate special education base funding allocations at the local educational agency (LEA) level rather than the Special Education Local Plan Area (SELPA) level, but retain flow of funds to SELPAs
 - The Administration noted their assumption that this transparency will prompt local discussions around special education allocations
- **Consolidate** special education extraordinary cost pools into a single \$6 million pool
 - The Department of Finance (DOF) does not plan to make programmatic changes to the pools
- **Allocate** Educationally Related Mental Health Services (ERMHS) funding (which was made flexible in 2020-21) directly to LEAs
 - Currently unknown whether funds would be sent to district of residence or service

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Special Education Proposed Policy Amendments



- Incorporate a **Special Education Addendum** to the Local Control and Accountability Plan (LCAP)
 - Link special education and general education planning
 - Target inclusion of parents of students with disabilities in the LCAP development process
 - Unlikely to be ready for LEAs until after the current adoption cycle of 2022-23
- Create a special education resource lead to develop comprehensive Individualized Education Program (IEP) best practices and establish an expert panel to create a **model IEP template**
- Establish an **alternate diploma** and alternative coursework options for students with disabilities to demonstrate completion of the state graduation requirements

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Early Education Investments



- **Inclusive Early Education Expansion Program**
 - \$500 million one-time funds for infrastructure necessary to support general and special education students in inclusive classrooms
- **Preschool**
 - \$110.6 million to the State Preschool Program to fund new requirements for providers to serve at least 10% students with disabilities

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Early Literacy Investments



- **The Governor proposes to invest \$760 million one-time in early literacy efforts within Proposition 98**
 - \$500 million in grants available over five years for high-needs schools to train and hire literacy coaches and reading specialists
 - \$200 million in grants for LEAs to create or expand multi-lingual school or classroom libraries offering culturally relevant texts to support reading instruction
 - \$60 million to provide training for educators on effective use of early identification tools (see below)
- **Other initiatives outside Proposition 98 include:**
 - \$2 million one-time to incorporate early identification for learning disabilities into preschool assessment tools, including a process for follow-up by expert evaluators
 - \$10 million to develop a partnership between the California Department of Public Health (CDPH) and the First 5 California on the Books for Children Program

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Special Education Impact—Other Investments



- **Early Childhood**
 - \$849,000 to the California Department of Education (CDE) to strengthen the transition process from federal Part C Early Start to Part B for students with IEPs
 - \$10 million to promote inclusion in preschool of three to four-year-olds served by regional centers
 - \$3.2 million for Individuals with Disabilities Education Act (IDEA) specialists at regional centers
 - \$1.2 million to improve inclusive services to the Early Start Program
- **Dyslexia Research**
 - \$10 million one-time to support the University of California San Francisco Dyslexia Center

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Initial Impressions—Good Things



- ☑ **COLA and \$500 million equate to a nearly 15% increase in base special education funding**
 - ☑ No change to a weighted student formula nor a statutory elimination of SELPAs
 - ☑ Base funding continues to flow to SELPAs
 - ☑ Calculation at the LEA level may resolve issues for multidistrict SELPAs when growth/decline in member LEAs cancel each other out and result in more funding overall
- ☑ **Special Education LCAP Addendum likely to increase focus on students with disabilities by LEAs**
- ☑ **Facilities funds to create inclusive settings**
- ☑ **Pressure on state preschool to include more preschoolers with disabilities**

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Initial Impressions—Considerations



- ☐ Will the base grant increase resolve maintenance of effort (MOE) issues locally from 2021-22 one-time money for all LEAs?
- ☐ Will the ERMHS redirection to LEAs cause erosion of mental health services?
 - ☐ How might this affect local collaboration?
- ☐ Will the Administration be satisfied with these formula changes or would further changes come in future State Budgets?
- ☐ Will Necessary Small SELPAs still get the critical reimbursement needed from the extraordinary cost pool?

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Questions?



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Why Inclusive Education? For Educational Leaders

It is essential for educational leaders to fully understand, and become active advocates for, the inclusion of students with disabilities in the least restrictive environment. Successful implementation of inclusive practices requires commitment, planning, and effort, which are made easier when the educational community realizes the benefits of educating students in the least restrictive environment. This set of talking points was developed to help leaders who may be faced with questions about the various impacts of inclusion. Beyond this document, it is critical that leaders allocate the fiscal and human resources necessary to accomplish the goal of building inclusive school and district cultures.

Because we have to...

It's the Law

- Inclusion, access, and equity are social justice and civil rights issues that people before us fought long and hard for, so that persons with disabilities would not be left out of the educational system or institutionalized, and could learn and become contributors to society.
- The Code of Federal Regulations §300.114(a)(2) provides that *"each public agency must ensure that (1) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (2) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."*
- The US Department of Education and the California Department of Education both monitor compliance and performance indicators for least restrictive environment for students with disabilities (SWDs) which is measured by the actual percentage of time they spend in general education settings, which is a required part of every IEP document.
- LEAs are already monitored in least restrictive environment (LRE) by race and ethnicity and for the number of SWDs in separate schools, and repeated failure to meet targets can result in a disproportionality determination.
- There is currently much public attention about the fact that California ranks toward the bottom in the amount of SWDs who spend 80% or more of their day in general education. Although we currently meet the state target, we are well below where we could and should be.

- Preschool least restrictive environment indicators have also come online and LEAs may be found out of compliance for not including preschool SWDs among their general education peers. Preschool LRE has been declining since 2016.
- LRE performance may soon be data that is represented for every school and LEA on the California Dashboard within either school engagement or school climate statewide priorities, and may eventually contribute to identification for differentiated assistance.

Because we should...

Shifting School Culture

- Staff share a belief that all students should have equal access to an appropriate education and that all students should learn alongside their same-age peers.
- The focus of education is on the student's abilities, not disabilities.
- Staff have high expectations for all students and SWDs who are in inclusive classes are absent less often. SWDs are more engaged and invested when participating in general education.
- The stigma of the special education label is removed the more SWDs are considered as any other student on campus and barriers to general education access are removed.
- Non-identified students become accepting and understanding of one another's abilities, talents, personalities, and needs.
- Research shows that their peers benefit, too. They're more comfortable with and more tolerant of differences. They also have increased positive self-esteem and diverse, caring friendships.

Providing models for communication, social skills, academics, and behavior

- Meaningful relationships and friendships develop as students spend quality time with one another and previously segregated SWDs develop confidence in their ability to interact with one another and the world around them.
- SWDs develop stronger skills in reading and math and their achievement on statewide testing is improved.
- Students are able to learn new classroom skills and routines within general education and be around models for academics.
- Fewer disciplinary incidents and suspensions occur when SWDs are in general education for greater amounts of time.
- SWDs who are more fully included are also more likely to obtain jobs and pursue education after high school.

Because it makes programmatic sense...

Working Smarter

- Students with disabilities are general education students first and foremost.
- In an inclusive classroom, general education teachers and special education teachers work together to meet the needs of all students and there is naturally more student-centered discussion about how to make the general education classroom successful for all students.
- School district leaders can leverage inclusive practices work in MTSS, Universal Design for Learning, multisensory instruction, and assistive technologies to improve the performance of *all* students.
- Improvements in the area of inclusive practices produces gains in multiple performance and compliance indicators at the same time, since greater inclusion helps graduation rate, drop-out rate, absenteeism, student achievement, discipline and suspension, and post-secondary outcomes.
- Teachers in inclusive schools are more highly trained and skilled at delivering appropriate, student-centered curriculum in differentiated instruction according to student ability level.
- Various resources and assistive technologies are more available than ever for SWDs, and in inclusive schools, staff makes an effort to learn these technologies to better reach and teach all learners.

Because it is financially smart...

Being Proactive

- As an early intervention, the greater access to general education, the fewer students will require a special education label and related services down the road.
- Some believe there is special education funding available to create places for SWDs to be educated, not realizing that those dollars are inadequate and thus spent before they've arrived. Sixty-seven percent (67%) of the cost of educating SWDs comes from the LCFF general fund.
- We create future taxpaying citizens, and the more SWDs are able to learn and achieve by removing any unreasonable barriers to their education, we can create better economic outcomes.
- There is a potential transportation savings in not transporting students to special day classes at other locations.

[Summary of the Evidence on Inclusive Education](#), from the Alana Institute and ABT Associates, August 2016.



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF DECEMBER 6, 2021, REGULAR MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

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

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:02 p.m. via Zoom (**Meeting ID: 955 0415 9398**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk
 Antonio Garcia
 Anne Hubbard, Chairperson
 Randal Haggard, Vice-Chairperson
 Hilda Maldonado
 Luke Ontiveros
 Susan Salcido

Members Absent: Trevor McDonald

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

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Anne Hubbard welcomed all guests to the meeting.

E. SBCSELPA Executive Director's Report

Ray Avila highlighted item #5 in his Executive Director's Report regarding the F3 Law Firm presentation about Transgender population. This presentation was presentation at the State SELPA meeting in November 2021 and Ray has provided the PowerPoint presentation in the agenda to share. Ray also shared that the SBCSELPA is working with F3 Law Firm to coordinate having this presentation offered as a professional development in our County soon. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

Motion to Approve: Randal Haggard **Second:** Luke Ontiveros

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

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

- A. **Minutes of November 1, 2021 Regular Meeting**
- B. **Ratification of Payment of Claims:** 01-669688 - 01-669704, 01-670727 – 01-670734, 01-671594 – 01-671611, 01-672380 – 01-672393, 01-673439 – 01-673482.
- C. **Santa Barbara County Education Office (SBCEO) School Business Advisory Services (SBAS) Request for Authorized Signatures Forms**

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

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

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

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

VI. **PRESENTATION**

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

Rachel Wigle presented information related to the SBCSELPA First Interim Report for Fiscal Year 2021-22. She provided the JPA Board with information related to what comprises the First Interim Report, beginning with a review of the schedule of SELPA budget reviews that occur throughout the year. She explained that the First Interim is the mid-year budget test that is required by the CA Ed Code and this year the SELPA will be reporting a positive certification. 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 some of the biggest changes was in Salary & Benefits due to the 3% COLA that the Board approved; ADR funding with the SBCSELPA receiving nearly \$250k in revenue; and the addition of Fund 10 Budget this year. Rachel also reviewed the ending fund balances that the JPA Board approved and have been included in the First Interim report, along with the Board approved allocations for undesignated balances. New this year is the inclusion of information regarding the ADR and Learning Recovery one-time 21-22 funding due to COVID-19 learning loss and this money has already gone out to the districts. Rachel provided a detailed comparison chart of FY 21-22 First Interim compared to FY 21-22 Adopted Budget. Lastly, she reviewed the multi-year projection of revenue and expenses. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. Certification of First Interim Report for Fiscal Year 2021-2022

1. Narrative and chart of First Period Interim revenues and expenses
2. First Period Interim Report

Recommendation: The JPA Board approve the First Period Interim Report for Fiscal Year 2021-2022 as presented.

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

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

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

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

1. SBCEO Request

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

Motion to Approve: Hilda Maldonado **Second:** Amy Alzina

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

Ray Avila introduced the item and shared that Kirsten Escobedo was joining to share more details about this request. Kirsten reviewed the request and that it is to maintain the current program for the 2022-23 school year at Arellanes Junior High. The Local Plan requires that when a class size drops below 60% of the 8-10 recommended students then it must be presented to the JPA Board for approval. It is anticipated that Arellanes will drop below 60% so the request is to maintain the program and keep it open. There are 3 programs within the North County that serve elementary and junior high students with moderate to severe disabilities, among those 3 classes next year they are projected to have approximately 16 students. Essentially, they would like to redistribute, through the IEP process, the total numbers of students in each program so that they are about even with 5-6 students in each class. This is a request that has been brought forward a couple of years previously. As a note if the Arellanes program was to be closed then there wouldn't be a program in Santa Maria to serve those students. The board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

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

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

1. SBCEO Request

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

Motion to Approve: Randal Haggard **Second:** Luke Ontiveros

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

Ray Avila introduced the item and shared that Kirsten Escobedo was joining to share more details about this request. Kirsten reviewed the request and shared that this is a program that is available to serve students in all the South County program, students with significant disabilities. It is projected that there will be 4 possibly 5 students in the program next year, and so they are requesting that they maintain the program available to the students currently in the program. Currently the program is staffed with 4 paraprofessionals, and they are recommending that they reduce that down to 3 paraprofessionals and maintain the 1 LVN who supports that program due to an IEP service that is required. The board was satisfied; there were no questions or comments.

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

1. Resolution 21-22-02

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

Motion to Approve: Hilda Maldonado **Second:** Antonio Garcia

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

Ray introduced this agenda item and in compliance with the Brown Act this resolution is being presented to allow for the February 2022 Regular JPA Board meeting to be held virtually. Thus, due to the 30-day time requirement it will require a special meeting to be held in January 2022 to adopt the resolution for the virtual meeting in February 2022. So, this current resolution is being presented to allow for a virtual special meeting to be held in January 2022 to adopt an additional resolution to allow for the February 2022 meeting to be held virtually. The board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

VIII. ITEMS FOR INFORMATION AND DISCUSSION

A. JPA Board Membership Discussion/Update

1. 2021-22 JPA Board Membership Chart

Ray Avila reviewed this item and shared that in preparation for entering the new calendar year and for the retirement of JPA Board member Luke Ontiveros his seat will need to be filled by a new board member. Ray expressed his sincere gratitude for the service Luke provided during his time on the JPA Board. Ray conveyed that in an effort to fill the vacancy that is being created by the departure of Luke he reached out to Holly Edds, Superintendent of Orcutt Union School District, regarding becoming a potential JPA Board member. Holly was pleased to be presented with the opportunity to become a JPA Board member, representing the North County school districts. Ray confirmed that Holly would be sworn in as the newest board member at the February 2022 JPA Board meeting. The Board was satisfied; there were no questions or comments.

B. SBCSELPA “Winter Break” Closure

Ray introduced this item and shared that this was and fyi for the Board, sharing that the SBCSELPA office would be closing for a winter break, returning January 3, 2022. The Board was satisfied; there were no questions or comments.

C. SBCSELPA Professional Development

Ray Avila introduced this item and thanked Jennifer Connolly, SBCSELPA Coordinator, and all the providers who give professional developments throughout the County, they continue to do an amazing job. Jennifer Connolly shared that we have had a wonderful year of professional development, reminding the Board that most of the offerings are recorded and saved on the SELPA YouTube channel for anyone to access at any time. Jennifer shared that in the upcoming month we have an adaptive P.E. training and various network meetings. The next year, starting in January 2022 we will be returning to in-person CPI trainings, which we are eager to begin, of course taking all the necessary safety precautions. The Board was satisfied; there were no questions or comments.

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

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

E. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

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

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

IX. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

Randy Haggard brought up the topic of late pass through of Federal revenues to the SYVSEC, that is beginning to create some rather complicated cashflow issues for the rather simple organization in the Valley. Randy thinks it would be helpful if there could be some joint communication, as he understands this is a California issue that the money is being held-up, but he honestly doesn't know the answer to that, but he does know that it does affect some districts in different ways. He would appreciate the opportunity to communicate, from the SELPA Board, if possible, to hopefully leverage a little bit of a stronger voice to hopefully see things move along a little bit more quickly. Anne Hubbard inquired if anyone knew of anyone proposing some sort of template or bullet points form entities. Ray shared that he did inquire with the State SELPA Association and as of now they have intent of creating a document, memo, whitepaper to OSEF, but they are in collaboration & communication with CASBO because this type of delay in Federal funding is not just affecting the special education fund but other funds as well, so hopefully something will be rolling out from CASBO soon. There were no other requests for future agenda items.

Next Scheduled JPA Board Meeting:

Date: February 7, 2022

Time: 12:00 p.m.

Location: Via Zoom due to COVID-19 & AB 361

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM

There were no public comments.

XI. CLOSED SESSION: The JPA Board adjourned to Closed Session at 12:45 p.m.

A. Termination of SBCSELPA WRAP Facilitator

B. Evaluation of the SBCSELPA Executive Director

XII. RECONVENE TO PUBLIC SESSION: Anne Hubbard called the meeting back into Public Session at 1:58 p.m. The Board took action as appropriate.

XIII. ADJOURNMENT

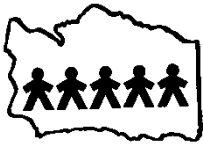
The meeting was adjourned at 1:58 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF JANUARY 18, 2022, SPECIAL MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

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

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:02 p.m. via Zoom (**Meeting ID: 984 8618 0149**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk
 Antonio Garcia
 Anne Hubbard, Chairperson
 Randal Haggard, Vice-Chairperson
 Trevor McDonald
 Hilda Maldonado
 Susan Salcido

Members Absent: None

Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board,
 and other SBCSELPA staff:
 Lindsay MacDonald, SBCSELPA Office Manager
 Holly C. Edds, Ed.D., Superintendent, Orcutt Union School District
 Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Anne Hubbard welcomed all guests to the meeting.

II. PUBLIC COMMENTS

There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

There were no additional emergency items presented.

IV. CONSENT AGENDA: No Consent Agenda.

V. PRESENTATION: No Presentation.

SBCSELPA JPA BOARD
MINUTES OF JANUARY 18, 2022 SPECIAL MEETING

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

A. **Resolution 21-22-03 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings for Regular Board Meeting on February 7, 2022**

1. Resolution 21-22-03

Recommendation: The JPA Board approve the Resolution 21-22-03 Authorizing the February 7, 2022 JPA Board Regular Meeting to be held virtually as presented.

Motion to Approve: Randal Haggard **Second:** Antonio Garcia

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

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

VII. **MISCELLANEOUS AGENDA ITEMS**

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

There were no requests for future agenda items.

B. **Next Scheduled JPA Board Meeting:**

Date: February 7, 2022

Time: 12:00 p.m.

Location: Via Zoom due to COVID-19 & AB 361

VIII. **ADJOURNMENT**

The meeting was adjourned at 12:05 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

Checks Dated 11/24/2021 through 01/26/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-673500	11/30/2021	Alison Lindsey	01-5910		175.00
01-673501	11/30/2021	BCMC Services, Inc.	01-5860		750.00
01-673502	11/30/2021	Frontier	01-5910		124.24
01-673503	11/30/2021	Graciela Vega	01-5910		175.00
01-673504	11/30/2021	Hearing Consultants Of Calif.	01-5800		240.00
01-673505	11/30/2021	Lisa Foote	01-5910		175.00
01-673506	11/30/2021	Natalie Facio-Leon	01-5910		175.00
01-673507	11/30/2021	Philbert Pandac	01-5910		175.00
01-673508	11/30/2021	Rosy Bucio	01-5910		175.00
01-673509	11/30/2021	Stephan Salter	01-5910		175.00
01-673510	11/30/2021	Stephanie Guertin	01-5910		70.00
01-673511	11/30/2021	Victoria Navarro	01-5200		42.56
01-674653	12/07/2021	Barbara Katic	01-5200		161.28
01-674654	12/07/2021	BCMC Services, Inc.	01-5860		450.00
01-674655	12/07/2021	Big Green Cleaning Company	01-5860		365.00
01-674656	12/07/2021	Copper Hills Youth Center	01-5890		12,816.00
01-674657	12/07/2021	Frontier	01-5910		290.01
01-674658	12/07/2021	Goleta Union School District	01-7281		133.03
01-674659	12/07/2021	Graciela Vega	01-5200		339.58
01-674660	12/07/2021	Lava Heights Academy	01-5890		24,134.00
01-674661	12/07/2021	Sage Communications, Inc.	01-5910		491.61
01-674662	12/07/2021	Stephanie Guertin	01-5200		470.00
01-674663	12/07/2021	X Tech Laser Printing Inc.	01-5860		162.84
01-675513	12/14/2021	ALD Telecom	01-5910		64.42
01-675514	12/14/2021	Alison Lindsey	01-5300		1,151.91
01-675515	12/14/2021	Chelsea Oftedal	01-4310		32.31
01-675516	12/14/2021	Goleta Union School District	01-5860	21,669.52	
			01-7281	2,594.62	24,264.14
01-675517	12/14/2021	Great America Financial Svcs.	01-5860		160.65
01-675518	12/14/2021	Hearing Consultants Of Calif.	01-5800		240.00
01-675519	12/14/2021	Lindsay MacDonald	01-5910		40.06
01-675520	12/14/2021	Lisa Foote	01-5200		148.96
01-675521	12/14/2021	Natalie Facio-Leon	01-5200		445.20
01-675522	12/14/2021	Provo Canyon School, Inc.	01-5890		13,490.00
01-675523	12/14/2021	Sparkletts	01-5860		119.31
01-675524	12/14/2021	Stanley Convergent Security So	01-5860		66.14
01-675525	12/14/2021	Staples Business Credit	01-4310		86.28
01-675526	12/14/2021	Stephan Salter	01-5200		158.48
01-675527	12/14/2021	Verizon Wireless	01-5910		216.83
01-676585	12/21/2021	Barbara Katic	01-5860		3,000.00
01-676586	12/21/2021	Bridging Voices-Uniendo Voces	01-5800		1,000.00
01-676587	12/21/2021	Cpr Computer Services	01-5860		1,200.00
01-676588	12/21/2021	Emily Hattouni	01-5860		3,000.00
01-676589	12/21/2021	Emma Pierini	01-5860		3,000.00
01-676590	12/21/2021	Frontier	01-5910		103.65
01-676591	12/21/2021	Lrp	01-4300		389.50

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

ESCAPE ONLINE

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Checks Dated 11/24/2021 through 01/26/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-676592	12/21/2021	Luisana Suchilt	01-5860		3,000.00
01-676593	12/21/2021	Monica Galindo	01-5860		3,000.00
01-676594	12/21/2021	Nicholas Scheel	01-5860		3,000.00
01-676595	12/21/2021	Patterson Associates	01-5600		6,199.00
01-676596	12/21/2021	Ray Avila	01-5200		1,180.66
01-676597	12/21/2021	Rosy Bucio	01-5200		569.30
01-676598	12/21/2021	Santa Maria-Bonita School Dist	01-7281		5,598.70
01-676599	12/21/2021	Stanley Convergent Security So	01-5860		206.46
01-676600	12/21/2021	Stephanie Guertin	01-4300		6.58
01-676601	12/21/2021	Visa	01-4300	602.77	
			01-5200	4,495.40	
			01-5800	358.97	5,457.14
01-677894	01/11/2022	Barbara Katic	01-5200		403.20
01-677895	01/11/2022	Big Green Cleaning Company	01-5860		365.00
01-677896	01/11/2022	Copper Hills Youth Center	01-5890		12,874.00
01-677897	01/11/2022	Eide Bailly LLP	01-5810		8,160.00
01-677898	01/11/2022	Fagen Friedman & Fulfroost LLP	01-5800		2,372.50
01-677899	01/11/2022	Frontier	01-5910		434.59
01-677900	01/11/2022	Goleta Union School District	01-5860		18,349.29
01-677901	01/11/2022	Great America Financial Svcs.	01-5860		160.65
01-677902	01/11/2022	Jane Harpster	01-4310		689.11
01-677903	01/11/2022	Lisa Foote	01-5200		200.48
01-677904	01/11/2022	Lompoc Unified School District	01-7281		580.29
01-677905	01/11/2022	Natalie Facio-Leon	01-5200		253.68
01-677906	01/11/2022	Sage Communications, Inc.	01-5910		491.61
01-677907	01/11/2022	Santa Barbara Charter School	01-7281		4,458.83
01-677908	01/11/2022	Sparkletts	01-5860		61.86
01-677909	01/11/2022	Staples Business Credit	01-4310		66.02
01-677910	01/11/2022	Stephanie Guertin	01-4300	10.78	
			01-5200	794.75	805.53
01-677911	01/11/2022	U.S. Bank Equipment Finance	01-5860		259.59
01-677912	01/11/2022	Verizon Wireless	01-5910		294.10
01-677913	01/11/2022	X Tech Laser Printing Inc.	01-5860		123.59
01-678784	01/18/2022	Great America Financial Svcs.	01-5860		160.65
01-678785	01/18/2022	Heritage School	01-5890		4,290.00
01-678786	01/18/2022	Lava Heights Academy	01-5890		12,369.00
01-678787	01/18/2022	Provo Canyon School, Inc.	01-5890		20,226.00
01-678788	01/18/2022	Rosy Bucio	01-5200		493.86
01-678789	01/18/2022	U.S. Bank Equipment Finance	01-5860		259.59
01-678790	01/18/2022	Visa	01-4300	435.87	
			01-5800	984.24	1,420.11
01-679514	01/25/2022	ALD Telecom	01-5910		54.79
01-679515	01/25/2022	Barbara Katic	01-5860		3,000.00
01-679516	01/25/2022	Cpr Computer Services	01-5860		1,750.00
01-679517	01/25/2022	Emily Hattouni	01-5860		3,000.00
01-679518	01/25/2022	Emma Pierini	01-5860		3,000.00

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

ESCAPE ONLINE

Page 2 of 3

Checks Dated 11/24/2021 through 01/26/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-679519	01/25/2022	Frontier	01-5910		85.92
01-679520	01/25/2022	Graciela Vega	01-5200		387.35
01-679521	01/25/2022	Great America Financial Svcs.	01-5860		160.65
01-679522	01/25/2022	Luisana Suchilt	01-5860		3,000.00
01-679523	01/25/2022	Monica Galindo	01-5860		3,000.00
01-679524	01/25/2022	Nicholas Scheel	01-5860		3,000.00
01-679525	01/25/2022	Patterson Associates	01-5600		6,199.00
Total Number of Checks			94		240,121.67

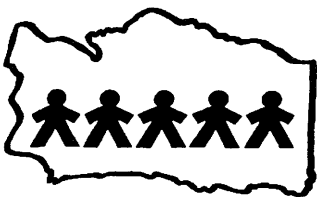
Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	94	240,121.67
Total Number of Checks		94	240,121.67
Less Unpaid Tax Liability			.00
Net (Check Amount)			240,121.67

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

ESCAPE ONLINE

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

Date: February 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2021-2022 Nonpublic School (NPS) Individual Service Agreements (ISAs)

BACKGROUND:

- The following ISAs for services provided to a NPS student currently in placement reflect the rates negotiated in the JPA Board approved **2021-2022** Nonsectarian, Nonpublic School/Agency Master Contract.

