

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

Regular Meeting

Monday, March 7, 2022

Public Session – 12:00 p.m.

SMJUHSD Career Technical Education Center

1280 Founder Ave., Santa Maria, CA 93455

Agenda

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

PUBLIC COMMENTS ARE WELCOME

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

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

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

I. PUBLIC SESSION

A. Call to Order

B. Roll Call

C. Flag Salute

D. Welcome Guests

E. Election & Oath of Office for New Board Member Holly Edds (North County Nondirect)

F. SBCSELPA Executive Director's Report

REF: I-F

II. PUBLIC COMMENTS

Please refer to information above regarding public comment guidelines.

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

IV. APPROVAL OF ACTION AGENDA

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

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

V. CONSENT AGENDA ITEMS

- A. Minutes of February 7, 2022 Regular Meeting REF: V-A
- B. Ratification of Payment of Claims REF: V-B
- C. 2021-2022 Nonpublic Agency (NPA) Master Contract Rates REF: V-C
1. Exhibit A Rates Sheet: Alternative Behavior Strategies, LLC dba ABS Kids
- D. 2021-2022 Nonpublic School (NPS) Individual Service Agreements (ISAs) REF: V-D
1. Individual Service Agreement: Heritage Schools, Inc.

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

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

VI. PRESENTATION – No presentation.**VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION**

- A. Certification of Second Period Interim Report for Fiscal Year 2021-22 REF: VII-A
1. First and Second Interim Comparison
2. Revenue and Expenditure Multi-Year Comparison
3. Multi-Year Projections Assumptions 2021-2022 Second Interim
4. Second Period Interim Report

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

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

- B. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Regional Occupational Therapy (OT) Expansion for the 2022-23 School Year REF: VII-B
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request for expansion of the regional OT program for the 2022-23 school year as presented.

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (continued)

- C. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-C
Request to Relocate Office Space in Lompoc for SBCEO Staff and Service Providers
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request to relocate the Lompoc office space to the new location as presented.

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

- D. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-D
Request for Funding of Additional Para for Orcutt Academy Preschool
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of additional para support for Orcutt Academy Preschool for the 2021-2022 school year as presented.

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

- E. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-E
Request for Funding for Additional Para for Taylor Preschool
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of additional para support for Taylor Preschool for the 2021-2022 school year as presented.

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

- F. Resolution 21-22-05 Recognizing a State of Emergency and Authorizing REF: VII-F
Teleconferenced Meeting for the Scheduling of a Special Meeting in April 2022
1. Resolution 21-22-05

It is recommended that the JPA Board approve Resolution 21-22-05 Authorizing the scheduling of a Special Meeting in April 2022 to be held virtually as presented.

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. Lompoc Unified School District (LUSD) Notice of Closure of REF: VIII-A
LUSD "GROW" Therapeutic Learning Regional Program (Level II, High School)
1. LUSD Letter of Intent
- B. 2022-23 Proposed Governor's Budget Trailer Bill Language – REF: VIII-B
Proposed Mental Health Funding for SB County
- C. "Lack of Federal Funds Being Dispersed in a Timely Manner" Continued REF: VIII-C
Discussion

VIII. **ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION** *(continued)*

- | | |
|--|-------------|
| D. JPA Board Term Membership Expiration | REF: VIII-D |
| E. Announcement of 3 rd Annual SELPA-Bration Winners | REF: VIII-E |
| F. SBCSELPA Professional Development | REF: VIII-F |
| G. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances | REF: VIII-G |
| H. SBCSELPA Legal Fees Year-to-Date Reserve | REF: VIII-H |
| I. Nonpublic School (NPS) Year-to-Date Placement Expenditures | REF: VIII-I |

IX. **MISCELLANEOUS AGENDA ITEMS**

- | | |
|---|---|
| A. Items Proposed for Future Action or Discussion | |
| B. Next Scheduled JPA Board Meeting: | Date: May 2, 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**

Oath of Office

FOR PUBLIC OFFICERS AND EMPLOYEES
(State Constitution, Art. XX, Sec. 3 as amended)

State of California

County of Santa Barbara } ss

FOR THE OFFICE OF JPA Board Member – 2021-2022 Membership Term

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA, A JOINT POWERS AGENCY BOARD

I, Holly Edds, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

(Signature)