<i>Nonpublic School</i>	<i>Case Number</i>	<i>100% Contract Cost</i>	<i>Effective Dates</i>
Heritage Schools, Inc.	NPS 2019-20-60	\$100,916.00	07/01/2021 – 06/30/2022
Provo Canyon School	NPS 2021-22-68	\$95,081.00	12/17/2021 – 06/30/2022
Total		\$195,997.00	

FISCAL IMPACT: The contracted cost for these SBCSELPA NPS placements for **2021-2022** is \$195,997.00.

RECOMMENDATION: The JPA Board approve the above 2021-2022 NPS ISAs as presented.

RA:lm

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

This agreement is effective on July 1, 2021 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency	Santa Barbara County SELPA	Nonpublic School	Heritage Schools, Inc.
------------------------	----------------------------	------------------	------------------------

LEA Case Manager: Name Ray Avila, SELPA Executive Director Phone Number 805-683-1424

Pupil Name: _____ S Sex: ☒ M ☐ F Grade: 10
(Last) (First) (M.I.)

Address [REDACTED] City Buellton State/Zip CA 93427

DOB: [REDACTED] Residential Setting: ☒ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

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

Address _____ (If different from student) City _____ (Residence) State/Zip _____ (Business)

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** *(Applies to nonpublic schools only):* Daily Rate: \$181

Estimated Number of Days 146 x Daily Rate \$181 = PROJECTED BASIC EDUCATION COSTS \$

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)		X		Days	\$181	146	\$26,426
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Residential Room and Board		X		Daily	\$265	191	\$50,615
Mental Health Services		X		Daily	\$125	191	\$23,875
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \$100,916

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ \$100,916

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON June 7, 2021

6. Progress Reporting Requirements: Quarterly ☒ Monthly ☐ Other ☐ (Specify) _____

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

-CONTRACTOR-

-LEA/SELPA-

Heritage Schools,
Inc.

Santa Barbara County
SELPA

(Name of Nonpublic School/Agency)

(Name of
LEA/SELPA)



01/05/2022

(Signature)

(Date)

Kevin Curtis, COO (Heritage Schools, Inc.)

(Name and Title)



Ray Avila (Jan 4, 2022 14:05 PST)

01/04/2022

(Signature)

(Date)

Ray Avila, SELPA Executive Director

(Name of Superintendent or Authorized Designee)











ISA - MF - Heritage Schools Inc 2021-2022

Final Audit Report

2022-01-05

Created:	2022-01-04
By:	Santa Barbara County SELPA (bhelt@sbcsepa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA7zT2ZuDKg3QGuPX1-vE0N8s_1z3CJPR

"ISA - MF - Heritage Schools Inc 2021-2022" History

-  Document created by Santa Barbara County SELPA (bhelt@sbcsepa.org)
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-  Document emailed to Ray Avila (ravila@sbcsepa.org) for signature
 2022-01-04 - 9:26:43 PM GMT
-  Document emailed to Kevin Curtis (kevin.curtis@heritagertc.org) for signature
 2022-01-04 - 9:26:43 PM GMT
-  Santa Barbara County SELPA (bhelt@sbcsepa.org) replaced signer Kevin Curtis (kevin.curtis@heritagertc.org) with heather.banks@heritagertc.org
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-  Document e-signed by Kevin Curtis (kevin.curtis@heritagertc.org)
 Signature Date: 2022-01-05 - 5:31:30 PM GMT - Time Source: server- IP address: 97.117.157.56
-  Agreement completed.
 2022-01-05 - 5:31:30 PM GMT



SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Other Transition Services (890)							
Room and Board		X		Daily	\$213	195	\$41,535
Mental Health Services		X		Daily	\$122	195	\$23,790
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \$95,081

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ \$95,081

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON June 7, 2021

6. Progress Reporting Requirements: Quarterly ☒ Monthly ☐ Other ☐ (Specify) _____

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

-CONTRACTOR-

-LEA/SELPA-

UHS of Provo Canyon Inc (dba; Provo Canyon School)

(Name of Nonpublic School/Agency)

Santa Barbara County

SELPA

Tim Marshall
Tim Marshall (Dec 21, 2021 11:08 MST)

(Signature)

12/21/2021

(Date)

Tim Marshall

(Name and Title)

Associated Administrator/DBD

(Name of LEA/SELPA)

Ray Avila
Ray Avila (Dec 16, 2021 16:04 PST)

(Signature)

12/16/2021

(Date)

Ray Avila, SELPA Executive Director

(Name of Superintendent or Authorized Designee)












Abigail Owens ISA - Provo Canyon 2021-22

Final Audit Report

2021-12-21

Created:	2021-12-16
By:	Santa Barbara County SELPA (bhelt@sbcsepa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3bknVIDDdSxbRpM6Feoa8KuO4t5WoJZH

"Abigail Owens ISA - Provo Canyon 2021-22" History

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-  Document emailed to Ray Avila (ravila@sbcsepa.org) for signature
 2021-12-16 - 11:34:28 PM GMT
-  Document emailed to mclain.adam@uhsinc.com for signature
 2021-12-16 - 11:34:28 PM GMT
-  Santa Barbara County SELPA (bhelt@sbcsepa.org) replaced signer mclain.adam@uhsinc.com with Tim Marshall (adam.mclain@uhsinc.com)
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-  Email viewed by Tim Marshall (adam.mclain@uhsinc.com)
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-  Email viewed by Ray Avila (ravila@sbcsepa.org)
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-  Document e-signed by Ray Avila (ravila@sbcsepa.org)
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-  Email viewed by layla.workman@uhsinc.com
 2021-12-20 - 2:36:56 PM GMT- IP address: 67.214.227.242



Santa Barbara County
Special Education Local Plan Area
2019-2022

POWERED BY
Adobe Sign



Document e-signed by Tim Marshall (adam.mclain@uhsinc.com)

Signature Date: 2021-12-21 - 6:08:49 PM GMT - Time Source: server- IP address: 35.229.110.13



Agreement completed.

2021-12-21 - 6:08:49 PM GMT



Stan & Barbara Couchy
Special Education Local Plan Area
2019-2020-2021

POWERED BY
Adobe Sign



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

Date: February 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2021-2022 Nonpublic School (NPS) Master Contract Rates

BACKGROUND:

The attached Exhibit A Rates sheet for the following nonpublic school (NPS) contractor is an attachment to the NPS master contract for the 2021-2022 school year and are being presented for JPA Board approval:

- Heritage Schools, Inc.

FISCAL IMPACT: Rates for services vary. Total costs for services will be determined by the individual service agreements written throughout the 2021-2022 school year and will be funded out of mental health dollars allocated to SBCSELPA NPS placements.

RECOMMENDATION: The JPA Board approve the 2021-2022 NPS Master Contract rates for contractor services as presented.

RA:lm

EXHIBIT A: RATES

CONTRACTOR Heritage Schools, Inc. **CONTRACTOR NUMBER** 2021-22-50 **2021-2022**
(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>	\$181	Daily (200 school days)

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

B. Related Services

(1) Language and Speech Therapy – Individual	\$95	Hourly
(2) Intensive Special Education Instruction***	\$120	Hourly
(3) Mental Health	\$125	Daily(365 days)
(4) Room & Board	\$265	Daily(365 days)

* Parent transportation reimbursement rates are to be determined by the LEA.

**SCIA – Special Circumstance Instructional Assistance

*** By Credentialed Special Education Teacher.

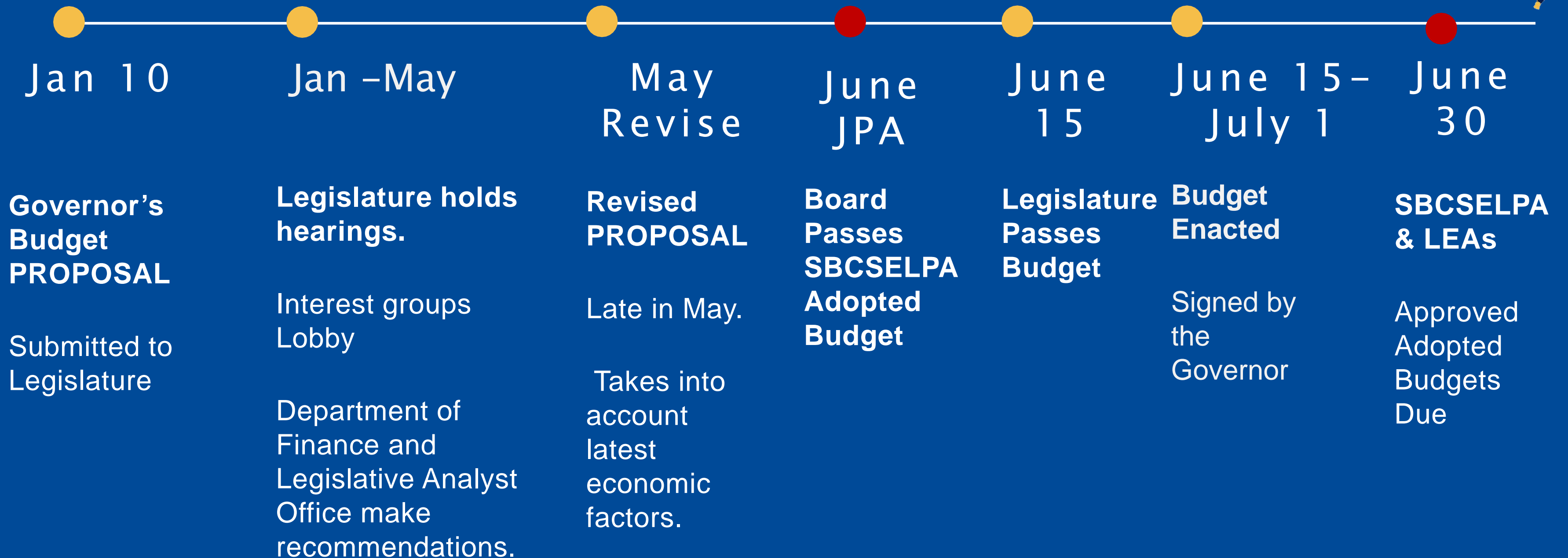
Special Education Funding

Impacts of the 2021-22 Budget Act
&
2022-23 Governor's Budget Proposal

Rachel Wigle, Chief Business Official, Santa Barbara County SELPA



State Budget Timelines for 22-23



Governor's Proposed Budget and Special Education

Last Year: **Bleak Forecast** for 22-23 and Beyond, AB602 **Deferrals and Structural Deficit**

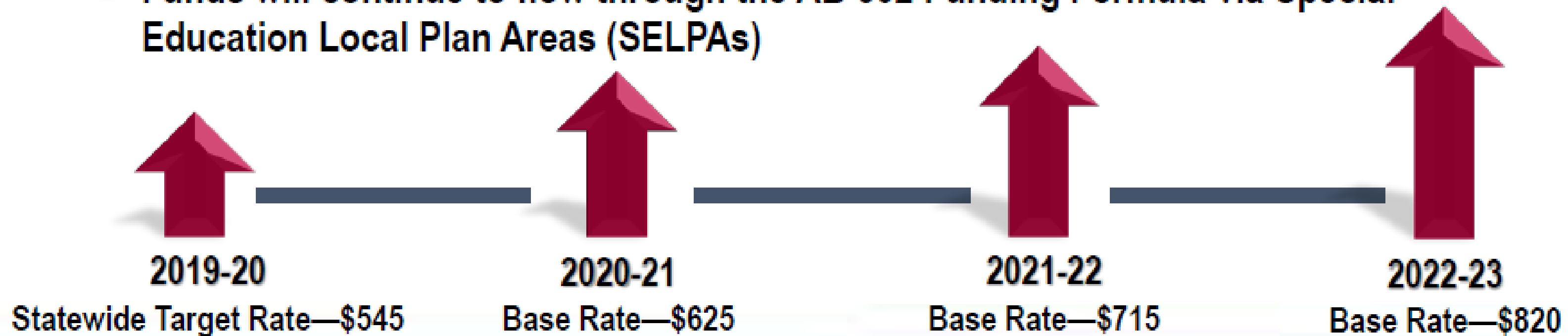
This Year: **Great News! “Stratospheric Revenues”** - Lots of focus on SPED



- 1) Prop 98 Increases & AB602 Base Rate Increases
 - **Nearly 15% Increase in Ongoing Special Ed Funding**
- 2) AB602 Calculations at LEA level ADA
- 3) Mental Health Revenues allocated directly to LEAs
- 4) \$500 million 1x Funds for Inclusive Early Education Expansion Program
- 5) \$110.6 million to State Preschools w/ requirement to serve at least 10% students with disabilities
- 6) \$760 million Prop 98 funding for early Literacy
- 7) \$2 million for early identification for students w/ disabilities
- 8) \$10 million in Dyslexia Research

AB602 Base Rates

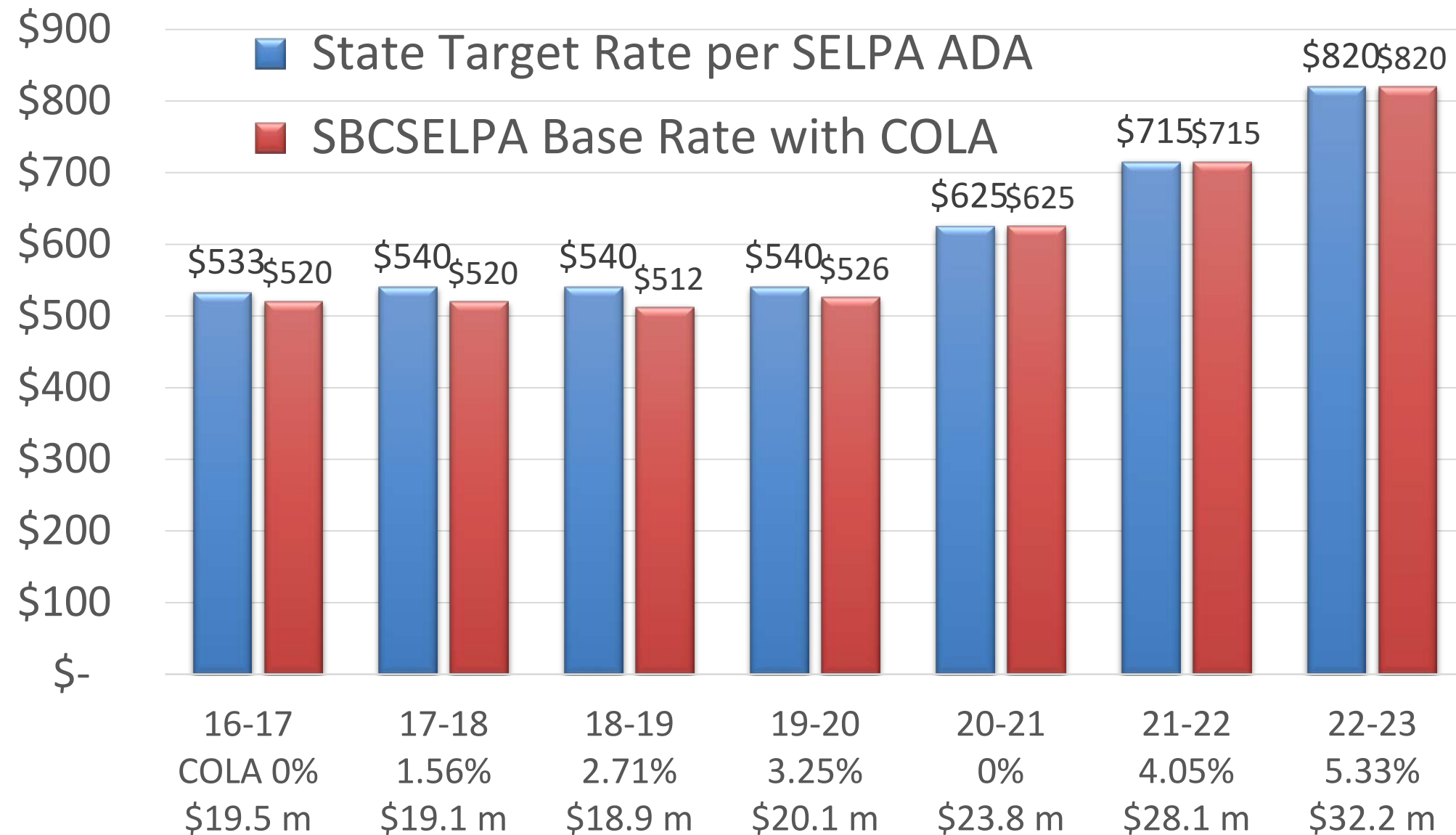
- \$500 million in Proposition 98 General Fund special education funding
- 5.33% COLA adjustment—\$140.6 million
 - These investments result in a Base Rate increase estimated at \$820 per ADA
 - Funds will continue to flow through the AB 602 Funding Formula via Special Education Local Plan Areas (SELPA)



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The 22-23 Base Rate Increase calculated to backfill \$550 million MOE requirement created by 21-22 ADR/LR funds.

State Special Education Base Funding Rate per ADA



In addition to these rates, there is specific Funding for Low Incidence, Out of Home Care and Infants and Federal Funding.

From 16-17 to 18-19 Declining enrollment caused a decrease in net funding

Increased State Investments Funding Adequacy Concerns Persist

Special Education received historic increases to base rate, a compounded COLA, and increases in targeted funding.

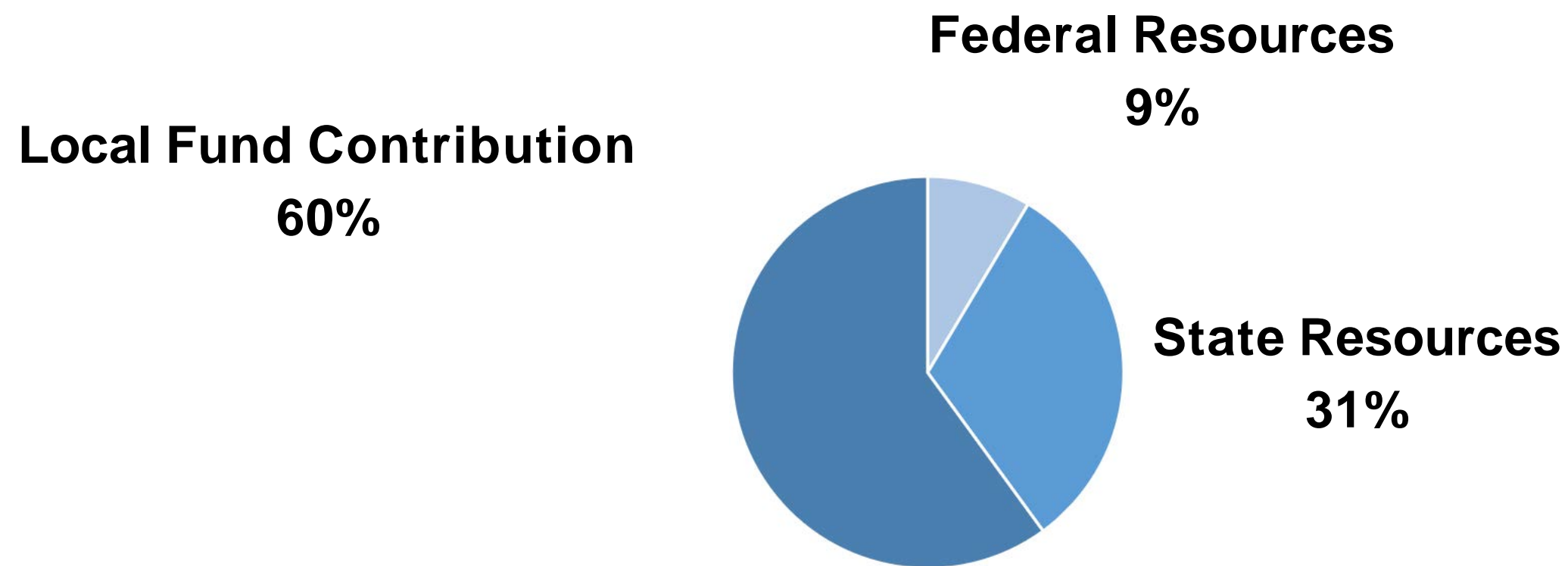
20-21 Is the First Year SBCSELPA has been funded at the State Target Rate \$625

21-22 Increase base rate to \$715

Despite these increases, our local general fund contribution averages over 60%.

22-23 Estimated \$820 per pupil
(14.6% Increase = 5.33% COLA + \$500 million)

Funding Inadequacy Continues



General Fund Contribution is more than half the cost of Special Education.

Federal Increases Modest

Despite a federal obligation to provide for 40% of the excess cost of educating students with disabilities, the federal share of special education resources in California is a little more than 8%.

IDEA California	Appropriation 20-21	Full Funding Estimate	Funding Gap/Cost Shift
	13.278 B	33.011 B	19.733 B



Mental Health (MH) Funding

SELPA's in CA receive funding from both Federal and State funding.

SBCSELPA's Mental Health Budget includes salaries and benefits for Mental Health Staff including MH Clinicians, WRAP Team and Program Specialist, Staff Development and NPS placements.

The remaining funds are distributed to districts by ADA.

The State made the use of mental health funds more flexible in 2019. They can be used for any mental health need with or without an IEP. However Special Ed Mental Health needs almost always exceed the funding.

State Mental Health Funds

Santa Barbara SELPA received \$4,331,636

Federal Mental Health Funds

Santa Barbara SELPA received \$754,120

Governor's Budget Proposal Funding Changes

AB602 Block Grant

\$820 per ADA Base Rate

Will continue to flow through SELPA

Was: Calculated on Total SELPA ADA of current or 2 prior years

Proposed: Calculated on Total of Each LEA greater or 2 prior years

Impact: **More funding**, as LEAs with declining enrollment are not “netted” with growth

Mental Health

(Educationally Related Mental Health Services – ERMHS)

Proposed Change: Send directly to LEAs (not SELPA)

Impact if enacted:

- Change the Santa Barbara County Mental Health Model and SBCSELPA Budget for 22-23

Questions to consider:

- What services would SBCSELPA continue to provide and how they would be funded?
- Would there be any help for NPS placements?
- How will this affect small districts?

Low Incidence Funding

Funding for Low Incidence pupils was historically under \$450 per eligible pupil.

In 2020-21 that amount increased to \$3,050 per eligible pupil.

2021-22 Budget Act increased this funding further by adding an additional \$23 M statewide.

2022-23 5.33% COLA will be applied.



Preschool Grant



Special Education Early Intervention Preschool Grant

Originally included in the 2019-20 Budget year as one-time funds to District of Residence in the amount of approximately \$9050 per preschool student

No Grant in 2020–21

The funding used the prior year was used to increase the special education base grant to the \$625 level.

2021–22 Budget – \$260 Million

Budget allocates funds on an **on-going basis**, with additional restrictions to ensure expenditure that directly impacts inclusive preschool services/settings. Estimated to be \$5900 to District of Residence.

2022–23 Preschool Grants – no COLA

\$500 million 1x Infrastructure Grant for Inclusive Classrooms; \$110.6 million to State Preschools – must serve 10% students with disabilities

COVID-19 Special Education Impact



One Time funds included in 2021-22 Budget of \$550 Million Dollars

Funds allocated to the SELPA and distributed to districts. It is in your Bank Account. Must be spent by 22-23 or repay the balance.

Funding creates a CA State Maintenance of Effort obligation.

So in 22-23, this is the 5.33% COLA + \$500 million towards increasing the Base Grant to fulfill this obligation.

Dispute Prevention and Resolution Funds

Santa Barbara SELPA received \$1,031,148

Learning Recovery Funds

Santa Barbara SELPA received \$4,640,167

21-22 American Rescue Plan (ARP)

One-Time Federal Dollars to SBCSELPA for COVID purposes

(Part of ESSER III)

Allocated to SELPAs based on IDEA Local Assistance

+20% of K-12 (3310) ~ 2.6 million

+57% of Preschool (3315) ~.2 million

100% of ARP Funding will be allocated to districts

Will have associated Private School Proportionate Share and CCEIS amounts where required.

Federal \$ = No MOE if supplement, not supplant

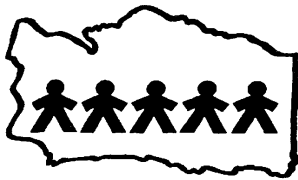


Estimates per LEA have been sent to LEA CBOS and are in the Board Packet

Questions?

Thank You





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

REF: VII-A

Date: February 1, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2021

BACKGROUND:

Eide Bailly LLP has conducted the annual audit of the SBCSELPA for the fiscal year ending June 30, 2021. 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
--	-----------

Auditee qualified as low-risk auditee?	No
--	----

SUMMARY: Audit findings reported in the prior year's Schedule of Findings and Questioned Costs have been resolved. There are no new findings and new repeat findings.

FISCAL IMPACT: None

RECOMMENDATIONS: The JPA Board approve the SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2021 as presented.

RA/RW:lm

January 13, 2022

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, 2021 *and* have issued our report thereon dated January 13, 2022. 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 June 1, 2021, 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. Our audit of the financial statements 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.

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 January 13, 2022.

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. 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.

There were no corrected or uncorrected misstatements of the financial statements.

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 January 13, 2022.

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.

Eide Sallie LLP

Rancho Cucamonga, California



Financial Statements
June 30, 2021

Santa Barbara County Special Education Local Plan Area

Santa Barbara County Special Education Local Plan Area

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June 30, 2021

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Independent Auditor's Report

To the 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 each major fund of Santa Barbara County Special Education Local Plan Area (the SELPA) as of and for the year ended June 30, 2021, 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 each major fund of Santa Barbara County Special Education Local Plan Area, as of June 30, 2021, 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 12, budgetary comparison information on pages 39 and 40, schedule of the SELPA's proportionate share of the net pension liability on pages 41 and 42, and the schedule of SELPA contributions on pages 43 and 44, 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 January 13, 2022 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 "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
January 13, 2022



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, 2021 with comparative information for the year ended June 30, 2020. Please read it in conjunction with the SELPA's financial statements, which immediately follow this section.

ORGANIZATIONAL STRUCTURE OF SELPA

Governance and Governance Structure

The 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.

The 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 of the SELPA (including capital assets), deferred outflows of resources, as well as all liabilities (including long-term liabilities), and deferred inflows of resources. 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, 2021

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, deferred outflows of resources, 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, 2021

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 2021-2022 school year. The JPA Board allocated \$387,404 of unused 2020-2021 non-Mental Health funds and \$1,339,553 of unused Mental Health funds to be distributed back to the districts in the 2021-2022 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, 2021

THE SELPA AS A WHOLE

Net Position

The SELPA's net position was \$3,391,839, for the fiscal year ended June 30, 2021. Of this amount, \$(863,123) was unrestricted (deficit) net position. 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	
	2021	2020
Assets		
Current and other assets	\$ 19,914,112	\$ 4,234,390
Capital assets	44,845	50,120
Total assets	19,958,957	4,284,510
Deferred outflows of resources	472,504	556,611
Liabilities		
Current liabilities	15,560,371	228,150
Long-term liabilities other than pensions	7,945	15,193
Aggregate net pension liability	1,308,317	1,180,362
Total liabilities	16,876,633	1,423,705
Deferred inflows of resources	162,989	267,894
Net Position		
Net investment in capital assets	44,845	50,120
Restricted	4,210,117	3,837,085
Unrestricted (deficit)	(863,123)	(737,683)
Total net position	\$ 3,391,839	\$ 3,149,522

The \$(863,123) in unrestricted (deficit) net position of all governmental activities represents the accumulated results of all past years' operations. Unrestricted (deficit) net position increased by \$125,440, or 17.0% compared to the previous year's balance of \$(737,683). The overall increase in net position is largely due to an increase in funding.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2021

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 14. 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	
	2021	2020
Revenues		
Program revenues		
Operating grants and contributions	\$ 57,698,265	\$ 6,581,777
General revenues		
Other general revenues	23,375	72,359
Total revenues	57,721,640	6,654,136
Expenses		
Instruction-related	3,289,711	3,567,599
Administration	7,612	8,027
Plant services	21,392	24,640
Other outgo	54,160,608	2,380,212
Total expenses	57,479,323	5,980,478
Change in net position	\$ 242,317	\$ 673,658

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2021

Governmental Activities

As reported in the *Statement of Activities* on page 14, the cost of all of our governmental activities this year was \$54,479,323. The cost of these activities was paid by other governments and organizations who subsidized certain programs with grants and contributions (\$57,698,265). We paid for the remaining "public benefit" portion of our governmental activities with \$23,375 in other revenues, like interest and general entitlements.

In Table 3, we have presented the cost and net cost of each of the SELPA's largest functions – 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	
	2021	2020	2021	2020
Instruction-related	\$ 3,289,711	\$ 3,567,599	\$ 345,447	\$ 320,263
Administration	7,612	8,027	317	(459)
Plant services	21,392	24,640	4,241	2,225
Other outgo	54,160,608	2,380,212	(131,063)	279,270
Total	<u>\$ 57,479,323</u>	<u>\$ 5,980,478</u>	<u>\$ 218,942</u>	<u>\$ 601,299</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. The purchase of supplies, travel, and services were significantly less due to COVID closures and lack of in-person instruction and activities. Other-outgo expenses are primarily for the newly created Fund 10 revenue passthrough account to transfer revenues to districts in accordance with the SBCSELPA Local plan. Historical and ongoing other-outgo expenses from Fund 01 include payments 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.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2021

THE SELPA'S FUNDS

As the SELPA completed this year, our governmental fund reported a fund balance of \$4,353,741, which is an increase of \$347,501, or 8.7% from last year. (Table 4)

Table 4

Governmental Fund	Balances and Activity			June 30, 2021
	June 30, 2020	Revenues	Expenditures	
General	\$ 4,006,240	\$ 6,764,424	\$ 6,416,923	\$ 4,353,741
Special Education Pass-Through	-	50,946,337	50,946,337	-
Total	<u>\$ 4,006,240</u>	<u>\$ 57,710,761</u>	<u>\$ 57,363,260</u>	<u>\$ 4,353,741</u>

The primary reasons for this increase is:

- An increase in Low Incidence Revenue that was not expended. The Low Incidence Funding used to be very restricted with the purposes for which it could be used. Along with additional Revenue the purposes for use have been expanded. The SBCSELPA has convened a Low Incidence Committee to evaluate how to utilize this increased Low Incidence funding and how to educate districts so they can utilize the funding in the year it is granted.

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 1, 2021. (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 39.

Revenue revisions made to the 2020-2021 Budget were due to allocation of fiscal year 2019-2020 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

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2021

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2021, the SELPA had \$44,845, in buildings and improvements. This amount represents a net decrease of \$5,275, or 10.5%, from last year, due to depreciation (Table 5).

Table 5

	Governmental Activities	
	2021	2020
Buildings and improvements	\$ 44,845	\$ 50,120

We provide more detailed information regarding capital assets in Note 4 of the financial statements.

Long-Term Liabilities Other than Pensions

At the end of this year, the SELPA had \$7,945 in long-term liabilities outstanding versus \$15,193 last year, a decrease of \$7,248, or 47.7%. Those long-term liabilities consisted of:

Table 6

	Governmental Activities	
	2021	2020
Long-Term Liabilities		
Compensated absences	\$ 7,945	\$ 15,193

We provide more detailed information regarding long-term liabilities in Note 6 of the financial statements.

Aggregate Net Pension Liability (NPL)

At year-end, the SELPA had an aggregate net pension liability of \$1,308,317, versus \$1,180,362 last year, an increase of \$127,955, or 10.8%. We provide more detailed information regarding pension liability in Note 9 of the financial statements.

Santa Barbara County Special Education Local Plan Area
Management's Discussion and Analysis
June 30, 2021

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

In considering the SELPA Budget for the 2021-2022 fiscal year, the Board and management used the following criteria: The key assumptions in our revenue forecast are:

1. Cost of Living Adjustment (COLA) of 4.05% was applied to AB602 Revenue in the 2021-2022 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 no COLA applied to Salaries.
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 ravila@sbcselfpa.org.

Santa Barbara County Special Education Local Plan Area
Statement of Net Position
June 30, 2021

	<u>Governmental Activities</u>
Assets	
Investments	\$ 2,188,787
Receivables	17,725,325
Capital assets, net of accumulated depreciation	<u>44,845</u>
Total assets	<u>19,958,957</u>
Deferred Outflows of Resources	
Deferred outflows of resources related to pensions	<u>472,504</u>
Liabilities	
Accounts payable	15,560,371
Long-term liabilities	
Long-term liabilities other than pensions due in more than one year	7,945
Aggregate net pension liability	<u>1,308,317</u>
Total liabilities	<u>16,876,633</u>
Deferred Inflows of Resources	
Deferred inflows of resources related to pensions	<u>162,989</u>
Net Position	
Net investment in capital assets	44,845
Restricted for	
Educational programs	4,210,117
Unrestricted (deficit)	<u>(863,123)</u>
Total net position	<u><u>\$ 3,391,839</u></u>

Santa Barbara County Special Education Local Plan Area
Statement of Activities
Year Ended June 30, 2021

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	\$ 3,289,711	\$ 3,635,158	\$ 345,447
Administration			
All other administration	7,612	7,929	317
Plant services	21,392	25,633	4,241
Other outgo	54,160,608	54,029,545	(131,063)
Total governmental activities	<u>\$ 57,479,323</u>	<u>\$ 57,698,265</u>	<u>218,942</u>
General Revenues and Subventions			
Interest and investment earnings			20,182
Miscellaneous			<u>3,193</u>
Subtotal, general revenues and subventions			<u>23,375</u>
Change in Net Position			242,317
Net Position - Beginning			<u>3,149,522</u>
Net Position - Ending			<u>\$ 3,391,839</u>

Santa Barbara County Special Education Local Plan Area

Balance Sheet – Governmental Funds

June 30, 2021

	General Fund	Special Education Pass-Through Fund	Total Governmental Funds
Assets			
Investments	\$ 2,188,787	\$ -	\$ 2,188,787
Receivables	2,440,264	15,285,061	17,725,325
Total assets	<u>\$ 4,629,051</u>	<u>\$ 15,285,061</u>	<u>\$ 19,914,112</u>
Liabilities and Fund Balances			
Liabilities			
Accounts payable	<u>\$ 275,310</u>	<u>15,285,061</u>	<u>15,560,371</u>
Fund Balances			
Restricted	4,210,117	-	4,210,117
Unassigned	<u>143,624</u>	<u>-</u>	<u>143,624</u>
Total fund balances	<u>4,353,741</u>	<u>-</u>	<u>4,353,741</u>
Total liabilities and fund balances	<u>\$ 4,629,051</u>	<u>\$ 15,285,061</u>	<u>\$ 19,914,112</u>

Santa Barbara County Special Education Local Plan Area
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2021

Total Fund Balance - Governmental Funds	\$ 4,353,741
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>(87,050)</u>
Net capital assets	44,845
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	
Aggregate net pension liability	<u>472,504</u>
Total deferred outflows of resources	472,504
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	
Aggregate net pension liability	<u>(162,989)</u>
Total deferred inflows of resources	(162,989)
Aggregate net pension liability is not due and payable in the current period, and is not reported as a liability in the funds.	(1,308,317)
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>(7,945)</u>
Total long-term liabilities	<u>(7,945)</u>
Total net position - governmental activities	<u><u>\$ 3,391,839</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, 2021

	General Fund	Special Education Pass-Through Fund	Total Governmental Funds
Revenues			
Federal sources	\$ 782,997	\$ 20,560,705	\$ 21,343,702
Other State sources	2,120,168	30,385,632	32,505,800
Other local sources	3,861,259	-	3,861,259
Total revenues	<u>6,764,424</u>	<u>50,946,337</u>	<u>57,710,761</u>
Expenditures			
Current			
Instruction-related activities			
Supervision of instruction	3,173,648	-	3,173,648
Administration			
All other administration	7,612	-	7,612
Plant services	21,392	-	21,392
Other outgo	3,214,271	50,946,337	54,160,608
Total expenditures	<u>6,416,923</u>	<u>50,946,337</u>	<u>57,363,260</u>
Net Change in Fund Balances	347,501	-	347,501
Fund Balance - Beginning	<u>4,006,240</u>	<u>-</u>	<u>4,006,240</u>
Fund Balance - Ending	<u><u>\$ 4,353,741</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 4,353,741</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, 2021

Total Net Change in Fund Balances - Governmental Funds	\$ 347,501
<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. This is the amount of depreciation expense in the current period:</p>	(5,275)
<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>	7,248
<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 aggregate net pension liability during the year:</p>	<u>(107,157)</u>
Change in net position of governmental activities	<u><u>\$ 242,317</u></u>

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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 2020-2021:

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 Charter School
Cold Spring School District	Santa Barbara County Education Office
College School District	Santa Barbara Unified School District
Cuyama Joint Unified School District	Santa Maria Joint Union High School District
Family Partnership Charter School	Santa Maria-Bonita School District
Goleta Union School District	Santa Ynez Valley Union High School District
Guadalupe Union School District	Solvang School District
Hope School District	Vista Del Mar Union School District
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 are the SELPA's governmental funds:

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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

Special Education Pass-Through Fund The Special Education Pass-Through Fund is used by the Administrative Unit of a multi-district Special Education Local Plan Area (SELPA) to account for Special Education revenue passed through to other member districts.

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.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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.

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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 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 SELPA's proportionate share of contributions, differences between projected and actual earnings on pension plan investments, 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, and change in proportions and differences between contributions and the SELPA's proportionate share of contributions,

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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.

Fund Balances - Governmental Funds

As of June 30, 2021, 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 \$4,210,117, of net position restricted by enabling legislation.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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.

Note 2 - Investments

Summary of Investments

Investments as of June 30, 2021, are classified in the accompanying financial statements as follows:

Governmental fund	<u>\$ 2,188,787</u>
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Investments as of June 30, 2021, consist of the following:

Investments	<u>\$ 2,188,787</u>
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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.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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 \$2,188,787, with the Santa Barbara County Treasury Investment Pool. The average weighted maturity for this pool was 735 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, 2021

Note 3 - Receivables

Receivables at June 30, 2021, consisted of intergovernmental grants, entitlements, interest, and other local sources. All receivables are considered collectible in full.

	General Fund	Special Education Pass-Through Fund	Total
Federal Government			
Categorical aid	\$ 798,861	\$ 6,223,503	\$ 7,022,364
State Government			
Other State	1,439,807	9,061,558	10,501,365
Local Government			
Interest	3,625	-	3,625
Other local sources	197,971	-	197,971
Total	<u>\$ 2,440,264</u>	<u>\$ 15,285,061</u>	<u>\$ 17,725,325</u>

Note 4 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2021, was as follows:

	Balance July 1, 2020	Additions	Deductions	Balance June 30, 2021
Governmental Activities				
Capital assets being depreciated				
Buildings and improvements	<u>\$ 131,895</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 131,895</u>
Accumulated depreciation				
Buildings and improvements	<u>(81,775)</u>	<u>(5,275)</u>	<u>-</u>	<u>(87,050)</u>
Governmental activities capital assets, net	<u>\$ 50,120</u>	<u>\$ (5,275)</u>	<u>\$ -</u>	<u>\$ 44,845</u>

Depreciation expense was charged to governmental functions as follows:

Governmental Activities	
Supervision of instruction	<u>\$ 5,275</u>

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

Note 5 - Accounts Payable

Accounts payable at June 30, 2021, consisted of the following:

	General Fund	Special Education Pass-Through Fund	Total
Due to member LEAs	\$ 73,991	\$ 15,285,061	\$ 15,359,052
Supplies	194,981	-	194,981
Other vendor payables	6,338	-	6,338
Total	<u>\$ 275,310</u>	<u>\$ 15,285,061</u>	<u>\$ 15,560,371</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, 2020	Additions	Deductions	Balance June 30, 2021
Compensated absences	<u>\$ 15,193</u>	<u>\$ -</u>	<u>\$ (7,248)</u>	<u>\$ 7,945</u>

Compensated absences will be paid by the General Fund.

Compensated Absences

Compensated absences (unpaid employee vacation) for the SELPA at June 30, 2021 amounted to \$7,945.

Note 7 - Fund Balance

Fund balances are composed of the following elements:

	General Fund
Restricted	
Legally restricted programs	\$ 4,210,117
Unassigned	<u>143,624</u>
Total	<u>\$ 4,353,741</u>

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

Note 8 - Risk Management

The SELPA is exposed to various risks of losses related to torts; thefts, damage, 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 various public entity risk pools for health, workers' compensation, and property and liability coverage. As of June 30, 2021, 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 2020-2021, 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 2020-2021, 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 2020-2021, 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, 2021

For the fiscal year ended June 30, 2021, 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	\$ 783,963	\$ 293,511	\$ 159,249	\$ 77,979
CalPERS	524,354	178,993	3,740	84,270
Total	<u>\$ 1,308,317</u>	<u>\$ 472,504</u>	<u>\$ 162,989</u>	<u>\$ 162,249</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, 2019, 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% 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, 2021

The STRP provisions and benefits in effect at June 30, 2021, 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	16.15%	16.15%
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% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2021, are presented above and the SELPA's total contributions were \$55,092.

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

At June 30, 2021, 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	\$ 783,963
State's proportionate share of the net pension liability	404,133
Total	<u>\$ 1,188,096</u>

The net pension liability was measured as of June 30, 2020. 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, 2020 and June 30, 2019, respectively, was 0.0008% and 0.0008%, resulting in no change in the proportionate share .

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

For the year ended June 30, 2021, the SELPA recognized pension expense of \$77,979. In addition, the SELPA recognized pension expense and revenue of \$10,879, for support provided by the State. At June 30, 2021, 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	\$ 55,092	\$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	141,966	137,140
Differences between projected and actual earnings on pension plan investments	18,623	-
Differences between expected and actual experience in the measurement of the total pension liability	1,383	22,109
Changes of assumptions	76,447	-
	<u>\$ 293,511</u>	<u>\$ 159,249</u>
Total	<u>\$ 293,511</u>	<u>\$ 159,249</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
2022	\$ (11,363)
2023	6,345
2024	12,660
2025	10,981
	<u>\$ 18,623</u>
Total	<u>\$ 18,623</u>

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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 (EARS�) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARS� 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
2022	\$ (7,255)
2023	(14,810)
2024	52,514
2025	29,335
2026	(1,098)
Thereafter	1,861
Total	<u>\$ 60,547</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, 2019 and rolling forward the total pension liability to June 30, 2020. The financial reporting actuarial valuation as of June 30, 2019, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2019
Measurement date	June 30, 2020
Experience study	July 1, 2015 through June 30, 2018
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% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table, issued by the Society of Actuaries.

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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 January 2020 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, 2020, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Public equity	42%	4.8%
Real estate	15%	3.6%
Private equity	13%	6.3%
Fixed income	12%	1.3%
Risk mitigating strategies	10%	1.8%
Inflation sensitive	6%	3.3%
Cash/liquidity	2%	-0.4%

Discount Rate

The discount rate used to measure the total pension liability was 7.10%. 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%) 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%)	\$ 1,184,459
Current discount rate (7.10%)	783,963
1% increase (8.10%)	453,297

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

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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, 2019 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, 2021, 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	7.000%	7.000%
Required employer contribution rate	8.794%	7.732%

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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 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, 2021, are presented above and the total SELPA contributions were \$57,805.

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

As of June 30, 2021, the SELPA reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$524,354. The net pension liability was measured as of June 30, 2020.

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, 2020 and June 30, 2019, respectively, was 0.0123% and 0.0117%, resulting in a net increase in the proportionate share of 0.0006%.

For the year ended June 30, 2021, the SELPA recognized pension expense of \$84,270. At June 30, 2021, 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	\$ 57,805	\$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	78,590	-
Differences between projected and actual earnings on pension plan investments	15,576	-
Differences between expected and actual experience in the measurement of the total pension liability	27,022	-
Changes of assumptions	-	3,740
Total	<u>\$ 178,993</u>	<u>\$ 3,740</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.

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Notes to Financial Statements

June 30, 2021

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:

<u>Year Ended June 30,</u>	<u>Deferred Outflows/(Inflows) of Resources</u>
2022	\$ (6,140)
2023	5,016
2024	9,229
2025	7,471
Total	<u>\$ 15,576</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:

<u>Year Ended June 30,</u>	<u>Deferred Outflows/(Inflows) of Resources</u>
2022	\$ 72,660
2023	21,273
2024	7,939
Total	<u>\$ 101,872</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, 2019 and rolling forward the total pension liability to June 30, 2020. The financial reporting actuarial valuation as of June 30, 2019, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2019
Measurement date	June 30, 2020
Experience study	July 1, 2019 through June 30, 2020
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, 2021

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90% 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%. 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%)	\$ 837,351
Current discount rate (7.15%)	524,354
1% increase (8.15%)	265,735

Santa Barbara County Special Education Local Plan Area

Notes to Financial Statements

June 30, 2021

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 \$45,736 (10.328% 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*.

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, 2021.

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.

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, 2021, the SELPA made payments of \$4,375, \$151,191, and \$5,713, to SISC II, SISC III, and SBSIPE, respectively, for services received.



Required Supplementary Information
June 30, 2021

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, 2021

	Budgeted Amounts		Actual	Variances - Positive (Negative)
	Original	Final		Final to Actual
Revenues				
Federal sources	\$ 773,807	\$ 793,879	\$ 782,997	\$ (10,882)
Other State sources	2,204,841	2,023,941	2,120,168	96,227
Other local sources	3,050,678	3,828,526	3,861,259	32,733
Total revenues	6,029,326	6,646,346	6,764,424	118,078
Expenditures				
Current				
Certificated salaries	341,128	341,128	341,127	1
Classified salaries	725,126	739,314	757,468	(18,154)
Employee benefits	368,968	336,975	373,762	(36,787)
Books and supplies	283,614	199,148	94,697	104,451
Services and operating expenditures	3,246,017	2,067,159	1,635,597	431,562
Other outgo	3,500	1,490	3,214,272	(3,212,782)
Capital outlay	960,115	4,220,320	-	4,220,320
Total expenditures	5,928,468	7,905,534	6,416,923	1,488,611
Net Change in Fund Balances	100,858	(1,259,188)	347,501	1,606,689
Fund Balance - Beginning	4,006,240	4,006,240	4,006,240	-
Fund Balance - Ending	\$ 4,107,098	\$ 2,747,052	\$ 4,353,741	\$ 1,606,689

Santa Barbara County Special Education Local Plan Area
 Budgetary Comparison Schedule – Special Education Pass-Through Fund
 Year Ended June 30, 2021

	Budgeted Amounts		Actual	Variances - Positive (Negative)
	Original	Final		Final to Actual
Revenues				
Federal sources	\$ -	\$ 13,054,980	\$ 20,560,705	\$ 7,505,725
Other State sources	-	27,925,839	30,385,632	2,459,793
Total revenues	-	40,980,819	50,946,337	9,965,518
Expenditures				
Current				
Other outgo	-	40,980,819	50,946,337	(9,965,518)
Net Change in Fund Balances	-	-	-	-
Fund Balance - Beginning	-	-	-	-
Fund Balance - Ending	\$ -	\$ -	\$ -	\$ -

Santa Barbara County Special Education Local Plan Area
Schedule of the SELPA's Proportionate Share of the Net Pension Liability
Year Ended June 30, 2021

	2021	2020	2019	2018
CalSTRS				
Proportion of the net pension liability	0.0008%	0.0008%	0.0008%	0.0005%
Proportionate share of the net pension liability	\$ 783,963	\$ 712,528	\$ 732,045	\$ 486,568
State's proportionate share of the net pension liability	404,133	388,732	419,130	287,568
Total	\$ 1,188,096	\$ 1,101,260	\$ 1,151,175	\$ 774,136
Covered payroll	\$ 436,813	\$ 426,966	\$ 422,966	\$ 291,264
Proportionate share of the net pension liability as a percentage of its covered payroll	179.47%	166.88%	173.07%	167.05%
Plan fiduciary net position as a percentage of the total pension liability	72%	73%	71%	69%
Measurement Date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
CalPERS				
Proportion of the net pension liability	0.0123%	0.0117%	0.0113%	0.0130%
Proportionate share of the net pension liability	\$ 524,354	\$ 467,834	\$ 541,042	\$ 424,375
Covered payroll	\$ 580,926	\$ 502,358	\$ 508,605	\$ 453,679
Proportionate share of the net pension liability as a percentage of its covered payroll	90.26%	93.13%	106.38%	93.54%
Plan fiduciary net position as a percentage of the total pension liability	70%	70%	71%	72%
Measurement Date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017

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 the SELPA's Proportionate Share of the Net Pension Liability
Year Ended June 30, 2021

	2017	2016	2015
CalSTRS			
Proportion of the net pension liability	0.0005%	0.0008%	0.0010%
Proportionate share of the net pension liability	\$ 428,415	\$ 520,264	\$ 573,925
State's proportionate share of the net pension liability	243,113	338,638	402,000
Total	<u>\$ 671,528</u>	<u>\$ 858,902</u>	<u>\$ 975,925</u>
Covered payroll	<u>\$ 263,243</u>	<u>\$ 338,638</u>	402,000
Proportionate share of the net pension liability as a percentage of its covered payroll	<u>162.75%</u>	<u>153.63%</u>	<u>142.77%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>70%</u>	<u>74%</u>	<u>77%</u>
Measurement Date	June 30, 2016	June 30, 2015	June 30, 2014
CalPERS			
Proportion of the net pension liability	0.0126%	0.0125%	0.0125%
Proportionate share of the net pension liability	<u>\$ 350,020</u>	<u>\$ 234,160</u>	<u>\$ 280,313</u>
Covered payroll	<u>\$ 121,714</u>	<u>\$ 236,202</u>	406,469
Proportionate share of the net pension liability as a percentage of its covered payroll	<u>287.58%</u>	<u>99.14%</u>	<u>68.96%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>74%</u>	<u>78%</u>	<u>80%</u>
Measurement Date	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, 2021

	2021	2020	2019	2018
CalSTRS				
Contractually required contribution	\$ 55,092	\$ 74,695	\$ 69,510	\$ 61,034
Less contributions in relation to the contractually required contribution	<u>55,092</u>	<u>74,695</u>	<u>69,510</u>	<u>61,034</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	<u>\$ 341,127</u>	<u>\$ 436,813</u>	<u>\$ 426,966</u>	<u>\$ 422,966</u>
Contributions as a percentage of covered payroll	<u>16.15%</u>	<u>17.10%</u>	<u>16.28%</u>	<u>14.43%</u>
CalPERS				
Contractually required contribution	\$ 57,805	\$ 42,046	\$ 38,350	\$ 48,821
Less contributions in relation to the contractually required contribution	<u>57,805</u>	<u>42,046</u>	<u>38,350</u>	<u>48,821</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	<u>\$ 657,323</u>	<u>\$ 580,926</u>	<u>\$ 502,358</u>	<u>\$ 508,605</u>
Contributions as a percentage of covered payroll	<u>8.794%</u>	<u>8.081%</u>	<u>7.634%</u>	<u>9.599%</u>

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, 2021

	<u>2017</u>	<u>2016</u>	<u>2015</u>
CalSTRS			
Contractually required contribution	\$ 36,641	\$ 28,246	\$ 30,071
Less contributions in relation to the contractually required contribution	<u>36,641</u>	<u>28,246</u>	<u>30,071</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	<u>\$ 291,264</u>	<u>\$ 263,243</u>	<u>\$ 338,637</u>
Contributions as a percentage of covered payroll	<u>12.58%</u>	<u>10.73%</u>	<u>8.88%</u>
CalPERS			
Contractually required contribution	\$ 42,056	\$ 37,451	\$ 18,716
Less contributions in relation to the contractually required contribution	<u>42,056</u>	<u>8,520</u>	<u>18,916</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ 28,931</u>	<u>\$ (200)</u>
Covered payroll	<u>\$ 453,679</u>	<u>\$ 121,714</u>	<u>\$ 236,302</u>
Contributions as a percentage of covered payroll	<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

Notes to Required Supplementary Information

June 30, 2021

Note 1 - Purpose of Schedules

Budgetary Comparison Schedules

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 States 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.

These schedules present 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.

At June 30, 2021, the SELPA Special Education Pass-Through Fund exceeded the budgeted amount in total as follows:

Funds	Expenditures		
	Budget	Actual	Excess
Special Education Pass-Through Fund	\$ 40,980,819	\$ 50,946,337	\$ 9,965,518

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, 2021

Santa Barbara County Special Education Local Plan Area

Santa Barbara County Special Education Local Plan Area
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing/Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed Through to Subrecipients
U.S. Department of Education				
Passed Through California Department of Education (CDE)				
Special Education (IDEA) Cluster				
Basic Local Assistance				
Entitlement, Part B, Sec. 611	84.027	13379	\$ 19,711,017	\$ 19,711,017
IDEA Mental Health Average Daily Attendance				
Allocation, Part B, Sec. 611	84.027A	15197	754,119	
IDEA Preschool Grants, Part B, Secion 619	84.173	13430	602,698	591,806
Alternative Dispute Resolution, Part B, Sec. 611	84.173A	13007	14,601	-
IDEA Preschool Staff Development,				
Part B, Sec. 619	84.173A	13431	3,385	-
Total Special Education (IDEA) Cluster			<u>21,085,820</u>	<u>20,302,823</u>
Special Education-Grants for Infants and Families	84.181	23761	<u>257,882</u>	<u>257,882</u>
Total Federal Financial Assistance			<u><u>\$ 21,343,702</u></u>	<u><u>\$ 20,560,705</u></u>

Santa Barbara County Special Education Local Plan Area
Local Education Agency Organization Structure
June 30, 2021

Organization

The Santa Barbara County Special Education Local Plan Area was established in 1983. The SELPA has 25 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 2023
Dr. Randall Haggard	Vice Chair	Santa Ynez Valley Special Education Consortium Non-Direct Service District Representative	June 2022
Ms. Amy Alzina	Clerk	North and South County Direct Service District Representative	June 2023
Mr. Luke Ontiveros	Member	North County Non-Direct Service District Representative	June 2022
Mr. Antonio Garcia	Member	9 th – 12th Grade High School Representative	June 2022
Ms. Hilda Maldonado	Member	South County Non-Direct Service District Representative	June 2022
Mr. Trevor McDonald	Member	North County Non-Direct Service District Representative	June 2023
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, 2021

There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2021.

Santa Barbara County Special Education Local Plan Area
Schedule of Financial Trends and Analysis
Year Ended June 30, 2021

	(Budget) 2022 ¹	2021	2020	2019
General Fund				
Revenues	\$ 6,874,589	\$ 6,764,424	\$ 6,650,469	\$ 5,328,737
Expenditures	(6,735,798)	(6,416,923)	(5,995,912)	(5,164,937)
Increase in Fund Balance	138,791	347,501	654,557	163,800
Ending Fund Balance	\$ 4,492,532	\$ 4,353,741	\$ 4,006,240	\$ 3,351,683
Available Reserves ²	\$ 157,165	\$ 143,624	\$ 169,155	\$ 178,433
Available Reserves as a Percentage of Total Outgo	2.33%	2.24%	2.82%	3.45%
Long-Term Liabilities including Pensions	N/A	\$ 1,316,262	\$ 1,195,555	\$ 1,287,065

The General Fund balance has increased by \$1,002,028 over the past two years. The fiscal year 2021-2022 budget projects an increase of \$138,791 (3.2%).

The SELPA has incurred operating surpluses in each of the past three years and anticipates incurring an operating surplus during the 2021-2022 fiscal year. Total long-term liabilities have increased by \$29,197 over the past two years.

¹ Budget 2022 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.

Santa Barbara County Special Education Local Plan Area

Notes to Supplementary Information

June 30, 2021

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, 2021. 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, 2021

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 Governing Board
 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 and each major fund of Santa Barbara County Special Education Local Plan Area, as of and for the year ended June 30, 2021, 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 January 13, 2022.

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.



Rancho Cucamonga, California
January 13, 2022



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

To the Governing Board
 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, 2021. 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 each of its major federal programs for the year ended June 30, 2021.

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
January 13, 2022



Schedule of Findings and Questioned Costs
June 30, 2021

Santa Barbara County Special Education Local Plan Area

Santa Barbara County Special Education Local Plan Area

Summary of Auditor's Results

Year Ended June 30, 2021

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(a)	No

Identification of major programs

<u>Name of Federal Program or Cluster</u>	<u>Federal Financial Assistance Listing/ Federal CFDA Number</u>
Special Education (IDEA) Cluster	84.027, 84.027A, 87.173, 87.173A
Dollar threshold used to distinguish between type A and type B programs	\$750,000
Auditee qualified as low-risk auditee?	No

Santa Barbara County Special Education Local Plan Area
Financial Statement Findings
Year Ended June 30, 2021

None reported.

Santa Barbara County Special Education Local Plan Area
Federal Awards Findings and Questioned Costs
Year Ended June 30, 2021

None reported.

Santa Barbara County Special Education Local Plan Area
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2021

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

2020-001 Code 40000

Criteria or Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure the financial statements are free from material misstatement, whether due to error or fraud. Such internal controls should include consideration for reporting of the Santa Barbara County Special Education Local Plan Area (SELPA) pass through activities in the preparation of the SELPA's financial statements. The SELPA should ensure that all applicable accounting principles are adhered to when preparing the financial statements.

Pass-through grants are those grants that are received by a recipient government to transfer to a secondary recipient. The California School Accounting Manual (CSAM) defines accounting fields, including funds, to be used by local educational agencies (LEAs). The Special Education Pass-Through Fund, Fund 10, has been established to report the receipt and disbursement of special education grants and entitlements by a SELPA to its member LEAs.

Condition

As auditors, we are requested to draft the financial statements and accompanying notes to the financial statements.

Previously, the Goleta Union School District (District) received federal and state funding on behalf of the SELPA and distributed these funds to SELPA member districts. The District used Fund 10 to account for this activity. Since the District had no administrative or direct financial involvement in the program, this activity should be reported in an agency fund by the District. The District's agency fund should distribute receipts to the SELPA for distribution and oversight.

Since the SELPA is responsible for the allocation and disbursement of its funding, these activities are appropriately reported in the SELPA's own Special Education Pass-Through Fund, Fund 10.

Questioned Costs

There were no questioned costs identified due to the condition noted.

Context

The condition was identified during consideration of the SELPA's management and oversight roles for federal and state grants and entitlements for SELPA member LEAs and through inquiry and review of the SELPA's unaudited actuals reporting package.

Santa Barbara County Special Education Local Plan Area
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2021

Effect

Due to the condition identified, the SELPA has not previously reported pass-through revenues and disbursements for member LEAs. This resulted in a deficiency in the preparation of the financial statements that was not detected or prevented by the SELPA's internal accounting control and review process.

Cause

The cause of the condition identified appears to be inaccurate classification of the SELPA's financial activity.

Repeat Finding

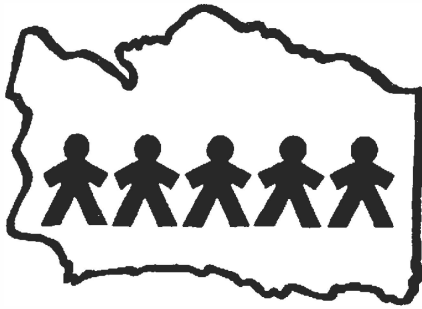
No

Recommendation

The SELPA should include the activity related to the member special education funding in the Special Education Pass-Through Fund, Fund 10.

Current Status

Implemented.



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

January 13, 2022

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, 2021, 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 January 13, 2022.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated June 1, 2021, 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 all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
10. 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.
 - 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 U.S. GAAP.
 - d. There are no subsequent events that require adjustments to the fair value measurements and disclosures included in the financial statements.
11. All funds and activities are properly classified.
12. 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.
13. All net position components and fund balance classifications have been properly reported.
14. 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.
15. 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.
16. Deposit and investment risks have been properly and fully disclosed.
17. Capital assets, including infrastructure assets, are properly capitalized, reported, and if applicable, depreciated.
18. All required supplementary information is measured and presented within the prescribed guidelines.
19. 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.

20. 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.

Information Provided

21. 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, 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.

22. All transactions have been recorded in the accounting records and are reflected in the financial statements.

23. 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.

24. 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.

25. 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.

26. 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.

27. 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.

28. 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.

29. 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.

30. We have a process to track the status of audit findings and recommendations.

31. 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.

32. We have provided views on your reported audit findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.

33. We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
34. 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.
35. There have been no communications from regulatory agencies concerning noncompliance with or deficiencies in accounting, internal control, or financial reporting practices.
36. 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.
37. We have disclosed to you all guarantees, whether written or oral, under which Santa Barbara County Special Education Local Plan Area is contingently liable.
38. 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.
39. 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.
40. 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.
41. 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.
42. 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.
43. 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.

44. 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:
- We acknowledge our responsibility for the presentation of the supplementary information in accordance with U.S. GAAP, GASB, and the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations.
 - 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 *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations.
 - The method of measurement or presentation have not changed from those used in the prior period.

Single Audit

45. With respect to federal awards, we represent the following to you:
- 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).
 - We are responsible for the preparation and presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance.
 - We believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance.
 - The methods of measurement or presentation have not changed from those used in the prior period.
 - There are no significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.
 - 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.
 - We have identified and disclosed all of our government programs and related activities subject to the Uniform Guidance compliance audit.
 - 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.
 - 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.
 - 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.
- 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 monitored subrecipients, as necessary, to determine if they have expended subawards in compliance with federal statutes, regulations, and the terms and conditions of the subaward and have met the other pass-through entity requirements of the Uniform Guidance.
- t. We have issued management decisions for audit findings that relate to federal awards we make to subrecipients and such management decisions are issued within six months of acceptance of the audit report by the FAC. Additionally, we have followed-up ensuring that the subrecipients have taken the appropriate and timely action on all deficiencies detected through audits, on-site reviews, and other means that pertain to the federal award provided to the subrecipient from the pass-through entity.
- u. We have considered the results of subrecipients' audits and have made any necessary adjustments to our own books and records.
- v. We have properly classified amounts claimed or used for matching in accordance with related guidelines in the Uniform Guidance, as applicable.
- w. We have charged costs to federal awards in accordance with applicable cost principles.
- x. 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.
- y. 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.
- z. The reporting package does not contain personally identifiable information.

- aa. 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.
- bb. 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.
- cc. 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:

- dd. 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.
- ee. 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 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.
- ff. 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.

DocuSigned by:



Ray S. Avila, Ed.D.

Executive Director

Santa Barbara County SELPA

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If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign "Withdraw Consent" form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

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Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Eide Bailly LLP:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: salesforcehelpdesk@eidebailly.com

To advise Eide Bailly LLP of your new e-mail address

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at salesforcehelpdesk@eidebailly.com and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

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- ii. send us an e-mail to salesforcehelpdesk@eidebailly.com and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

Operating Systems:	Windows2000 [™] or WindowsXP [™]
Browsers (for SENDERS):	Internet Explorer 6.0 [™] or above
Browsers (for SIGNERS):	Internet Explorer 6.0 [™] , Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum

Enabled Security Settings:	<ul style="list-style-type: none"> ò Allow per session cookies ò Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection
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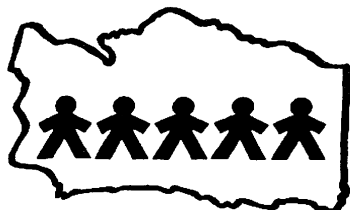
** These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

Acknowledging your access and consent to receive materials electronically

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- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC CONSUMER DISCLOSURES document; and
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Santa Barbara County
Special Education Local Plan Area
 A Joint Powers Agency

Date: February 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Regional Occupational Therapy (OT) Expansion

BACKGROUND:

- As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers, or classroom demands necessitate that a new program be opened or expanded.
- Due to foreseen growth of the number of students in the regional occupational therapy (OT) program, this request is to add an additional 0.25 FTE regional OT to adequately serve the number of students in the program. This OT regional program serves students from Carpinteria, Cold Spring, Montecito Union, Adelante Charter, and SYVSEC school districts.
- The current Local Plan recommended staffing ratio guidelines for this program is a caseload of 20-30 students per 1.0 FTE. Currently there are 1.35 FTE regional OTs available.
- This plan will be reviewed in future years to ensure students' IEPs are implemented with fidelity.
- District/LEA special education administrators agree with the request.

FISCAL IMPACT: The estimated cost for requested expansion funding for the remainder of the 2021-22 school year is \$27,570.47 and an estimated cost for the 2022-23 school year of \$39,306.53.

RECOMMENDATIONS: The JPA Board approve the SBCEO request for expansion of the regional OT program as presented.

RA:lm



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
 Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

Date: December 2021
 To: Ray Avila, SELPA Executive Director and the JPA Board
 From: Kirsten Escobedo, Assistant Superintendent, Special Education
 Re: SBCEO Request for Regional Occupational Therapy (OT) Expansion

SBCEO provides Regional Occupational Therapy (OT) services to Carpinteria Unified School District, Cold Spring School District, Montecito Union School District, Adelante Charter School and the Santa Ynez Valley Consortium Regional Preschool Program.

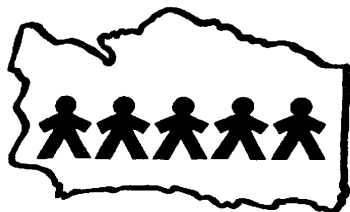
The SELPA Local Plan recommends an average caseload of 20-30 students per 1.0 FTE. (Two consults count the same as one direct service.) There are currently 1.35 FTE regional OTs available. SBCEO is requesting an additional .25 FTE regional OT.

Please see the chart below for additional information on the number of students currently served.

Total Direct (1=1)	Total Consult (2=1)	Total	FTE Needed	Current FTE Available	Requested Additional FTE
43	9/2=4.5, rounded to 4	47	1.60	1.35	.25

The estimated cost for the remainder of the 2021-22 school year is \$27,570.47.

The estimated cost for the 2022-23 school year is \$39,306.53.



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

Date: February 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Expansion of the Orcutt Junior High SDC DHH Program for the
 2022-2023 School Year

BACKGROUND:

- As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers, or classroom demands necessitate that a new program be opened or expanded.
- SBCEO has reviewed current projections for the regional program serving students who are Deaf or Hard of Hearing (DHH) located at Ralph Dunlap Elementary in Orcutt Unified School District for the 2022-2023 school year and is expecting six students to transition into junior high next year. Thus, SBCEO is requesting to open a junior high DHH SDC in Orcutt School District for the 2022-23 school year.
- Currently SBCEO operates three regional programs for students ages 3-22 serving students in north Santa Barbara County, this includes Ralph Dunlap Elementary. For the 2022-23 school year the projected enrollment among these three programs is 30 students.
- Local Plan guideline recommended staffing is 2 classified staff for a junior high school DHH SDC program. Based on the projected enrollment and student needs 1.5 FTE educational interpreters and a 0.5 signing paraprofessional is recommended.
- This plan will be reviewed in future years to ensure students' IEPs are implemented with fidelity.
- District/LEA special education administrators agree with the request.

FISCAL IMPACT: The estimated cost to open the new junior high class with proper staffing would be an anticipated increased total staff cost for 0.8 FTE teacher of \$333,722.00 and for 1.0 FTE teacher is \$358,965.00.

RECOMMENDATIONS: The JPA Board approve the SBCEO request to expand the Orcutt Jr. High SDC DHH Regional Program for the 2022-2023 school year as presented.

RA:lm



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

November 2021

To: Ray Avila, SELPA Executive Director and JPA Board

From: Kirsten Escobedo, Assistant Superintendent, SBCEO

RE: Orcutt Junior High SDC DHH Program Request for the 2022-2023 School Year

SBCEO has reviewed the anticipated 2022-2023 class size for the regional program serving students who are Deaf or Hard of Hearing (DHH) located at Ralph Dunlap Elementary in Orcutt Unified School District and is expecting six students to transition into junior high school next year.

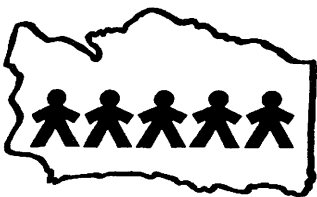
SBCEO currently operates three DHH regional programs for students ages 3-22 serving students in north Santa Barbara County. One program is located at Ernest Righetti High School in the Santa Maria Joint Union High School District, and two are in the Orcutt School District: both at Ralph Dunlap Elementary School. The projected enrollment for these programs is presented in the table below:

DHH SDC Program Name	21-22 Enrollment	22-23 Projected Enrollment
Righetti High School 9-12+	6	5
Dunlap Preschool-K	9	11
Dunlap Grades 1-6	14	8
Junior High Grades 7-8	N/A	6

The SELPA Local Plan staffing ratio for a junior high DHH SDC class is 9-12 students. The 2022-2023 projected enrollment for DHH SDC students entering junior high school is 6 students. SBCEO is requesting to open a junior high DHH SDC in Orcutt School District for the 2022-23 school year.

SELPA Local Plan guidelines recommend staffing of two classified staff (12 hours total) in a junior high school DHH SDC. Based on the students' current needs, 1.5 educational interpreters and a .5 signing paraprofessional are recommended.

With a .8 FTE teacher, the anticipated increased total staffing cost would be \$333,722. With a 1.0 FTE teacher, the anticipated increase total staffing cost would be \$358,965.



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

Date: February 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Resolution 21-22-04 Recognizing a State of Emergency and Authorizing Teleconferenced Meeting for the JPA Board Regular Meeting in March 2022

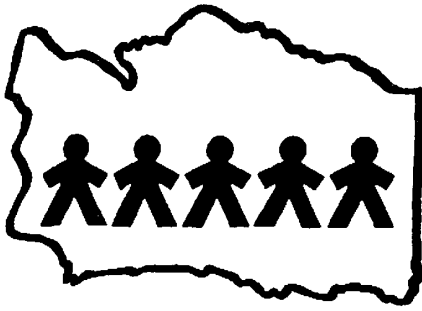
BACKGROUND:

- The SBCSELPA JPA Board meeting dates align with the 2021-22 Superintendents' Meeting schedule. This includes following how the Superintendents meetings are being held, virtual or in person.
- The adopted 21-22 meeting schedule has the following meeting dates scheduled to be held in-person: December 6, 2021, March 7, 2022, and June 6, 2022, at the Jonata Middle School Library in Buellton.
- Due to the COVID-19 pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference if other provisions of the Ralph M. Brown Act ("Brown Act") were followed they would not be considered in violation of the Brown Act.
- Additionally, on September 16, 2021, Governor Newsome signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency. Governor Newsom declared a statewide emergency due to COVID-19 on March 2020, and social distancing measures have been recommended by the SBCPHD to mitigate the spread of COVID-19.
- Due to the current state of COVID-19 and the pandemic the JPA Board intends to hold the March 2022 meeting virtually. In accordance with the Brown Act and the current resolution requirement that must be approved within 30 days of a virtual meeting, Resolution 21-22-04 is being presented to authorize a virtual meeting on March 7, 2022.

FISCAL IMPACT: None.

RECOMMENDATION: The JPA Board approve Resolution 21-22-04 Authorizing the JPA Board Regular Meeting in March 2022 to be held virtually as presented.

RA:lm



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

Resolution 21-22-04
Recognizing a State of Emergency and
Authorizing Teleconferenced Meetings

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

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

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

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

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

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

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

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

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

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

1. The Santa Barbara County SELPA JPA Board has reconsidered the circumstances of the State of Emergency and recognizes that the State of Emergency in the State of California continues to exist due to the COVID-19 pandemic;
2. The Santa Barbara County SELPA JPA Board recognizes that social distancing measures remain recommended by state and local officials;
3. The Santa Barbara County SELPA JPA Board authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

PASSED AND ADOPTED by the Santa Barbara County SELPA JPA Board on **February 7, 2022**, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA
COUNTY OF SANTA BARBARA

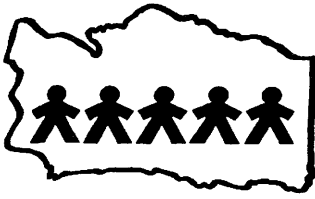
I, **Ray Avila**, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date:

Clerk/Secretary of the JPA Governing Board

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

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

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



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

Date: February 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: “Lack of Federal Funds Being Dispersed in a Timely Manner” Discussion

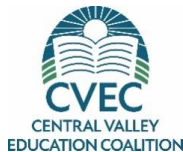
BACKGROUND:

- On behalf of the Santa Ynez Valley Special Education Consortium (SYVSEC), Dr. Randy Haggard requested to the Executive Director for SBCSELPA in an email dated December 6, 2021 for a discussion of this agenda item at an upcoming JPA Board meeting.
- On Thursday, January 20, 2022, at the JPA Agenda review meeting with Anne Hubbard, Ray Avila, Rachel Wigle, and Jennifer Connolly, Dr. Haggard shared feedback regarding potential “cash flow” problems due to the lack of federal funds being dispersed in a timely manner to SELPA’s, and then eventually to LEA’s.
- This is a statewide and historical issue the State SELPA Association and other agencies have communicated to the California Department of Education (CDE) along with the concern for “full funding” of federal funds (**SEE attachment, REF: VIII-A.1**).
- Currently, the SYVSEC is in jeopardy of serious cash flow issues due to the lack of or late arrival of federal special education funds (**SEE attachment, REF: VIII-A.2**).

FISCAL IMPACT: None.

RECOMMENDATION: None.

RA/RW:lm

California County Superintendents
Educational Services AssociationSan Diego Unified
SCHOOL DISTRICTSanta Clara County
Office of Education

December 20, 2021

Via Email

The Honorable Jared Huffman, U.S. Congress Member
United States House of Representatives
1527 Longworth House Office Building
Washington, DC 20515

Support H.R. 5984 IDEA Full Funding Act

Dear Congress Member Huffman:

On behalf of the organizations listed on this letter, we are writing to support H.R. 5984, the IDEA Full Funding Act, which would make regular increases to the federal commitment of the Individuals with Disabilities Act (IDEA) until it reaches the 40% threshold in fiscal year (FY) 2031.

When IDEA was enacted more than 45 years ago, Congress promised to provide 40% of the per-pupil expenditure to pay for the new federal mandate to support the education of students with disabilities. Congress has never fulfilled that promise. At the national level, federal IDEA funding in recent years has been as low as 15%—and it continues to shrink. In 2019-20, federal funding covered less than 8% of the cost. In fact, more was spent in state and local funds on special education services in California (\$15.3 billion) than Congress appropriated for the entire nation in the FY 2021 federal budget.

This underfunding has had a major impact on California school agencies' ability to balance their annual operating budgets and maintain quality education programs and services for all children. Over the past ten years, the local contribution by California school agencies for special education increased from \$5.4 billion to more than \$11 billion, or 67.17% of the total cost. Over that same time period, the IDEA Federal Local Assistance grant has increased by only \$931 million. This is especially troubling when the cost of providing special education continues to rise due to the increase in the population of students with high-cost disabilities, such as autism.

Increasing the federal investment in IDEA funding would allow California school districts to maximize California's school funding law—the Local Control Funding Formula (LCFF)—by allowing school districts to use more of their LCFF on the general education program—which benefits both students with disabilities *and* general education students. A major effort is now underway in California to increase funding for students with disabilities. We are doing our part in California to increase funding for students with disabilities and appreciate your help in Washington, D.C.

December 20, 2021

Page 2

Thank you for your long-standing support for education and for the students, employees, and programs of California. We support your H.R. 5984, IDEA Full Funding Act to further advance the education of students with disabilities and encourage all members of the California Congressional Delegation to cosponsor this important legislation.

Sincerely,

Megan Baier, Legislative Advocate
Association of California School Administrators

Melanee Cottrill, Executive Director
California Association of School Psychologists

Kevin Jenkins, President
California Association of Black School Educators

Tatia Davenport, Chief Executive Officer
California Association of School Business Officials

Jeffrey Frost, Legislative Advocate
California Association of Suburban
School Districts

Derick Lennox, Sr. Director of Governmental
Relations and Legal Affairs
California County Superintendents Educational
Services Association

Erika K. Hoffman, Legislative Advocate
California School Boards Association

Steve Ward, Legislative Analyst &
Governmental Relations
California School Funding Coalition

David Walrath, CSF Coordinator
Californians for School Facilities

Andrea Ball, Legislative Advocate
Central Valley Education Coalition

Eimear O'Brien, Ed.D., Superintendent
Clovis Unified School District

Anthony Rebelo, Chair
Coalition for Adequate Funding for
Special Education

Martha Alvarez, Director of Legislative
Affairs and Government Relations
Los Angeles Unified School District

Mary Jane Burke, Superintendent
Marin County Office of Education

Andrea Ball, Legislative Advocate
Orange County Department of Education

Jeffrey A. Vaca, Chief Governmental
Relations Officer
Riverside County Superintendent of Schools

Enrique Ruacho, Director of the
Government Relations
San Diego Unified School District

Dr. Mary Ann Dewan, Superintendent
Santa Clara County Office of Education

Benay Loftus, Chair
SELPA Administrators of California

Michelle Underwood, Legislative Advocate
Torrance Unified School District

cc: California Congressional Delegation

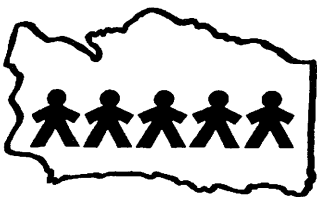
SYV Special Education Consortium
FY21-22 Projected Cash Flow
Second Interim

REF: VIII-A.2

FY21/22 Projected Second Interim Projected Cash Flow Actuals through November	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
A. BEGINNING CASH	9110	N/A	816,114	619,953	1,580,057	744,083	1,141,130	285,427	647,460	955,085	367,090	-214,542	357,980	-212,288
Inter Org District Loan														
Adjusted Beginning Cash														
B. RECEIPTS														
LCFF Revenue Sources	8080-8099	N/A		(3,833)			0	328,769				354,843	-	-
Federal Revenues	8100-8299	N/A	(684,653)	2,165	-	-	7,027	-	-			-	-	-
Other State Revenues	8300-8599	N/A	-			269,763	21,806	-			-	24,251	-	-
Other Local Revenues	Line 10 - 13		15,966	616,258	225,640	-	125,453	558,716	648,821	107,979	114,542	648,822	135,979	114,542
All Other Financing Sources	8930-8979	N/A												
Interfund Transfers	Line 16 - 17		-	208,182	-	220,079	-	126,935	365,777	-	-	220,079	-	49,050
Contributions	8980 SPED		-					247,619						246,291
TOTAL RECEIPTS		N/A	(668,687)	822,772	225,640	1,245,991	154,286	1,262,039	1,014,598	107,979	114,542	1,247,995	135,979	409,883
C. DISBURSEMENTS														
Certificated Salaries	1000-1999	N/A	47,181	133,243	229,145	308,047	233,769	239,915	240,000	240,000	240,000	240,000	240,000	286,198
Classified Salaries	2000-2999	N/A	43,635	73,256	143,655	209,894	153,492	139,735	160,000	160,000	160,000	160,000	160,000	184,051
Employee Benefits	3000-3999	N/A	28,251	71,348	131,328	154,426	141,050	130,362	145,000	145,000	145,000	145,000	145,000	178,585
Books and Supplies	4000-4999	N/A	393	7,028	7,938	6,105	10,066	2,245	6,000	5,000	5,200	9,500	5,273	4,422
Services	5000-5999	N/A	24,629	24,232	37,778	97,389	102,831	71,564	110,000	100,000	100,000	75,000	110,000	177,000
Capital Outlay	6000-6599	N/A	7,154					4,472						
Other Outgo	7000-7499	N/A	-	42,407	111,877	73,082	(31,216)	47,713	45,973	45,973	45,973	45,973	45,973	45,973
Interfund Transfers Out	7600-7629	N/A												38,043
TOTAL DISBURSEMENTS		N/A	151,243	351,514	661,720	848,943	609,991	636,006	706,973	695,973	696,173	675,473	706,246	914,272
D. BALANCE SHEET ITEMS														
Assets/Deferred Outflows														
Accounts Receivable	9200-9299	.00	684,653	393,025										
Due To Other Funds/Inter-org Loan/Fund 17	9310	.00	10,416	184,766										
SUBTOTAL ASSETS		.00	695,069	577,791										
Liabilities/Deferred Inflows														
Accounts Payable (unpaid tax)	9500-9599	.00	-62,913	-86,408	103									
Due To Other Funds	9610-9640	.00	-8,387	-2,536	-88,818		-88,818	-264,000						
SUBTOTAL LIABILITIES		.00	-71,300	-88,945	-399,895		-399,999	-264,000						
TOTAL BALANCE SHEET		.00	623,769	488,846	-399,895		-399,999	-264,000						
E. NET INCREASE/DECREASE														
B - C + D		N/A	-196,161	960,104	-835,975	397,047	-855,704	362,033	307,625	-587,995	-581,632	572,521	-570,268	-504,390
F. ENDING CASH (A + E)		N/A	619,953	1,580,057	744,083	1,141,130	285,427	647,460	955,085	367,090	-214,542	357,980	-212,288	-716,678
G. Ending Cash, Plus Cash Accruals and Adjustments														

Fiscal Year	Federal Grant	Amount Received	Unpaid-Balance	
FY18-19	\$ 515,916.00	\$ 515,916.00	\$ -	
FY19-20	\$ 527,735.00	\$ 527,735.00	\$ -	
FY20-21	\$ 531,882.00	\$ -	\$ 531,882.00	
FY20-21	\$ 16,508.00	\$ -	\$ 16,508.00	
FY21-22	\$ 548,390.00	\$ -	\$ 548,390.00	
TOTAL	\$ 2,140,431.00	\$ 1,043,651.00	\$ 1,096,780.00	Updated balance due as of 1/25/22

\$134,098.00 was received by SELPA on 1/21/22, will post at January close



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

Date: February 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SYVSEC Request for Regional Occupational Therapy (OT) Services

BACKGROUND:

- SBCSELPA received a request from the Santa Ynez Valley Special Education Consortium (SYVSEC) (**REF: VIII-B.1**) for Regional Occupational Therapy (OT) Services.
- Per the Local Plan, an LEA in SB County is required to provide a “year and a day notice” for this type of request, but if there is space and staff available, SBCSELPA can proceed in accommodating the request.
- Currently, the Regional OT programs available in close proximity to the SYVSEC do not have room or available staff. To accommodate this regional program, request the following steps will occur:
 - *Per the Local Plan, the SYVSEC request to serve 22 OT cases would confirm the need for a 1.0 FTE to be hired by SBCEO for regional OT services.*
 - *SBCSELPA will place this request on the Feb. JPA agenda as an “Information and Discussion” item.*
 - *SBCSELPA will then include a request from SBCEO for an increase of 1.0FTE OT to expand the regional program. This request will be on the FEB 2022 SEAM agenda for discussion and to confirm consensus of this decision.*
 - *Assuming there is consensus at the FEB 2022 SEAM meeting, SBCSELPA will then place this item on the March JPA agenda for “consent”. If approved, SBCEO can “officially” search for an OT for employment to fill the need of this increase to the OT regional caseload.*
 - *The intent will be to accommodate this regional program expansion beginning the 2022-2023 school year.*
- Once the Regional OT program has been expanded by hiring a 1.0FTE OT, the SYVSEC request can be accommodated.
- At the March JPA Board meeting, the Board will be updated as to the feedback from the FEB 2022 SEAM meeting.

FISCAL IMPACT: TBD

RECOMMENDATION: None at this time.

RA/RW:lm

SANTA YNEZ VALLEY SPECIAL EDUCATION CONSORTIUM

Serving the Santa Ynez Valley School Districts
301 Second Street, Buellton, CA 93427
(805) 688-4222 Ext 2121 (805) 688-8973 (Fax)

MEMORANDUM

TO: Ray Avila, Executive Director
Santa Barbara County SELPA

FROM: Claudia Echavarria, Director of Special Education
Santa Ynez Valley Special Education Consortium

SUBJECT: Request for Regional Occupational Therapy Services

DATE: January 26, 2022

The Santa Ynez Valley Special Education Consortium ("Consortium") formally requests Regional Occupational Therapy services for this school year 2021-2022 and next school year 2022-2023.

The Consortium has been fortunate to find Occupational Therapists to employ directly over the past several years as a .80 FTE. Our most recent Occupational Therapist resigned at the beginning of this school year (August 2021), and we not been able to fill this position despite our relentless efforts. We also reached out to non-public agencies repeatedly and have not received any possible candidates to date.

In order to provide a continuum of special education services in the Santa Ynez Valley for the seven districts and one charter school we serve, the Consortium will need to shift our current Occupational Therapy model to offer regional services. We have notified parents and staff of our situation, but we need to provide FAPE to these students.

Please see the chart below for additional information on the number of students currently requiring Occupational Therapy services in grades K - 12.

Grade Level	Direct OT Services	Consultation
K - 5	16	1
6 - 8	6	2
9 -12	0	3

Thank you for your consideration in this matter.



Santa Barbara County Education Office

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

Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

January 14, 2022

SBAS-9481

TO: SELPA

FROM: Bill Ridgeway, Assistant Superintendent
Administrative Services

SUBJECT: **First Interim Financial Report Analysis and Recommendations**

As required by Education Code Section 42131, our office has reviewed your district's interim report that was due to our office on Dec. 15.

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

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

ad

attachments

c Denice Cora, Administrator
Stephen Williams, District Financial Advisor
Dr. Susan Salcido, County Superintendent of Schools





Santa Barbara County Education Office

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


Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

January 14, 2022

SBAS-9477

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

FROM: Denice Cora, Administrator 
Stephen Williams, District Financial Advisor

SUBJECT: **First Interim Report Analysis and Recommendations**

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

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

Financial Overview

Amid the ongoing coronavirus pandemic, California's economy has experienced unexpected gains in revenues. With the revenue forecast dramatically improved since the 2020 State Budget Act, the Governor's 2021-22 state budget significantly builds upon special education funding augmentations provided over the past two years. The Special Education Local Plan Area (SELPA) funding formula was increased by the compounded COLA of 4.05% and augmented by \$397 million, resulting in a 2021-22 base rate of \$715 per ADA. The SELPA will receive the greater of this new ADA rate or their 2020-21 base rate adjusted by the 4.05% compounded COLA, whichever is greater.

We ask that the SELPA continue to remain adaptable and flexible in providing educational support services while also focusing on budget management and fiscal solvency. The SELPA's administration should update its budget with the Second Interim Report to account for changes in funding as well as to reflect the board approved district allocations of the prior year fund balance.

General Fund Reserve

The SELPA is projecting an operating deficit in its general fund of approximately \$3,306,000. This decrease, when added to the beginning balance of approximately \$4,354,000, results in a projected ending balance of approximately \$1,048,000.

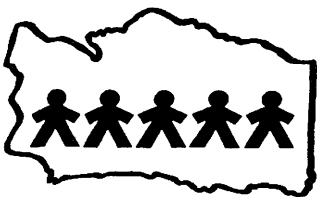
Conclusion

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

We are aware that the information provided reflects the district's financial position and assumptions at a point in time and that further adjustments will be made during the year as additional data becomes available. We hope that these comments will be helpful to the district administration and governing board as you plan for the remainder of this year and further develop your multiyear projections.

We wish to express our appreciation to the district staff for their cooperation during this review. If our office can be of further assistance, please call us.

c Lindsay McDonald, Office Assistant
 Rachel Wigle, Chief Business Official
 Bill Ridgeway, Assistant Superintendent
 Dr. Susan Salcido, County Superintendent of Schools



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

Date: February 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Procedural Handbook, Section 8, *Private Schools*, Revisions

BACKGROUND:

- The SBCSELPA formed an Ad Hoc Committee to review and revise the current Private School language of the SBCSELPA Procedural Handbook, Section 8. The necessary updates and changes to Section 8 are indicated on the attached copy (**REF: VIII-D.2**).
- The revisions were previously presented to the SEAM group on November 19, 2021, and again on December 17, 2021. District/LEA special education administrators support the proposed revisions.

RA/JC:lm

PROCEDURAL

HANDBOOK SECTION

8

Procedures for Providing Special Education Services to Parentally Enrolled Private School Children with Disabilities

This section contains information you should know about...

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December 17, 2021

***PROCEDURES FOR PROVIDING SPECIAL EDUCATION SERVICES
FOR CHILDREN WITH DISABILITIES WHO ARE PARENTALLY
ENROLLED IN PRIVATE SCHOOLS OR CDE APPROVED HOME SCHOOL***

The following procedures apply to school age children who are enrolled by their parents in private schools. Children of preschool age who may need special education services shall be evaluated and provided services, as appropriate, by the Santa Barbara County Education Office via an IEP.

I. Child Find

The Santa Barbara County SELPA (*SBCSELPA*) will:

- A. Annually inform local private schools of the provisions in Federal Law that address students enrolled by their parents in private schools who may be eligible for special education services. Representatives of private schools (including private school administrators, teachers, parents, and students) will be invited by SBCSELPA to an annual meeting to discuss criteria for special education eligibility and special education referral procedures under federal and state laws and regulations. If they do not attend, the information from the meeting will be mailed to the private school by SBCSELPA. Private schools will be emailed a form to complete confirming receipt of information.
- B. Ask private schools to list students enrolled in the school who they suspect have disabilities or may be eligible for special education services and the districts of residence of those children. SBCSELPA will meet annually in the fall to update the Private Schools in Santa Barbara County with LEA procedures.
- C. Ensure that child-find activities undertaken for private school students are comparable to activities undertaken for children ages three to 22 with disabilities in public schools. This will include dissemination of the special education Child-Find brochures in English and Spanish to all private schools in Santa Barbara County annually.

II. Referral for Special Education

School personnel from each LEA in Santa Barbara County will take steps annually to identify students with disabilities attending private schools who may require an IEP or an ISP.

After considering if appropriate general education resources were utilized and exhausted, the private school determined that a private school child may require special education services.

The parent or guardian, or teacher/administrator of the private school, refers the student in writing for evaluation to the District of Geographical Residence (DOGR), including the SPED Director/Designee of District of Location (DOL) where private school is located.

III. Assessment for Eligibility and Educational Planning

- A. The private school staff and parent(s) are encouraged to conduct a Student Study Team (SST) meeting to consider accommodations and supports within the private school. Additionally, other non-special education services should be discussed at the SST to determine if further interventions in the general education setting are appropriate prior to conducting a formal assessment for special education, and prior to referring a student to special education. The SST may initiate a referral for assessment at the SST meeting or at a follow-up meeting, if appropriate.

If possible, the DOGR and the DOL should be invited to an SST or follow-up meeting to communicate and clarify any questions related to the assessment process and procedures to the parent (s).

- B. The most recent provisions require the DOL, or the LEA where the private school is located, to be the responsible agency for implementing the IDEA requirements for parentally placed children with disabilities. This includes the obligation that the DOL locate, identify, evaluate, and spend a proportionate share of IDEA funds for equitable services for children with disabilities enrolled by their parents in private schools, including religious, elementary, and secondary schools located within that LEA.

CALPADs Reporting

The DOL or DOGR is responsible for submitting the 'meeting type 10' (initial) with the 'plan type 200,' Individual Service Plan (ISP) to CALPADS even though the district where the private school is located did not conduct the assessment for the initial. The district where the private school is located will also submit records for annual and triennial meetings to CALPADS depending on who will hold the initial the meeting.

- C. When the DOL, receives a request for assessment, the DOL will first inquire with the DOGR to confirm who (DOGR or DOL) will start the assessment process.
- D. Following receipt of a referral for assessment for special education, the DOGR or the DOL shall be contacted to develop an Assessment Plan and Prior Written Notice providing all documents to the parent within 15 calendar days or deny the request with an explanation documented (see #F). The DOGR or DOL shall include a Release of Information with the Assessment Plan to exchange the needed parent information with the private school.
- E. The assessment for special education eligibility must include evaluations in all areas related to the suspected disability. The assessments shall be completed, and an eligibility meeting convened within 60 calendar days from the date of receipt of the signed assessment plan (not counting days of school vacation as specified in E.C. 56344).

F. Denial of Assessment by DOGR or DOL

After discussion of a possible assessment for eligibility of Special Education services and supports in the SST, the DOGR or the DOL determine that an assessment for special education is not warranted, a formal Prior Written Notice of the DOGR or the DOL's refusal to conduct an assessment and the reasons for the determination will be provided to the parent.

- G. If the parent declines assessment or fails to return the signed assessment plan within 30 days, the assessment process stops.

IV. IEP and/or Private School ISP Meetings

1. Once the assessment is completed by the DOGR or the DOL the Director/Designee shall convene an IEP meeting to consider eligibility. The DOGR or DOL Director/Designee, at the IEP team meeting if eligible presents the parent with an Offer of FAPE via an IEP and the option of enrolling the child in the DOGR.

A. Offer of FAPE via an IEP

If the parent agrees to the Offer of FAPE via the IEP, the student is referred to the DOGR and the assessment data and reports are forwarded to the DOGR by the DOL for implementation of an IEP.

If the parents of a private school student with a disability consent to the IEP developed by the IEP Team and indicate their intention to enroll their child in a public school, the IEP shall be implemented as soon as possible following the IEP Team meeting.

B. Student found not eligible for Services via an IEP:

If the student is found not eligible for special education services via an IEP, the DOL completes the following IEP forms:

- Demographic and Eligibility (IEP 1)
- IEP Eligibility (IEP 2) showing "Not eligible."
- Present Levels of Performance (IEP3 2B)
- Notes and Additional Information (IEP9 12)
- Consent and Signatures (IEP 10A) with the check box "I understand that my child is "Not eligible for special education" and is initialed by parent.

C. Decline of the Offer of FAPE via an IEP

If the parents of a private school child with a disability agree with but decline the IEP developed by the IEP Team, the IEP Team shall:

1. Ask the parent to sign in attendance on the IEP form, Consent and Signatures (IEP 10A), initialing the box indicating, "I agree to all

parts of the IEP,” initialing the box indicating “I decline the offer of initiation of special education services.”

2. Include the following statement on the IEP Team Meeting Notes page “The parent(s) have chosen to enroll their child in a private school and decline the offer of FAPE. The services offered on this IEP are available if the student enrolls in public school in their DOGR.”

3. On the IEP form, FAPE, and Educational Setting (IEP 7B), the child’s school of attendance should be listed as the neighborhood public school in the child’s DOGR (unless the IEP Team recommends placement in a special education program located at another school).

D. Development of the ISP

If the parent(s) indicates they are not interested in enrolling the student in the DOGR, then an eligibility ISP meeting is convened by the DOL. The DOGR and the DOL could be invited to the ISP meeting to collaborate on services for the student.

DOL convenes a meeting and invites the parent(s) using the Notice of ISP Meeting (ISP 1) inviting the parents to participate in a meeting to determine services in special education developing, as appropriate, an ISP for the private school student.

V. Development of Private School ISPs

- A. The ISP must be developed at a meeting attended by the parent, a DOL administrator, a special education service provider and a regular education teacher. (The regular education teacher may be a teacher from the private school.)
- B. The DOL must ensure that a representative of the private school (which may be the private school teacher) is invited to participate in the ISP meeting.
- C. The parent must receive written notification of the ISP meeting.
 1. The SELPA form, Notice of ISP Meeting (ISP 1) must be sent to the parent prior to the meeting to develop the ISP, unless the ISP is developed at the same meeting that was convened to develop an IEP offering special education services if the child enrolls in public school.
 2. A copy of the SBCSELPA’s Parental and Adult Students’ Procedural Safeguards which includes the rights related to Children Attending Private Schools, must be sent to the parent along with the Notice of ISP Meeting (ISP 1)
- D. The ISP forms should list the special education service(s) to be provided to

the pupil including their frequency, duration, and location.

- E. The DOL personnel are authorized to make the final decision regarding which service(s) will be provided to the private school child with a disability through an ISP. Parent consent to the ISP is required.
- F. Special education services provided pursuant to an ISP may be provided either at the private school, virtually, or at a public-school site.
 - 1. If the services are provided at a location other than the child's private school, and the child requires transportation to access the special education services being offered, then the DOL will have the option to provide transportation. The cost of such transportation shall be included in calculating the total amount of funding LEAs are required to expend for special education services provided to private school children with disabilities.
 - 2. LEAs are not required to provide home-to-school transportation for private school students with special education needs.
- G. Meetings to develop, review, and revise ISPs must be held at least annually. The DOGR may be invited to the annual meeting as a service provider and collaborate with the DOL on the ISP.

VI. Parents' Rights and Procedural Safeguards for Parentally Enrolled Private School Students with Disabilities

The parents' rights and procedural safeguards for parentally enrolled private school students with disabilities are included on page 9 of the SBCSELPA's Parental and Adult Students' Rights and Procedural Safeguards for Special Education, under the heading "Children Attending Private School."

Parents of parentally enrolled private school students are to be provided with a complete copy of the SBCSELPA's Parents Rights and Safeguards document upon initial referral for evaluation, at the time each annual review Private School ISP meeting notice is provided, or when a re-evaluation is to be conducted.

Parents of parentally enrolled private school students with disabilities do not have the right to request a due process hearing regarding the provision of services offered through an ISP. A parent of a child enrolled in a private school has the right to file a due process complaint ONLY related to the LEA DOGR or DOL child-find activities.

VII. Child Count of Total Number of Private School Students with Disabilities

- A. Each district is required to conduct an annual child count of the total number of eligible parentally placed private school children with disabilities attending private schools located within their jurisdiction.
- B. This child count is comprised of those parentally enrolled private school

students with disabilities receiving special education services through a Private School ISP as well as those parentally enrolled private school students who have been found eligible for special education within the last three years but who are not currently receiving special education services through a Private School ISP.

VIII. Pupil Count of Private School Children with Disabilities

- A. Children with disabilities enrolled in private schools by their parents should be counted on the Fall CALPADS if they are receiving special education or related services according to a Private School ISP.
- B. The DOL should submit the Meeting Type 10 (initial) with the Plan Type 200, Individual Service Plan even if the DOL did not conduct the initial.
- C. The DOGR should not submit to CALPADS any subsequent Annual or Triennial meetings (Offers of FAPE).
- D. The DOL should submit records for annual and triennial meetings.

Reference:

<https://www2.ed.gov/admins/lead/speced/privateschools/idea.pdf>

- E. Children with disabilities enrolled in private schools whose parents choose not to have an ISP developed for their child and decline special education services, must also be included in the Fall CALPADS in the category designated for this purpose.

IX. Calculation of Required Expenditure of Funds for Parentally Placed Private School Children with Disabilities

- A. Pursuant to SBCSELPA policy, local education agencies shall offer to annually expend a uniform per pupil amount in the provision of special education and related services for each parentally enrolled private school student with disabilities of school age who attends a private school located within the LEA's jurisdiction. This per pupil amount shall be derived after calculations are performed to determine the proportionate share of the LEA's allocation of IDEA Part B local assistance grant funding for school age children with disabilities that must be expended on the provision of special education and related services for the parentally enrolled private school children attending private schools within the LEA.

Each year, LEAs within SBCSELPA will need to calculate a per pupil amount of federal funding that will be offered to each parentally enrolled school age private school student with a disability using the following formula:

1. From the prior year CALPADS, determine the number of school age children (5-21), enrolled in public school, eligible for special education.

B. Districts must also report on the Fall CALPADS the total number of parentally enrolled private school students who were assessed during the past year, including those students found not eligible for special education.

1. From the prior year December private school child count and the prior year December special education CALPADS, determine the number of school age (5-21) children enrolled in private schools located within the LEA eligible for special education. This number will include both eligible private school children currently receiving special education services through an ISP and eligible private school children currently receiving no special education services.

2. Add #1 and #2 to determine the total number of school age children attending private schools within the LEA eligible for special education.

3. Identify the total number of special education-eligible children (attending both public and private school) receiving special education services through either an IEP or an ISP.

4. Determine the total amount of the LEA's Federal Part B local assistance funding for school age children for the current school year.

5. Divide the total number of school age private school children eligible for special education by the total number of school age public and private school children eligible for special education to determine the percent of special education eligible students residing in the LEA who attend private school.

6. Multiply the LEA's total current year Part B local assistance grant amount for school age children by the percentage to determine the total amount that must be spent in the current year for the group of parentally placed private school children with disabilities attending private schools within the LEA.

7. To determine the per child amount of federal funding to be spent in the current year, divide the total amount that must be spent on parentally enrolled private school children with disabilities by the total number of parentally enrolled children with disabilities who received special education services through a Private School ISP in the prior year. (See Attachment 1)

C. After the LEA decides which service(s) it will offer to each child with a disability enrolled in private school pursuant to an ISP, a calculation must be performed to determine the amount of special education services (including the cost of transportation in some cases) to be provided that is the equivalent to the per child amount of funding that will be expended.

D. It will be necessary to calculate the hourly salaries (including benefits) of staff who will provide the services specified in the ISP, considering whether the private school child is seen individually or as part of a group.

1. The total number of hours of service to be provided to the child for the year is calculated by determining the hourly cost of the service:

- a. For example, the teacher or DIS provider's yearly salary and benefits is divided by 180 divided by the number of hours in the workday.
- b. The total amount to be spent per child is then divided by this hourly rate to determine the number of hours of service that will be provided.
- c. If a child will be seen in a group of three, for example, the hourly rate will be divided by three before performing the calculation to determine the number of hours of service that will be provided.
- d. Transportation costs will need to be calculated separately and will reduce the amount of funding available to provide programmatic services.

E. Funds expended for assessment and staff participation in IEP and ISP meetings may not be included as part of the total of a district's required expenditures for services to parentally enrolled private school children with disabilities.

F. If a child enrolled in a private school is offered special education services sometime after the start of the school year, then the amount of funding to be expended for the remainder of the current school year is to be prorated accordingly.

G. At the beginning of each school year, the SBCSELPA office will provide districts with an estimate of the amount of federal funding to be received in the current year for use in calculating projected per pupil expenditures, if this information is available.

Attachment 1
Proportionate Share Calculation for
Parentally-Placed Private School Children with Disabilities

FOR FLINTSTONE SCHOOL DISTRICT:

# of eligible children in public schools	=	300
# of eligible children in private schools	=	20
Total # of eligible children =		320

AT DECEMBER 1 CHILD COUNT:

# of children served in public schools	=	300
# of children served in private schools	=	5
Total # of public & private children served =		305

Note: 305 is the number turned in to OSEP for children served with IEP or service plan.

FEDERAL FLOW-THROUGH FUNDS TO FLINTSTONE SCHOOL DISTRICT:

Total allocation to Flintstone = \$152,500

FORMULA FOR CALCULATING PROPORTIONATE SHARE:

$$\frac{\text{Total Proportionate Share For Private School Children}}{\text{Total Flow-Through Allocation}} = \frac{\text{Eligible Private School Children}}{\text{Total Eligible Public \& Private School Children}} \times$$

Note: Proportionate share for parentally-placed private school children is based on total children eligible, not children served.

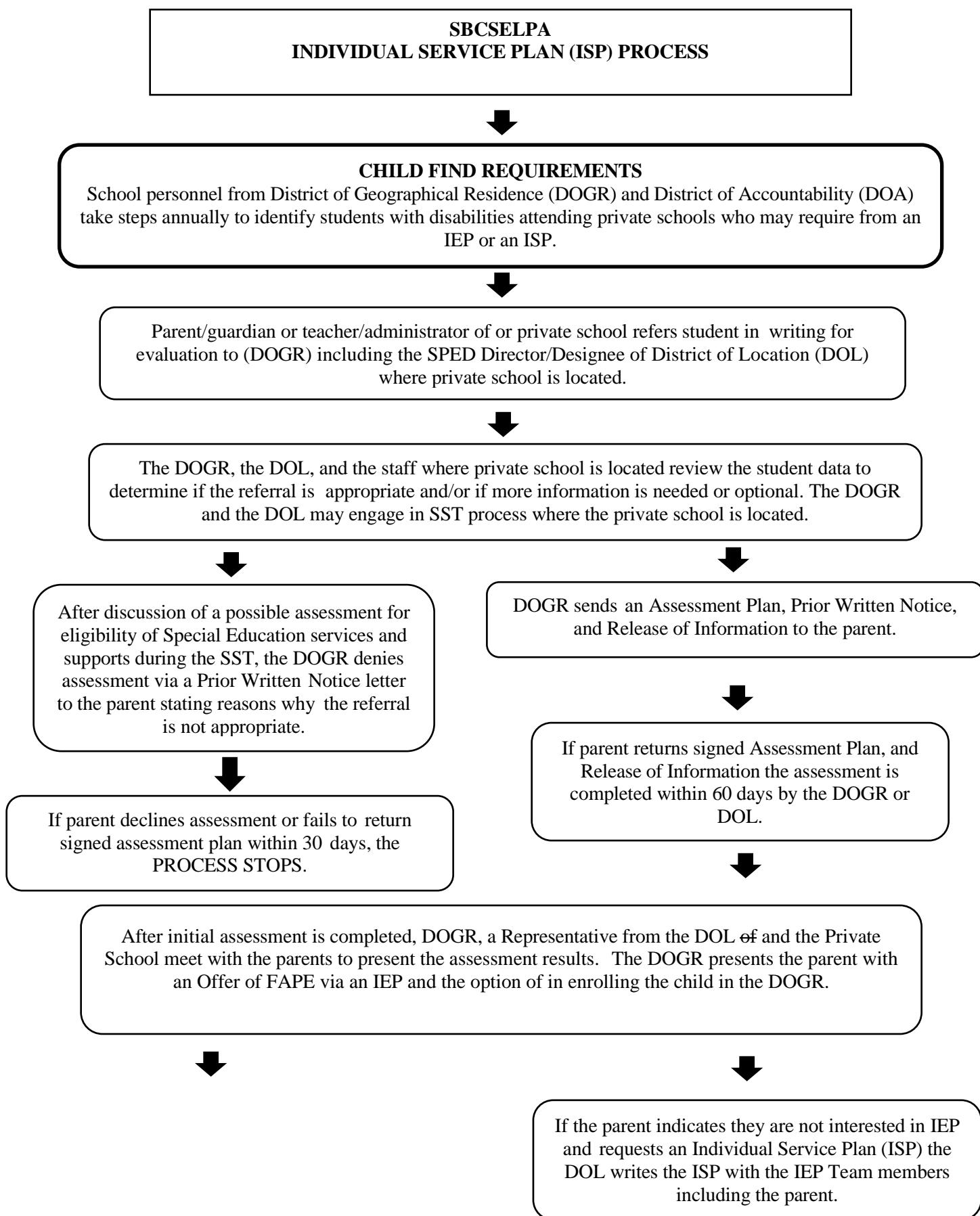
FLINTSTONE SCHOOL DISTRICT OBLIGATION:

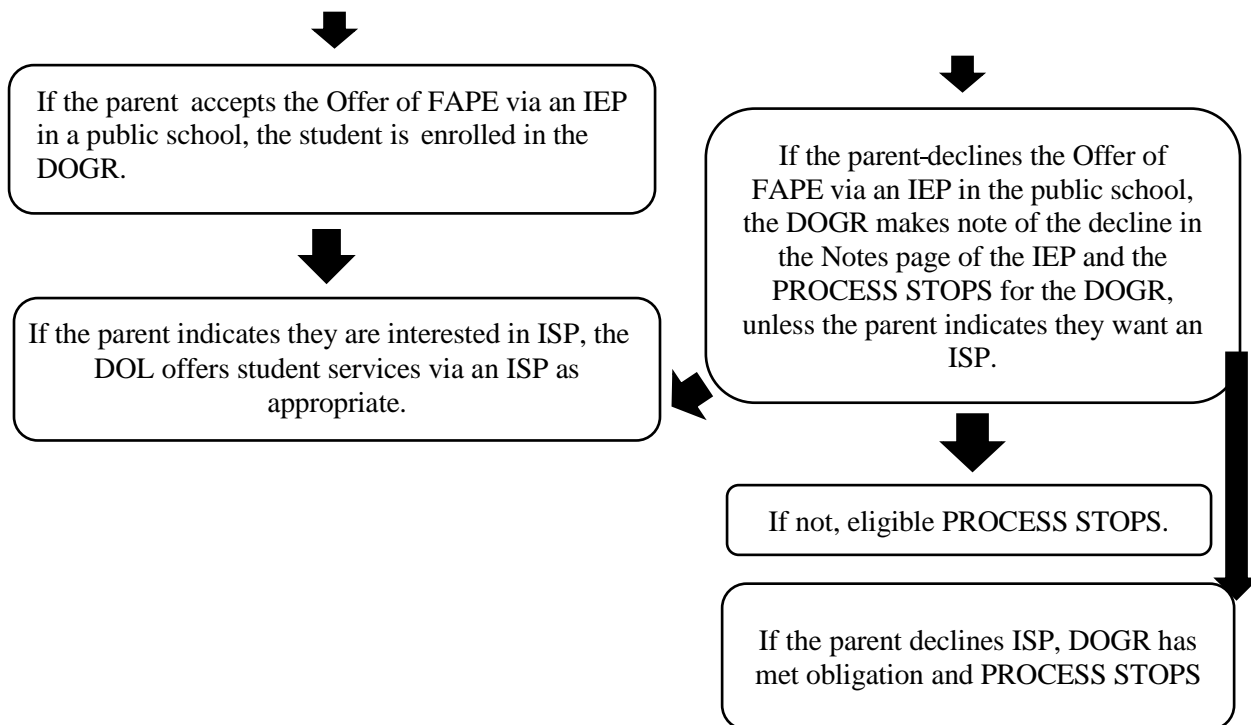
$$\frac{X}{\$152,500} = \frac{20}{320}$$

$$X = \$9,531.25$$

(This amount must be spent for the group of parentally-placed children in private schools)

SBCSELPA Individual Service Plan ISP Process





X. Offer of FAPE: LEAs Annual Notice to Parents of Parentally Placed Private School Students

- A. LEAs are not required to develop an IEP that offers FAPE in the public school for parentally placed private school students with disabilities unless the parent expresses an interest or intention to enroll their child in public school.
- B. If the parents of a private school child with a disability indicate their interest of enrolling the child in public school and receiving special education services through an IEP, the DOGR is responsible for developing an IEP that offers FAPE in the public schools. The private school and DOL may not share information regarding a student without a release of information signed by the parent or guardian.

X. Three-year Reevaluation for Parentally Enrolled Private School Students with Disabilities

- A. All parentally placed private school students with disabilities, who are currently receiving special education services through a Private School ISP, are required to be reevaluated at least once every three years or more frequently if conditions warrant a reevaluation.

Parentally placed private school students who have previously been identified as having a disability whose parents have declined special education services are also required to be offered a reevaluation every three years. If the parent consent for the evaluation is denied, the DOL is not obligated to initiate a due process hearing regarding the issue of assessment. (Documentation of the district DOL's proposal to conduct a three-year reevaluation for such children must be kept on file.)

- B. The same procedures should be used for private school students as are utilized for students with disabilities that are enrolled and attending public school to determine the scope of reevaluations, for conducting the reevaluations, and for writing a three-year reevaluation report.

Child Find process in special education and related services of parentally placed Private School Children: California Code, Education Code - EDC § 56301

Local Education Agency consultation with a Private School: California Code, Education Code - EDC § 56172

WHAT FORMS SHOULD BE USED

NC 6A:	Notice of Meeting (E & S) This form is used to invite parents of parentally enrolled private school students to an IEP meeting if the parent expresses interest in enrolling their child in public school. (E & S)
ISP 1:	Notice of ISP Meeting This form is used to invite parents of parentally enrolled private school students to meetings to develop a Private School Service Plan.
ISP 2A	Data-Eligibility-Present Levels
ISP 2B	Instructional Accommodations
ISP 3	Service and Consents
ISP 4	Notes and Additional Information
NC 1:	Notice of Rights and Safeguards (E & S) This form is to be sent home along with the Assessment Plan and Meeting Notification forms.
NC 2B:	Notice of Reassessment This form is to be used to determine the scope of any triennial or other requested re-evaluation for parentally enrolled private school students. (E & S)
IEP1:	Demographic and Eligibility (E & S)
IEP2:	IEP Eligibility (E & S) This form is to be used when the student is found not eligible or no longer eligible for special education.
IEP 10A:	Consent and Signatures (E & S) This form is to be used when the student is found not eligible or no longer eligible for special education.

Glossary of Terms

<https://documentation.calpads.org/glossary/casemis/dsea/>

DSEA:	District of Special Education Accountability for a student with an IEP is defined to be either of the following:
DOGR:	District of Geographic Residence: (DOGR)

The student's parents or guardians reside in the same district in which the student is receiving special education instruction. Determines the District of Location- where the student is to get services (at public school).

DOL: District of Location: (DOL)
The district where the Private School is located.

DOA: District of Accountability: (DOA)/Reporting LEA.
The DOL where the student is enrolled in CALPADs. This is the district where the Private School is located. *Use Reporting LEA.

E = ENGLISH and S = SPANISH

IEP forms can be found on our SBCSELPA's on-line SIRAS Systems, www.sirassystems.org.

PROCEDURAL HANDBOOK

SECTION

8

Procedures for Providing Special Education Services to Parentally Enrolled Private School Children with Disabilities

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Updated December 17, 2021

**PROCEDURES FOR PROVIDING SPECIAL EDUCATION SERVICES
FOR CHILDREN WITH DISABILITIES WHO ARE PARENTALLY
ENROLLED IN PRIVATE SCHOOLS OR CDE APPROVED HOME SCHOOL**

The following procedures apply to school age children who are enrolled by their parents in private schools. Children of preschool age who may need special education services shall be evaluated and provided services, as appropriate, by the Santa Barbara County Education Office via an IEP.

I. Child Find

The Santa Barbara County SELPA (**SBCSELPA**) will:

- A. Annually inform local private schools of the provisions in Federal Law that address ~~the issue of~~ students enrolled by their parents in private schools who may be eligible for special education services. Representatives of private schools (including private school administrators, teachers, parents, and students) will be invited **by SBCSELPA** to an annual meeting to discuss ~~issues including, but not limited to,~~ criteria for special education eligibility and special education referral procedures under federal and state laws and regulations. If they do not attend, the information **from the meeting** will be mailed to ~~them~~ **the private school by SBCSELPA. Private schools will be emailed a form to complete confirming receipt of information.**
- B. Ask private schools to list ~~and specify disabilities of~~ students enrolled in the school **who they suspect have disabilities or** may be eligible for special education services and the districts of residence of those children. **SBCSELPA will meet annually in the fall to update the Private Schools in Santa Barbara County with LEA procedures**

(Communicate this to P.S.- send list to districts of who have IEPs and ISPs, if they suspect a student may need special education support.)

- C. Ensure that child-find activities undertaken for private school students are comparable to activities undertaken for children ages three to 22 with disabilities in public schools. This will include dissemination of the special education Child-Find brochures in English and Spanish to all private schools in ~~the SBCSELPA~~ **Santa Barbara County** annually.

II. Referral for Special Education

~~A student shall be referred for special education instruction only after all the resources of the regular education program have been considered and, where appropriate, utilized.~~
~~**Teams will be required to discuss previous interventions.**~~

(addition made by Goleta)

(comments- team at private school? Or IEP Team? How is this discussion enforced?

SBUSD comment)

School personnel from each LEA in Santa Barbara County will take steps annually to identify students with disabilities attending private schools who may require an IEP or an ISP.

If, ~~After considering if and where~~ appropriate utilizing general education resources were utilized and exhausted, the private school it is determined that a private school child may require special education services.

The parent or guardian, or teacher/administrator of the private school, refers the student in writing for evaluation to the District of Geographical Residence (DOGR), including the SPED Director/Designee of District of Location (DOL) where private school is located.

~~the private school staff or parent may make consider a referral for assessment for special education to the District of Location (DOL), the district where the private school the student attends is located. The private school or District of Attendance (DOA) should contact the Special Education Administrator of the LEA/district (DOL), where the private school is located.~~

III. Assessment for Eligibility and Educational Planning

- A. The private school staff and parent(s) are encouraged to conduct a Student Study Team (SST) meeting to consider accommodations and supports within the private school. ~~and/or if~~ Additionally, other non-special education services should be discussed at the SST to determine if further interventions in the general education setting are appropriate prior to conducting a formal assessment for special education, and prior to referring a student to special education. The SST may initiate a referral for assessment at ~~that~~ the SST meeting or at a follow-up meeting, if appropriate.

If possible, the DOGR and the DOL should be invited to an SST or follow-up meeting with the DOA to communicate and clarify any questions related to the assessment process and procedures to the parent (s). (Is this required- SYConsortium comment- leave in?)

- B. The (Add in Ed Code here- SYConsortium comment) most recent provisions require the DOL, or the LEA where the private school is located, to be the responsible agency for implementing the IDEA requirements for parentally placed children with disabilities. This includes the obligation that the DOL locate, identify, evaluate, and spend a proportionate share of IDEA funds for equitable services for children with disabilities enrolled by their parents in private schools, including religious, elementary and secondary schools located within that LEA (cite Child Find regulation- SYConsortium comment).

CALPADs Reporting

The DOA, the private school DOL or DOGR is responsible for submitting the 'meeting type 10' (initial) with the 'plan type 200,' Individual Service Plan (ISP) to CALPADS even though the DOA did not conduct the assessment for the initial. The DOA will also submit records for annual and triennial meetings to CALPADS depending on who will hold the initial the meeting.

- C. When the DOL, the private school, receives a request for assessment, the

DOL will first inquire with the DOGR to confirm who (DOGR or DOL) will start the assessment process.

D. Following receipt of a referral for assessment ~~for~~ special education, *the DOGR or the DOL* where the private school is located shall *be contacted to* develop an *Assessment Plan and Prior Written Notice* and *providing all documents* ~~it~~ to the parent within 15 calendar days *or deny the request with an explanation documented (see #F).* The *DOGR or DOL* where the private school is located *shall include a Release of Information with the Assessment Plan in order to exchange the needed parent information* and forward *with the private school.*

E. The assessment for special education eligibility must include evaluations in all areas related to the suspected disability. ~~and~~ *The assessments* shall be completed and an eligibility meeting convened within 60 calendar days from the date of receipt of the signed assessment plan (not counting days of school vacation as specified in E.C. 56344).

F. Denial of Assessment by DOGR or DOL

~~except~~ *After discussion of a possible assessment for eligibility of Special Education services and supports in the SST, the DOGR* ~~in instances where the~~ *or the DOL determine that an assessment for special education is not warranted, a formal Prior Written Notice of the* ~~district's~~ *DOGR or the DOL's refusal to conduct an assessment and the reasons for the determination* ~~is to be~~ *will be provided to the parent. The DOL where the private school is located shall include a release of information with the assessment plan in order to exchange the needed parent information and forward and request for assessment data if the parents indicate an interest in receiving special education services. (take out- SY Consortium)*

G. If the parent declines assessment or fails to return the signed assessment plan within 30 days, the assessment process stops.

IV. IEP and/or Private School Services Plan ISP Meetings

1. *Once the assessment is completed by the* ~~district~~ *DOGR or the DOL* ~~where the private school is located, the district the DOL of private school the~~ *Director/Designee* ~~contacts the~~ *shall convene an IEP meeting to consider eligibility. (take out) presents the assessment results to the parent and the private school team in an IEP team meeting, to* ~~ask if they are~~ *The DOGR or DOL Director/Designee, at the IEP team meeting if eligible, presents the parent with an Offer of FAPE via an IEP and the option of* ~~in~~ *enrolling the child in the DOGR.*

A. Offer of FAPE via an IEP

~~and receiving an offer of FAPE via an IEP.~~ *If the parent agrees to the Offer of FAPE via the IEP, indicate yes, then the student is referred back to their the DOGR* ~~district of residence location~~ *and the assessment data and reports are forwarded to the DOGR by the DOL for implementation of an IEP.*

~~district of residence by the district of the private school.~~

If the parents of a private school child ~~student~~ with a disability ~~agree with~~ and consent to the IEP developed by the IEP Team and indicate their intention to enroll their child in a public school, the IEP shall be implemented as soon as possible following the IEP Team meeting.

B. Student found not eligible for Services via an IEP:

If the student is found not eligible for ~~special education~~ services via an IEP, the DOL where the private school is located ~~completes the following IEP forms:~~

- **Demographic and Eligibility (IEP 1)** and
- **IEP Eligibility (IEP 2)** is completed **showing “Not eligible.”** IEP forms
- **Present Levels of Performance (IEP3 2B)** is completed; IEP form,
- **Notes and Additional Information (IEP9 12)** and the IEP form,
- **Consent and Signatures (IEP 10A)** is completed **with the check box “I understand that my child is “Not eligible for special education” and is initialed by parent.**

C. Decline of the Offer of FAPE via an IEP

If the parents of a private school child with a disability agree with but decline the IEP developed by the IEP Team, the IEP Team shall:

- 1.. Ask the parent to sign in attendance on the IEP form, Consent and Signatures (IEP 10A), and initial **initialing** the box indicating, “I agree **to all** parts of the IEP,” and initial **initialing the** box indicating “I decline the offer of initiation of special education services.”
 2. Include the following statement on the IEP Team Meeting Notes page “The parent(s) have chosen to enroll their child in **a** private school **and decline the offer of FAPE**. The services being offered on this IEP are available if the student enrolls in public school in their district of residence **location-DOGR or DOL.**”
 3. On the IEP form, FAPE and Educational Setting (IEP 7B), the child’s **school of attendance** should be listed as the neighborhood public school in the child’s district of residence **DOGR**(unless the IEP Team recommends placement in a special education program located at another school).
- 1-. If the parent(s) express an interest in enrolling their child in public school, then the district of residence, using the IEP form, *Notice of Meeting (NC 6A)*, shall invite the parent(s) to participate in an eligibility IEP meeting to determine eligibility for special education and develop, as appropriate, an IEP. If the IEP Team determines that a private school student is eligible for special education, then the IEP team shall develop a complete IEP including goals and, as

appropriate, objectives to address all areas of identified need. The standard IEP forms should be used to document the program and services to be provided to the student if he/she were to enroll in public school.

NOTE: If district of residence finds student not eligible, the IEP form, *Demographic and Eligibility (IEP 1)* and *IEP Eligibility (IEP 2)*, is completed showing "Not eligible"; IEP form, *Present Levels of Performance (IEP2B)*, is completed; IEP form, *Notes and Additional Information (IEP12)* and the IEP form, *Consent and Signatures (IEP 10A)*, is completed with the check box "I understand that my child is Not eligible for special education" initialed by parent.

D. Development of the ISP

If the parent(s) indicates they are not interested in enrolling the student in the district of residence location-DOGR, then an eligibility Individual Service Plan ISP meeting is convened by the district where the private school is located DOL. The DOGR and the DOL could be invited to the ISP meeting to collaborate on services for the student.

3. If the parents of a private school child with a disability agree with but decline the IEP developed by the IEP Team, the IEP Team shall:

- a. Ask the parent to sign in attendance on the IEP form, Consent and Signatures (IEP 10A), and initial initialing the box indicating, "I agree to all parts of the IEP," and initial initialing the box indicating "I decline the offer of initiation of special education services."
- b. Include the following statement on the IEP Team Meeting Notes page — "The parent(s) have chosen to enroll their child in a private school. The services being offered on this IEP are available if the student enrolls in public school in their district of residence location-DOGR or DOL."
- c. On the IEP form, FAPE and Educational Setting (IEP 7B), the child's school of attendance DOL should be listed as the neighborhood public school in the child's district of residence DOGR (unless the IEP Team recommends placement in a special education program located at another school):
- d. If parent indicates they want an ISP, the district where the private school DOL is located offers student services via an ISP, as appropriate.
- 5. If the parent(s) indicate to the district where the private school DOL is located that they are not interested in a public school program or placement, but rather intend to enroll or continue the enrollment of their child in a private school, the district of the private school DOL convenes a meeting and invites the parent(s) using the SELPA form, Notice of Meeting and Intent to Participate Private School Student Service Plan

~~Meeting (SELPA27), Notice of ISP Meeting (ISP 1) inviting the parents to participate in a meeting to determine eligibility services in for special education and developing ing, as appropriate, an Individual Service Plan for Parentally Placed Private School Students (SUPP30). ISP for the private school student. Individual Service Plan Representatives from the child's district of residence DOL need not be is invited to the ISP meeting under these circumstances.~~

V. Development of Private School Services Plans ISPs

~~If the parents of a child with a disability decline to enroll their child in public school and the parents wish to have some level of special education services provided to their child, then the school district in which the private school is located shall participate in developing a Private School Individual Services Plan ISP for the student. The Supplemental IEP form, Individual Service Plan for Parentally Placed Private School Students (SUPP30), The Notice of ISP Meeting (ISP 1) should be utilized for this purpose.~~

- A. ~~The Services Plan ISP must be developed at a meeting attended by the parent, a local education agency DOL administrator, a special education service provider and a regular education teacher. (The regular education teacher may be a teacher from the private school.)~~
- B. ~~The school district DOL must ensure that a representative of the private school (which may be the private school teacher) is invited to participate in the Individual Service Plan ISP meeting.~~
- C. ~~The parent must receive written notification of the Services Plan ISP meeting.~~
 1. ~~The SELPA form, Notice of Meeting and Intent to Participate—Private School Student Service Plan Meeting (SELPA27) Notice of ISP Meeting (ISP 1) must be sent to the parent prior to the meeting to develop the Individual Service Plan ISP, unless the Individual Services Plan ISP is developed at the same meeting that was convened to develop an IEP offering special education services if the child enrolls in public school.~~
 2. ~~A copy of the SBCSELPA's Parental and Adult Students' Procedural Safeguards Rights which includes the rights related to Children Attending Private Schools, must be sent to the parent along with the SELPA form, Notice of Meeting and Intent to Participate—Private School Student Plan Meeting (SELPA27)., Notice of ISP Meeting (ISP 1)~~
- D. ~~The Individual Services Plan ISP forms should list the special education service(s) to be provided to the pupil including their frequency, duration and location.~~
- E. ~~The school district DOL personnel are authorized to make the final decision regarding which service(s) will be provided to the private school child with a disability through an ISP Services Plan. Parent consent to the Individual~~

Services Plan ISP is required.

- F. Special education services provided pursuant to a ~~an~~ Private School Individual Services Plan ISP may be provided either at the private school, virtually, or at a public school site.

1. If the services are provided at a location other than the child's private school, and the child requires transportation in order to access the special education services being offered, ~~then the DOL will consider~~ have the option to provide transportation ~~must be provided~~. The cost of such transportation shall be included in calculating the total amount of funding ~~districts~~ LEAs are required to expend for special education services provided to private school children with disabilities.

2. ~~School districts~~ LEAs are not required to provide home-to-school transportation for private school students with special education needs.

- G. Meetings to develop, review, and revise Individual Services Plans ISPs must be held at least annually. The District of Residence DOGR shall be ~~may be~~ invited to the annual meeting as a service provider and collaborate with the District of Attendance DOL on the Individual Service Plan ISP.

VI. Parents' Rights and Procedural Safeguards for Parentally Enrolled Private School Students with Disabilities

The parents' rights and procedural safeguards for parentally enrolled private school students with disabilities are included on page 9 of the SBCSELPA's Parental and Adult Students' Rights and Procedural Safeguards for Special Education, under the heading "Children Attending Private School."

Parents of parentally enrolled private school students are to be provided with a complete copy of the SBCSELPA's Parents Rights and Safeguards document upon initial referral for evaluation, at the time each annual review Private School ISP meeting notice is provided, or when a re-evaluation is to be conducted.

Parents of parentally enrolled private school students with disabilities do not have the right to request a due process hearing regarding the provision of services offered through an ISP. A parent of a child enrolled in a private school has the right to file a due process complaint ONLY related to the LEA/district's DOGR or DOL child-find activities.

? Who has the responsibility for the Child Find DOGR or DOL- SY Consortium comment- write out?)

VII. Child Count of Total Number of Private School Students with Disabilities

- E. Each district is required to conduct an annual child count of the total number

of eligible parentally placed private school children with disabilities attending private schools located within their jurisdiction.

- F. This child count is comprised of those parentally enrolled private school students with disabilities receiving special education services through a Private School ~~Services Plan~~ ISP as well as those parentally enrolled private school students who have been found eligible for special education within the last three years but who are not currently receiving special education services through a Private School ~~Services Plan~~ ISP. (spell out ISP?)

VIII. Pupil Count of Private School Children with Disabilities

- G. Children with disabilities enrolled in private schools by their parents should be counted on the Fall CALPADS if they are receiving special education or related services according to a Private School ~~Services Plan~~ ISP.

**** Do not tie to forms in SIRAS? Can we make this more generic?**

- H. The ~~DOL~~ should submit the Meeting Type 10 (initial) with the Plan Type 200, Individual Service Plan even if the ~~DOL~~ did not conduct the initial.

- C. The ~~DOGR~~ should not submit to CALPADS any subsequent Annual or Triennial meetings (Offers of FAPE).

- D. The ~~District of Attendance~~ ~~DOL~~ should submit records for annual and triennial meetings.

Reference: <https://www2.ed.gov/admins/lead/speced/privateschools/idea.pdf>.

- E. Children with disabilities enrolled in private schools whose parents choose not to have an ISP ~~Individual Services Plan~~ developed for their child and decline special education services, must also be included in the Fall CALPADS in the category designated for this purpose.

(Comment- SY Consortium- is report to CALPADS required if no services provided?)

IX. Calculation of Required Expenditure of Funds for Parentally Placed Private School Children with Disabilities

- A. Pursuant to SBCSELPA policy, local education agencies shall offer to annually expend a uniform per pupil amount in the provision of special education and related services for each parentally enrolled private school student with disabilities of school age who attends a private school located within the LEA's jurisdiction. This per pupil amount shall be derived after calculations are performed to determine the proportionate share of the LEA's allocation of IDEA Part B local assistance grant funding for school age children with disabilities that must be expended on the provision of special education and related services for the parentally enrolled private school children attending private schools within the LEA.

Each year, ~~each LEA~~ within the SBCSELPA will need to calculate a per pupil amount of federal funding that will be offered to each parentally enrolled school age private school child student with a disability using the following formula:

1. From the prior year CALPADS, determine the number of school age children(5-21), enrolled in public school, eligible for special education.
- B. Districts must also report on the Fall CALPADS the total number of parentally enrolled private school students who were assessed during the past year, including those students found not eligible for special education.
1. From the prior year December private school child count and the prior year December special education CALPADS, determine the number of school age (5-21) children enrolled in private schools located within the LEA eligible for special education. This number will include both eligible private school children currently receiving special education services through an ~~Private School Services Plan~~ ISP and eligible private school children currently receiving no special education services.
 2. Add #1 and #2 to determine the total number of school age children attending private schools within the LEA eligible for special education.
 3. Identify the total number of special education-eligible children (attending both public and private school) receiving special education services through either an IEP or an ~~Private School~~ ISP ~~Services Plan~~.
 4. Determine the total amount of the LEA's Federal Part B local assistance funding for school age children for the current school year.
 5. Divide the total number of school age private school children eligible for special education by the total number of school age public and private school children eligible for special education to determine the percent of special education eligible students residing in the LEA who attend private school.
 6. Multiply the LEA's total current year Part B local assistance grant amount for school age children by the percentage to determine the total amount that must be spent in the current year for the group of parentally placed private school children with disabilities attending private schools within the LEA.
 7. To determine the per child amount of federal funding to be spent in the current year, divide the total amount that must be spent on parentally enrolled private school children with disabilities by the total number of parentally enrolled children with disabilities who received special education services through a Private School ~~Services Plan~~ ISP in the prior year. (See Attachment 1)
- C. After the school district LEA decides which service(s) it will offer to each child

with a disability enrolled in private school pursuant to an ~~ISP~~ Services Plan, a calculation must be performed to determine the amount of special education services (including the cost of transportation in some cases) to be provided that is the equivalent to the per child amount of funding that will be expended.

D. It will be necessary to calculate the hourly salaries (including benefits) of staff who will provide the services specified in the ~~ISP Services Plan~~, taking into account whether the private school child is seen individually or as part of a group.

1. The total number of hours of service to be provided to the child for the year is calculated by determining the hourly cost of the service:
 - a. For example, the teacher or DIS provider's yearly salary and benefits is divided by 180 divided by the number of hours in the workday.
 - b. The total amount to be spent per child is then divided by this hourly rate to determine the number of hours of service that will be provided.
 - c. If a child will be seen in a group of three, for example, the hourly rate will be divided by three before performing the calculation to determine the number of hours of service that will be provided.
 - d. Transportation costs will need to be calculated separately and will reduce the amount of funding available to provide programmatic services.

E. Funds expended for assessment and staff participation in IEP and ~~Services Plan~~ ISP meetings may not be included as part of the total of a district's required expenditures for services to parentally enrolled private school children with disabilities.

F. If a child enrolled in a private school is offered special education services sometime after the start of the school year, then the amount of funding to be expended for the remainder of the current school year is to be prorated accordingly.

G. At the beginning of each school year, the SBCSELPA office will provide districts with an estimate of the amount of federal funding to be received in the current year for use in calculating projected per pupil expenditures, if this information is available.

Attachment 1
Proportionate Share Calculation for
Parentally-Placed Private School Children with Disabilities

FOR FLINTSTONE SCHOOL DISTRICT:

# of eligible children in public schools	=	300
# of eligible children in private schools	=	20
Total # of eligible children =		320

AT DECEMBER 1 CHILD COUNT:

# of children served in public schools	=	300
# of children served in private schools	=	5
Total # of public & private children served =		305

Note: 305 is the number turned in to OSEP for children served with IEP or service plan.

FEDERAL FLOW-THROUGH FUNDS TO FLINTSTONE SCHOOL DISTRICT:

Total allocation to Flintstone = \$152,500

FORMULA FOR CALCULATING PROPORTIONATE SHARE:

$$\frac{\text{Total Proportionate Share For Private School Children}}{\text{Total Flow-Through Allocation}} = \frac{\text{Eligible Private School Children}}{\text{Total Eligible Public \& Private School Children}}$$

Note: Proportionate share for parentally-placed private school children is based on total children eligible, not children served.

FLINTSTONE SCHOOL DISTRICT OBLIGATION:

$$\frac{X}{\$152,500} = \frac{20}{320}$$

$$X = \$9,531.25$$

(This amount must be spent for the group of parentally-placed children in private schools)

SBCSELPA
INDIVIDUAL SERVICE PLAN (ISP) PROCESS (~~Approved March 3, 2008~~
August 13, 2021)

CHILD FIND REQUIREMENTS

School personnel from District of Geographical Residence (DOGR) and District of Accountability (DOA) take steps annually to identify students with disabilities attending private schools who may require from an IEP or an ISP.

Parent/guardian or teacher/administrator of or private school refers student in writing for evaluation to (DOGR) including the SPED Director/Designee of District of Location (DOL) where private school is located.

The DOGR, the DOL, and the District staff where private school is located review the student data to determine if the referral is appropriate and/or if more information is needed or optional. The DOGR and the DOL may engage in SST process with the DOA.

After discussion of a possible assessment for eligibility of Special Education services and supports during the SST, the DOGR denies assessment via a Prior Written Notice letter to the parent stating reasons why the referral is not appropriate.

If parent declines assessment or fails to return signed assessment plan within 30 days, the PROCESS STOPS.

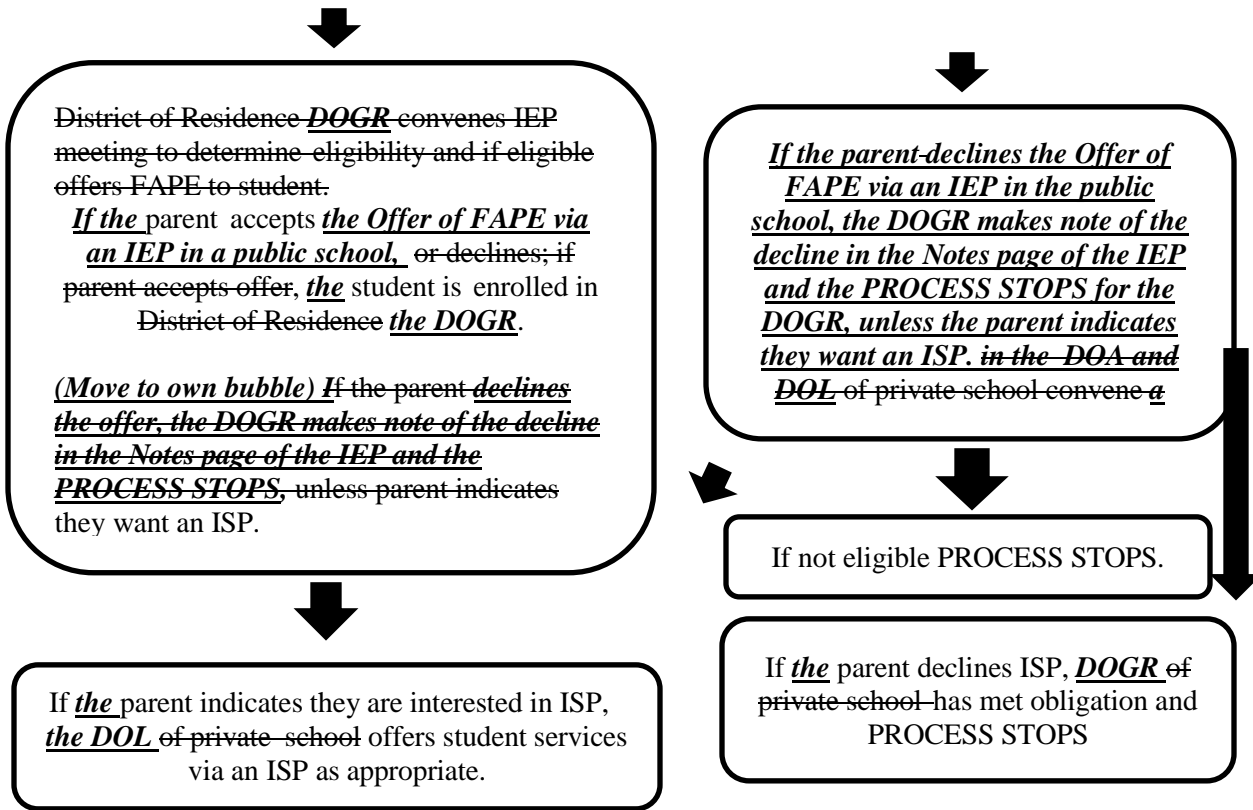
DOGR where private school is located sends an Assessment Plan, Prior Written Notice, and Release of Information with District of Residence to the parent.

If parent returns signed Assessment Plan, and Release of Information the assessment is completed within 60 days by the DOGR or DOL.

After initial assessment is completed, DOGR, a Representative from the DOL of and the Private School meet with the parents to present the assessment results. to ask if they are The DOGR presents the parent with an Offer of FAPE via an IEP and the option of enrolling the child in the district of residence DOGR receiving an offer of FAPE via an IEP.

If parent indicates they are interested in an IEP, not ISP, then DOGR of private school refers back to District of Residence enrolled in DOGR and sends the assessment data.

If the parent indicates they are not interested in IEP and requests an Individual Service Plan (ISP) the DOL writes the ISP with the IEP Team members including the parent.



X. Offer of FAPE: LEAs Annual Notice to Parents of Parentally Placed Private School Students of District's Ability to Provide FAPE

~~A. School districts LEAs are not required to develop an IEP that offers FAPE in the public school for parentally placed private school students with disabilities unless the parent expresses an interest or intention to enroll their child in public school.~~

~~I. Instead, school districts LEAs must provide annual notice to parents **(what form? - comment from SY Consortium) how to districts collect information from P.S. in regards to who is on an ISP or a potential IEP?** (either at the beginning of each new school year or coinciding with the date of determination of initial eligibility for special education) of the availability of a free appropriate public education if the child enrolls in public school.~~

~~J. **This form** should be sent return receipt requested to document that the form was received by the parents. A copy of the SELPA form, *Notice of Rights and Safeguards (NC I)*, should be sent to the parent along with the Annual Notice form.~~

~~?What are other multi-district SELPAs doing with B and C?~~

~~Consult with Legal - SBC not following B and C. Put owness on parents or private school.~~

B. If the parents of a private school child with a disability indicate their interest of enrolling the child in public school and receiving special education services through an IEP, the district in which the child resides **DOGR** is responsible for developing an IEP that offers FAPE in the public schools. District of location **the private school** and district of residence **DOL** may not share information regarding a student without a release of information signed by the parent or guardian.

VI. Three-year Reevaluation for Parentally Enrolled Private School Students with Disabilities

~~A. All parentally placed private school students with disabilities, who are currently receiving special education services through a Private School ~~Services Plan~~ **ISP**, are required to be reevaluated at least once every three years or more frequently if conditions warrant a reevaluation, or if the child's parent or teacher requests a reevaluation. A reevaluation need not be conducted more frequently than once a year, unless the parent and the LEA agree otherwise.~~

Parentally placed private school students who have previously been identified as having a disability whose parents have declined special education services are also required to be offered a reevaluation every three years. ~~but~~ **If the** parent consent for the evaluation is denied, the district **DOL** is not obligated to initiate a due process hearing regarding the issue of assessment. (Documentation of the district **DOL**'s proposal to conduct a three-year reevaluation for such children must be kept on file.)

~~B. The same procedures should be used for private school students as are ~~employed for~~ **utilized for** students with disabilities **that are enrolled and** attending public school to determine the scope of reevaluations, for conducting the reevaluations, and for writing a three-year reevaluation report.~~

Child Find process in special education and related services of parentally placed Private School Children: California Code, Education Code - EDC § 56301

Local Education Agency consultation with a Private School: California Code, Education Code - EDC § 56172

WHAT FORMS SHOULD BE USED

NC 6A: Notice of Meeting (E & S)

This form is used to invite parents of parentally enrolled private school students to an IEP meeting if the parent expresses interest in enrolling their child in public school.

ISP 1: **Notice of ISP Meeting**

This form is used to invite parents of parentally enrolled private school students to meetings to develop a Private School Service Plan.

ISP 2A **Data-Eligibility-Present Levels**

ISP 2B **Instructional Accommodations**

ISP 3 **Service and Consents**

ISP 4 **Notes and Additional Information**

NC 1: Notice of Rights and Safeguards (E & S)

This form is to be sent home along with the Assessment Plan and Meeting Notification forms.

~~SUPP30: Individual Service Plan for Parentally Placed Private School Students (E & S)~~

~~This form is to be used to describe the special education and related services that will be provided to parentally enrolled private school students with disabilities.~~

NC 2B: Notice of Reassessment (E & S)

This form is to be used to determine the scope of any triennial or other requested re-evaluation for parentally enrolled private school students.

IEP1: Demographic and Eligibility (E & S)

IEP2: IEP Eligibility (E&S)

This form is to be used when the student is found not eligible or no longer eligible for special education.

IEP 10A: Consent and Signatures (E & S)

This form is to be used when the student is found not eligible or no longer eligible for special education.

Glossary of Terms

<https://documentation.calpads.org/glossary/casemis/dsea/>

DSEA: **District of Special Education Accountability for a student with an IEP is defined to be either of the following:**

DOGR: **District of Geographic Residence: (DOGR)**

The student's parents or guardians reside in the same district in which the student is receiving special education instruction. Determines the District of Location- where the student is to get services (at public school).

DOL: **District of Location: (DOL)**
The district where the Private School is located.

DOA: **District of Accountability: (DOA)/Reporting LEA.**
*The DOL where the student is enrolled in CALPADs. This is the District where the Private School is located. *Use Reporting LEA.*

NOTE

E = ENGLISH and S = SPANISH

~~Appendix A references the forms highlighted throughout this handbook. SELPA and Supplemental IEP forms can be found on our **SBCSELPA**'s on-line **SIRAS Systems**, www.sirassystems.org.~~

Professional Development Offerings 2021-2022



Santa Barbara County
Special Education Local Plan Area
SELPA

(January 2022)

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

Professional Development Offerings

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Santa Barbara County Special Education Local Plan Area SELPA

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

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

- Oversight and case management for students placed in residential treatment nonpublic schools (NPSs).
- Wraparound social work services.
- Coordination of student mental health IEP related services and NPS placements for LEAs.
- Provides BCBA behavioral consult services to LEAs.
- Provides educational audiologist consult services to LEAs.
- Coordinates with private schools for the support of Child Find and Individual Service Plans (ISPs).
- Allocates funding for special education services.
- Providing training opportunities for LEA staff, parents, and community.
- Allocates and manages low incidence equipment and services funding.
- Develops and governs Local Plan special education policy and procedures for participating LEAs.
- Engages in interagency agreements with agencies such as Tri-Counties Regional Center and California Children's Services (CCS).
- Establishes a Community Advisory Committee (CAC) that advises the governing board and assists in parent and school education.
- Provides Medical Therapy Units (MTUs) for CCS.
- Provides Alternative Dispute Resolution (ADR) to LEAs/ districts and parents/guardians.
- Provides advisement specific to federal and state special education law.
- Provides advisement from State SELPA.
- Maintains the Local Plan, Procedural Handbook, and website www.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 SBCSELPA and its member districts do not discriminate on the basis of race, color, national origin, religion, sex, or disability in educational programs and activities or employment practices, as required by Title 6 of the Civil Rights Act of 1964, Title 9 of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Child Find

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

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

District Special Education Programs

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

About SBCSELPA Professional Development Offerings

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

How to Schedule a Professional Development Offering

Mini Professional Development Offerings individualized to each district request.

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

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

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

Large Professional Development Offerings for North, Mid, South County

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

2021-2022 Professional Development Calendar of Events by the Month

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

July

American Disabilities Act 31st Anniversary

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

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2021-2022 Professional Development Calendar of Events by the Month

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

August

International Assistance Dog Month

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

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

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

September

Deaf Specialists Day, September 18

International Week of the Deaf, September 20-26

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

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

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

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

2021-2022 Professional Development Calendar of Events by the Month

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October

Dyslexia Awareness Month, Learning Disability Awareness Month

ADHD Awareness Month

National Physical Therapy Month

Vision Therapist Day, October 5

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

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

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

2021-2022 Professional Development Calendar of Events by the Month

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

November

Epilepsy Awareness Month

National School Psychology, November 9

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

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

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2021-2022 Professional Development Calendar of Events by the Month

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

December

International Day of Persons with Disabilities- December 3

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

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2021-2022 Professional Development Calendar of Events by the Month

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January

Chronic Traumatic Encephalopathy (CTE) Awareness

January				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
1-11-2022 8:30-3:00	English Language Learners Training: Overview of Section 2: Pre-Referral and Referral, Assessment, and IEP Processes	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA.	Free
1-12-2022 3.5 hours recorded	An Introduction to the What's and Not's of ADHD and Implications	Diagnostic Center/SBCSELPA	Virtual	Free
1-19-2022 8:30-10:30	SIRAS Updates with SIRAS	SBCSELPA/SIRAS	Virtual/Recorded	Free
1-18 and 1-19- 2022 1:30-3:30	PSW Cohort 2	Diagnostic Center/SBCSELPA	Virtual- Cohort registration through Jennifer Connolly	Free
1-25-2022 1:00-3:00	DHH Network	DHH/SBCSELPA	Virtual	Free
1-27-2022 8:30-3:00	CPI Initial	Phil/ Jennifer	Santa Maria Bonita Souza Center (IN PERSON)	\$21.49 for book
1-27-2022 8:30-3:00	Writing Linguistically Appropriate	Imperial SELPA	Registration at https://www.icoe.org/selpa	Free

	Goals and Objectives for Els with Disabilities			
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2021-2022 Professional Development Calendar of Events by the Month

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

February

Vision Awareness Month

February				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
2-1-2022 1:00-3:00	MY NAME Is... A Legal and Practical Framework for Affirming Students' Identities in the School Setting	Wes Parsons, Fagan, Freedman, Fulfrost	Virtual	Free
2-2-2022 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
2-2-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In person South County at SELPA	Free
2-3-2-4-2022 8:30-3:00	ADOS Training	SLO and SBCSELPA	Virtual	\$107 registration closed
2-8-2-10-2022 8:30-3:00	PSW Coaching	Diagnostic Center of Southern California/SBCSELPA	Virtual- Registration through Jennifer Connolly	Free
2-10-2022 2:00-3:00	SIRAS Training Related Services Form and Supplemental	SBCSELPA	Virtual	Free

	Aide and Services Form			
2-16-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In person North County SMB Souza Center	Free
2-17-2022 8:30-3:00	CPI Refresher	Jermaine/Joe	SBCSELPA IN PERSON	\$21.49 for book
<i>TBD (Night, 1 hour)</i>	<i>Parent Training</i>	<i>Alpha Resource/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>

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2021- 2022 Professional Development Calendar of Events by the Month

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March

Developmental Disabilities Month

Down Syndrome Day, March 21

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-1-2022 2:00-3:00	SIRAS Searches, Statistical Reports, Special Factors/ Low Incidence	SBCSELPA	Virtual/Recorded	Free
3-2-2022 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	In person	Free
3-2-2022 3 hours recorded	Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder	Diagnostic Center/ SBCSELPA	Virtual	Free

3-3-2022 8:30-3:00	CPI Refresher	Phil/Courtney	SMB Souza (IN PERSON)	\$21.49 for book
3-8-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) South County at SBCSELPA	Free
3-9-2022 8:30-3:00	English Learners with Disabilities Training: Overview of Section 3: Education Programs and Instructional Strategies	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA	Free
March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-15-3-17-2022 8:30-3:00	PSW Coaching	Diagnostic Center of Southern California/ SBCSELPA	Virtual- Registration through Jennifer Connolly	Free
3-15-2022 9:00-10:30	SIRAS Behavior Intervention Plans	SBCSELPA	Virtual/Recorded	Free
3-29-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) North County SMB Souza Center	Free
3-30-2022 2:00-2:30	SLP Network Meeting	SBCSELPA	Virtual	Free
3-31-2022 8:30-3:00	CPI Initial	Stephan/Laurice	SBCSELPA (IN PERSON)	\$21.49 for book
<i>TBD</i>	<i>ADR Training for CADRE</i>	<i>Clare Fowler/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>Colleges Series</i>	<i>SBCSELPA/TNT</i>	<i>TBD</i>	<i>Free</i>

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April

Autism Awareness Month

Occupational Therapist Day, April 1

International Day of American Sign Language

Administrative Professionals Day, April 27

Administrative Assistants Day, April 27

April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
4-1-2022 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
4-6-2022 8:30-3:00	English Learners with Disabilities Training: Overview of Section 4: Proposing Exit from Special Education Services	SBCSELPA and Imperial County SELPA	Virtual	Free
4-12-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) North County SMB Souza Center	Free

4-13-2022 8:30-10:30	Legal Training 'Hot Topics'	Jan Tomskey	Virtual/recorded	Free
4-14-2022 8:30-3:00	CPI Initial	Chyelin/Natalie	SMB Souza (IN PERSON)	\$21.49 for book
4-20-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) South County at SBCSELPA	Free
4-26-2022 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler 'LIVE' and facilitated by SBCSELPA ADR CADRE	In person on Zoom, Clare Fowler presenter	Free
April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
4-27-2022 8:30-3:00	Pathway Towards Reclassification of English Learners with Significant Cognitive Disabilities	Imperial SELPA	Registration at https://www.icoe.org/selpa	Free
4-27-2022 1:30-3:30	PSW Cohort 2 final day	Diagnostic Center of Southern California/SBCSELPA	Virtual- Registration through Jennifer Connolly	Free
4-28-2022 8:30-3:00	CPI Refresher	Alison/Chris	SBCSELPA (IN PERSON)	\$21.49 for book
TBD (night, 1 hours)	Parent Training	Alpha Resource/SBCSELPA	TBD	Free
<i>TBD</i>	<i>Residential Colleges Series</i>	<i>SBCSELPA/TNT</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>Vision Training</i>	<i>SELPA/Vision</i>	<i>TBD</i>	<i>Free</i>

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May

Mental Health Awareness Month

National Adapted P.E., May 1

Teacher Appreciation, May 2-May 6

Nurses, May 6

Speech and Language Month, May 18

May				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
5-4-2022 8:30-11:30	SIRAS Updates and End of Year Reminders with SIRAS	SBCSELPA/SIRAS	Virtual/Recorded	Free
5-5-2022 8:30-3:00	CPI Initial	Louisa/Joe	SBCSELPA (IN PERSON)	\$21.49 for book
5-10-2022 5:00-8:00	SELPA-Bration	SBCSELPA	In person	TBD
5-11-2022 2:00-2:30	SLP Network Meeting	SBCSELPA	Virtual	Free

5-12-2022 8:30-3:00	CPI Refresher	Billy/Jennifer	SMB SOUZA (IN PERSON)	\$21.49 for book
5-24-2022 8:30-3:00	English Language Learners Training: Overview of Section 5: Reclassification from English Learner Status	SBCSELPA and Imperial County SELPA	Virtual	Free
<i>TBD</i>	<i>GROW</i>	<i>Alison/Rosy</i>	<i>In person</i>	<i>Free</i>
<i>TBD</i>	<i>Nurses Training</i>	<i>SBCSELPA</i>	<i>TBD</i>	

Professional Development Event Descriptions by Topic



Adapted P.E.

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

Content Objectives:

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

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

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

Dance Adapted Physical Education teacher of the year. In addition, Dr. Foster has been involved with various adapted sport organizations and disability organizations promoting physical activities, fitness, and adapted sports for all individuals with disabilities.

Alternative to Dispute Resolution (ADR)

SBCSELPA and member LEAs promote collaborative relationships with parents or guardians and community agencies ensuring students with disabilities receive free and appropriate education (FAPE). SBCSELPA provides to member LEAs, parents/guardians, and agencies throughout Santa Barbara County alternatives for resolving disputes or misunderstandings in the IEP Process. The Alternative to Dispute Resolution (ADR) goal is to restore positive communication with parents, guardians, and LEAs. ADR meetings save time and money by promoting ongoing collaborative relationships with parents, LEAs, and community agencies. Participants will learn how to organize and orchestrate effective IEP Team meetings and about a Facilitated IEP Team meeting.

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

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

Administrators

SBCSELPA Administrators Academy

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

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

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

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

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

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

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

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

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

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

Assessment

Patterns of Strengths and Weaknesses (PSW)

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

Assistive Technology/ AAC

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

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

Learning Objectives:

- What to do if you have multiple students using different AAC systems in one classroom?
- How to include a variety of low/no, mid, and high tech AAC options in your classroom depending on student needs.

- How to navigate the different approaches in embedding AAC into your environment and/or teaching: (core-words, activity-based, routines, peer modeling, structured/unstructured?)
- Additional tips for building your personal competence in learning to speak and teach AAC throughout the day with your students.

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

Autism

ADOS Autism Diagnostic Observation Schedule (TBD)

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

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

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

Menu of event choices for LEA requested event:

1. What are EBPs

2. Antecedent Based Intervention
3. Prompting
4. Reinforcement
5. Self-Management
6. Social Narratives
7. Social Skills Training
8. Task Analysis
9. Time Delay
10. Video Modeling
11. Visual Supports



Behavior

Behavior Series

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

Behavior Intervention Plans (BIP)

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

Multi-Tiered System of Supports for Behavior and Social Success

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

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

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

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

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



Crisis Prevention

Nonviolent Crisis Prevention Intervention:

One-Day Refresher:

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

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

One-Day Initial:

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

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

CPI Physical Training

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

Conscious Discipline Modules

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



Deaf and Hard of Hearing (TBD)

Diagnostic Center of Southern California Trainings

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

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

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

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

Time: 1.75 hours (recorded training)

R-13 Maximizing AAC Opportunities Within Routines

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

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

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

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

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

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

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

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

Time: 1 hour (recorded training)

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

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

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

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

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

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

Time: 1.75 hours (recorded training)



English Learners with Disabilities Trainings with Imperial County SELPA

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

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

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

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

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

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

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

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

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

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



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

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

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

Skill-Building Sessions

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

GROW Summit

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

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



Health

Nurses Network

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



Interpreter/ Translator Events

Best Practices in IEP Interpretation with Lena Moran Acereto

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

Interpreter/ Translator Network

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



Legal

Jan Tomsy ‘Hot Topics in Special Education’

Jan E. Tomsy is a partner at Fagen, Friedman, & Fulfroost, 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.'

M

Math: Lindamood- Bell: On Cloud Nine

The On Cloud Nine® Math Program, from Lindamood-Bell, develops the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation. On Cloud Nine® instruction is effective for elementary math instruction and as an intervention for students of any age or grade level experiencing difficulty in math or not performing to their potential.

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

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

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

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

N

Network Meetings for all Related Services

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

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

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

Requirements for NPS/A renewal of certification:

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

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

Each training satisfies the following conditions:

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

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

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

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

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

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

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

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

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

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

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



Occupational Therapy (TBD)



Reading

Dyslexia Training Institute

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

Cost: \$60 for six hours of training.



SELPA-Bratton

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

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

September School Updates with SBCSELPA and Alpha Resource Center

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

SIRAS

Summer Updates in SIRAS

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

SIRAS Boot Camps

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

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

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

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

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

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

SIRAS Trainings with SIRAS Team:

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

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

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

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

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



Transition

Colleges Tours

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

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

Individual Transition Plan (ITP) Training

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

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

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

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

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

Transition Fairs

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

Transition Assessment Training (TBD)

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

‘Mini’ LEA Professional Development Topics Available Upon Request

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

Behavior Series

Understanding Brain States & Behavior

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

Supporting Students with Behavioral Needs in School Settings

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

How To “Coach” Students

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

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

This mini-PD will start with a brief review of brain states and how behavior escalates in all humans, followed by an outline of the differences between “default” vs “GROW” lenses. The objective is for participants to understand what influences our perspectives and responses to student behavior and how

students, especially students with challenging behavior, deserve scientific coaching practices rooted in dignity not punishment procedures.

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

SELPA 28: SBCSELPA Continuum of Mental Health Services

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

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

The new Santa Barbara County SELPA Wrap Referral is here—and it’s fillable! This short training will explain what Wrap supports are, how the referral process works, and how to

document on an IEP. This training will be recorded and available for viewing at your convenience.

Brain-Based Behavioral Perspectives and Support Strategies

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

Relational Scaffolding

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

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

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

Self-Care for the Educator

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

Parent Support

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

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

SIRAS

Introduction to SIRAS for new employees

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

SIRAS updates

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

Advanced Refresher

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

Conscious Discipline Modules

1. Introduction to Conscious Discipline Modules

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

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

2. Conscious Discipline Modules: “Consequences”

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

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

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

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

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

4. Conscious Discipline Modules: “Assertiveness”

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

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

5. Conscious Discipline Modules: “Choices”

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

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

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

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky

Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

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

7. Conscious Discipline Modules: “Composure”

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

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

8. Conscious Discipline Modules: “Empathy”

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

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

9. Conscious Discipline Modules: “Positive Intent”

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

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

10. Conscious Discipline Modules: “Encouragement”

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky

Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

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

'Mini' LEA Professional Development Topics Available Upon Request

List of events offered updated monthly.

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

July

July 28: Lompoc BIP

August

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

August 5: Guadalupe CPI Training

August 6: SBCEO SIRAS Beginners Training

August 10: Orcutt SIRAS Beginners Training

August 12: SBCEO Montecito Union CPI Training

August 13: Buellton CPI

August 16: Hope: Behavior Training

August 16: Goleta CPI Training

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

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

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

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

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

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

September

September 2: NPA Behavior Series

September 3: SBPIC SELPA Overview, GROW, WRAP Information

September 9: Goleta, Brain States Introduction

September 10: Lompoc, SIRAS Training

September 13: SBUSD, GROW Training

September 13: Santa Ynez Valley Consortium, Brain States Review

September 20: Buellton, RULER Training

September 21: SB Charter, Conscious Discipline Intro.

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

September 29: Goleta, Brain States Part 2

October

October 6: SBUSD, GROW Training

October 6: Manzanita teachers, A New Lens on Behavior

October 7: Santa Ynez Valley Consortium, Introduction to PRT

October 13: GUSD, GROW Training

October 18: SBUSD, GROW Training

October 19: SB Charter, Conscious Discipline, Coaching

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

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

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

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

November

November 4: Goleta GROW Training for Paraeducators

November 8: Santa Ynez Valley Consortium, How to Respond to Student Stress Cycles

November 10: Lompoc GROW Training for new teacher

November 10: Manzanita Charter, Brain State Coaching In Practice

November 16: Cold Springs School, A New Lens on Behavior Part 1

November 17: Carpinteria Middle School, A New Lens on Behavior Part 2

November 29: Buellton Unified, RULER

December

December 8: Adelante, De-escalation

January

January 6: Hope, CPI Physicals

January 10: SMB, CPI Initial

January 12: CMS New Lens on Behavior

January 19: Adelante Creating Cultures of Care

February

February 9: Adelante ADHD

March

April

May

June

SBCSELPA Staff (note new emails)

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

Dr. Ray Avila	ravila@sbcseelpa.org
SBCSELPA Executive Director	
Jennifer Connolly	jconnolly@sbcseelpa.org
SBCSELPA Coordinator	
Lindsay MacDonald	lmacdonald@sbcseelpa.org
Office Manager	
Brian Helt	bhelt@sbcseelpa.org
Executive Assistant	
Rachel Wigle	rwigle@sbcseelpa.org
Chief Business Official	
Rosy Mato-Bucio	rbucio@sbcseelpa.org
SBCSELPA BCBA	
Phil Pandac	ppandac@sbcseelpa.org
SBCSELPA BCBA	
Deborah Umansky	dumansky@sbcseelpa.org
Clinical Psychologist Intern Supervisor	
Taryn Hurvitz	thurvitz@sbcseelpa.org
Audiologist	
Lisa Foote	lfoote@sbcseelpa.org
SBCSELPA AT/AAC Specialist	
Stephan Salter	ssalter@sbcseelpa.org
SBCSELPA Mental Health Specialist/NPS Coordinator	
Alison Lindsey	alindsey@sbcseelpa.org
SBCSELPA Mental Health Specialist/Wraparound Services	
Natalie Facio-Leon	nfacioleon@sbcseelpa.org
Wraparound Services Facilitator (Bilingual)	
Stephanie Guertin	sguertin@sbcseelpa.org
Youth Support Specialist	
Grace Vega	gvega@sbcseelpa.org
Youth Support Specialist (Bilingual)	

Professional Development Presenter(s) Information

Dr. Ray Avila	ravila@sbcseelpa.org
SBCSELPA Executive Director	805-683-1424
Jennifer Connolly	jconnolly@sbcseelpa.org
SBCSELPA Coordinator	805-683-1424
Alison Lindsey	alindsey@sbcseelpa.org
SBCSELPA Mental Health Specialist/Wraparound	805-683-1424
Rosy Bucio	rbucio@sbcseelpa.org
SBCSELPA BCBA	805-688-1424
Phil Pandac	ppandac@sbcseelpa.org
SBCSELPA BCBA	805-688-1424
Stephan Salter	ssalter@sbcseelpa.org
SBCSELPA Mental Health Specialist/NPS Coordinator	805-688-1424
Robyn Young	ryoung@sbunified.org
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
Santa Barbara Unified Program Facilitator	

P.E.N.T. Team (Behavior)

Carrie Hicinbothom	chicinbothom@smbdsd.net
SMB BCBA	
Yolanda Horton	yhorton@smbdsd.net
SMB BCBA	
Billy Headrick	bheadrick@orcutt-schools.net
Orcutt BCBA	
Laurice Seely	Seely.laurice@lusd.org
Lompoc School Psychologist	
Cody Jacobs	cjjacobs@sbunified.org
SBUSD BCBA	
Phil Pandac	ppandac@sbcseelpa.org
SBCSELPA BCBA	

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

Robyn Young	ryoung@sbunified.org
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
Yolanda Horton	yhorton@smbbsd.net
SMB BCBA	
Rosy Bucio	rbucio@sbcselfpa.org
SBCSELPA BCBA	
Lauren Hoffman	hoffman.lauren@lusd.org
LUSD BCBA	
Jermaine Powell	jpowell@sbunified.org
SBUSD BCBA	
Donna Todaro	dtodaro@sbceo.org
SBCEO Special Education Teacher	
Meghan Davy	mdavy@alphasb.org
Advocacy Systems Specialist	
Alpha Resource Center	

CPI Presenters North County

Chyelin Andreadakis	candreadakis@sbceo.org
Billy Headrick	bheadrick@orcutt-schools.net
Phil Pandac	ppandac@sbcsepa.org
Alison Lindsey	alindsey@sbcsepa.org
Jennifer Connolly	jconnolly@sbcsepa.org
Rosy Bucio	rbucio@sbcsepa.org
Stephan Salter	ssalter@sbcsepa.org
Natalie Facio-Leon	nfacio-leon@sbcsepa.org
Bethany Schacherer	bschacherer@smbds.net
David Ibsen	dibsen@buelltonuds.org
Courtney Holloway	cholloway@smbds.net

CPI Presenters South County

Joe Isaacson	jisaacson@goleta.k12.ca.us
Benjamin Ingalls	bingalls@goleta.k12.ca.us
Louisa Wood	lbwood@sbunified.org
Jermaine Powell	jpowell@sbunified.org
Chris Osborn	cosborn@sbunified.org
Alison Lindsey	alindsey@sbcsepa.org
Jennifer Connolly	jconnolly@sbcsepa.org
Rosy Bucio	rbucio@sbcsepa.org
Stephan Salter	ssalter@sbcsepa.org
Laurice Seely	seely.laurice.lusd.org
Natalie Facio-Leon	nfacio-leon@sbcsepa.org

CPI Presenters (District only Trainers)

Amy Gillespie	agillespie@cusd.net
Nico Lopez	nlopez@cusd.net
Jody Dowell	jdowell@smjuhsd.org
Elizabeth Acker	acker.elizabeth@lusd.org
Lauren Hoffman	hoffman.lauren@lusd.org
Tracy Thompson	thompson.tracy@lusd.org
Ashley Smeester	smeester.ashley@lusd.org

ADR Cadre

Jennifer Connolly	jconnolly@sbcseelpa.org
SBCSELPA Coordinator	
Patty Moore	pjmoore@alphasb.org
Alpha Resource Center	
Manager, Children, Family & Advocacy Services	
Dr. Karla Curry	kcurry@cusd.net
Carpinteria, Director of Special Education	
Jamie Carpio	jcarpio@sbunified.org
Santa Barbara Unified Program Specialist	
Amy Gillespie	agillespie@cusd.net
Carpinteria School Psychologist	
Beverly Sherman	bsherman@buelltonusd.org
Santa Ynez Valley Consortium Coordinator	
Rusty Gordon	rgordon@smbsd.net
Orcutt, Director of Special Education	
Cherylin Lew	clew@goleta.k12.ca.us
Goleta, Director of Special Education	
Dr. Joseph Ledoux	ledoux.joseph@lusd.org
Lompoc, Coordinator	
Meghan Davy	mdavy@alphasb.org
Advocacy Systems Specialist	
Alpha Resource Center	
Dr. Ray Avila	ravila@sbcseelpa.org
SBCSELPA Executive Director	

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

Available Resources

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

Professional Development Locations for Larger Events

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

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

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

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,

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

	Carryover Funding	2021-22 Allocation	Expended to Date 2021-22	Balance
Adelante Charter		\$ 5,804.00		\$ 5,804.00
Blochman		\$ 5,562.00	\$ -	\$ 5,562.00
Carpinteria		\$ 10,725.00	\$ -	\$ 10,725.00
Family Partnership Charter	\$ 10,000.00	\$ 6,005.00	\$ -	\$ 16,005.00
Goleta		\$ 14,768.00	\$ 147.50	\$ 14,620.50
Guadalupe		\$ 8,458.00	\$ -	\$ 8,458.00
Hope		\$ 7,503.00	\$ -	\$ 7,503.00
Lompoc		\$ 30,463.00	\$ -	\$ 30,463.00
Manzanita Charter		\$ 6,132.00	\$ -	\$ 6,132.00
Orcutt		\$ 18,585.00	\$ -	\$ 18,585.00
Santa Ynez Valley Consortium		\$ 42,735.00	\$ -	\$ 42,735.00
SBCEO - Direct Service		\$ 16,972.00	\$ -	\$ 16,972.00
Santa Barbara Unified		\$ 41,903.00	\$ -	\$ 41,903.00
Santa Barbara Charter		\$ 5,762.00	\$ -	\$ 5,762.00
Santa Maria JUHSD	\$ 19,317.46	\$ 27,912.00	\$ -	\$ 47,229.46
Santa Maria-Bonita	\$ 89,672.23	\$ 50,711.00	\$ -	\$ 140,383.23
TOTAL	\$ 118,989.69	\$ 300,000.00	\$ 147.50	\$ 418,842.19

Total balances as of 1/25/22

\$ 147.50	\$ 418,842.19
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Total balances reported 1/25/22

\$ 33,034.00	\$ 387,218.69
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Difference as of 1/25/22

-\$32,886.50 \$31,623.50

Payments to date to individual legal firms:

Dannis Woliver	\$ -
Fagen Friedman Fulfroft	\$ -
Leibert Cassidy	\$ -
Hatch & Cesario	\$ -
Lozano Smith	\$ 147.50
Peter Sansom	\$ -
Ruderman & Knox	\$ -
SISC Voluntary Coverage	\$ -
Reimbursements to Districts	\$ -

2021-22
YEAR TO DATE SELPA LEGAL FEES (RESERVE)

Beginning Balance \$ 325,000.00
YTD Expenditures

July	\$ 1,085.00
August	\$ -
September	\$ 182.50
October	\$ -
November	\$ -
December	\$ 2,372.50
January	\$ -
February	\$ -
March	\$ -
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ 3,640.00
ENDING BALANCE	\$ 321,360.00

Payments to Law Firms:

Dannis Woliver Kelley	\$ -
Fagen Friedman Fulfro	\$ 3,640.00
Law Office of Melissa Hatch	\$ -
Liebert Cassidy Whitmore	\$ -
Lozano Smith	\$ -
Musick, Peeler & Garrett	\$ -
Lana Clark	\$ -
Atkinson, Andelson, Loya	\$ -
Payments to Districts	\$ -

TOTAL 2021-22 LEGAL SETTLEMENTS TO DATE

Settlement Agreements None

2021-22 Year to Date Nonpublic School Placement Costs

District	# Students Currently Placed	# Students Cumulative Placements	Mental Health Placements Total SELPA Paid	Non-Mental Health Placements SELPA 70% Cost	District Estimated Offset to SELPA Cost	Total Estimated Cost
Lompos Unified - Mental Health Placements	1	1	\$ 82,796.00		\$ 41,343.00	\$ 167,613.00
Orcutt Union - Mental Health Placements	1	1	\$ 6,401.00		\$ 95,081.00	\$ 95,081.00
Santa Barbara Unified - Mental Health Placements	1	2	\$ 80,377.00		\$ 96,915.00	\$ 207,672.00
Santa Maria Jt. Union - Mental Health Placements	1	1	\$ 73,626.00		\$ 95,604.00	\$ 150,288.00
Santa Ynez Valley Consortium - Mental Health Placements	1	1	\$ 16,290.00		\$ 91,224.00	\$ 171,800.00

TOTAL	5	6	\$ 259,490.00	\$ -	\$ 420,167.00	\$ 792,454.00
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2021-22 Mental Health NPS Placement Budget	\$ 1,910,000.00
TOTAL YTD Mental Health Placement Costs	\$ 259,490.00
Less District Estimated Offset to SELPA Costs	\$ 420,167.00
Balance Available	\$ 2,070,677.00

2021-22 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 1/24/2022