Subscribed and sworn before me,

This 7th day of March, 2022

Ray Avila, Secretary
Santa Barbara County SELPA
Joint Powers Agency Board

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

March 7, 2022

1) Due Process/Dispute Updates-

- *Nine Due Process filings in progress and three CDE Investigations.*

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

- *We have a total of (4) SBCSELPA funded NPS placements.*

3) Proposed Legislation and Communication that Supports Special Education-

- *The State SELPA Association is sponsoring a proposed bill of legislation authored by Senator Rosilicie Ochoa Bogh titled, "SB 1113: Removing Barriers to Inclusion in the General Education Classroom". (SEE attached Fact Sheet, REF: I-F.1)*

4) State Finance Update-

- *There will be a discussion agenda item presented at today's meeting regarding the proposed Trailer Bill Language and the potential impact regarding the allocation of State and Federal Mental Health funding.*

- *State revenues look very promising! (SEE attached bulletin from the Coalition for Adequate Funding for Special Education – CAFSE, REF: I-F.2)*

5) Due Process Update-

- *Sharing with our JPA Board a presentation titled, "The Art of the Settlement Agreement" presented recently at State SELPA. (SEE attached presentation, REF: I-F.3)*

- *There has been an increase state-wide of "parentally placed" non-public school placements for students with or without IEP related services. Many are resulting in settlement agreements for the LEA's involved.*

6) 2022-2023 Santa Barbara Psychology Internship Consortium (SB-PIC)-

- *As we gear up for the upcoming school year, we are excited to announce there will be FOUR SB-PIC interns working towards their School Psychology doctoral status in collaboration with UCSB and SBCSELPA in the following LEAs in SB County:*

***Romero, Monica** (U of Missouri)

Santa Barbara School District

***Starling, Tamara** (Texas Women's University)

Lompoc Unified School District

***Susilo, Annisha** (U Mass, Boston)

Santa Maria Bonita School District

***Whitehouse, Anna** (U Mass, Boston)

Santa Maria Joint Union High School District

SB 1113: Removing Barriers to Inclusion in the General Education Classroom

Senator Rosilcie Ochoa Bogh

IN BRIEF

SB 1113 will promote the inclusion of students with disabilities in general education classrooms by addressing and implementing inclusionary practices through an updated guidebook, a mandated review for the consideration of inclusionary practices in textbooks, funding technical assistance providers, and a study to determine proper staffing numbers to achieve best practices.

THE ISSUE

All California students deserve an education worthy of their potential. For too long, this education has been out of reach for many of our students with disabilities. In 2017–18, California had one of the lowest inclusion rates for students with disabilities in the country: 56% compared to a national average of 63.4%¹, and California ranked 40th out of 47 states on this measure. In 2019, 333 local education agencies (LEAs) in California were identified for differentiated assistance²; over half of these districts (187) were mandated for assistance, at least in part, because students with disabilities in the district were performing poorly, particularly in the state priority areas of Least Restrictive Environment (LRE), Pupil Achievement and Pupil Engagement.

Least Restrictive Environments are a vital component to student success because they ensure an appropriate educational setting for students with disabilities that account for their educational needs while they learn alongside peers without disabilities, which allows the child to develop relationships with their school and community.³ It is critical that outcomes for students with disabilities are improved, which can be achieved by providing the support that is necessary to implement meaningful, evidence-based inclusive practices in California schools.

EXISTING LAW

Both the Federal Individuals with Disabilities Education Act (IDEA) and state law mandate that students are educated in the LRE. In practice, the decision of what LRE is appropriate for a student with a disability is left up to the district and parent to determine. Parents are often unaware of how LRE is defined in the law and many LEAs continue to unnecessarily place students in settings that are more restrictive. There are no other aspects of law that require schools to implement inclusionary practices. AB 130, the Budget Trailer Bill for the 2020-21 state budget, tasked CDE

to deliver a report to the Legislature addressing inclusion. The report failed to identify research-based reasons for why inclusion is failing, looking to funding and governance shifts as a solution instead. AB 130 also provided \$15 million in one-time funding for two County Offices of Education for the Supporting Inclusive Practices (SIP) project.

THE SOLUTION

SB 1113 will promote the inclusion of students with disabilities in general education classrooms. Specifically, SB 1113 will:

- Add preparation requirements to administrator credentialing in the area of evidence-based practices for inclusion and require credential candidates to work directly with successful schools implementing these practices.
- Require the CDE to develop a comprehensive guidebook to inclusive education for each LEA in the state and their partners, and will make recommendations for professional development to realize the implementation of recommended practices.
- Require the CDE and the CTC to collaborate on a study of staffing requirements to implement these practices.
- Expand the current SELPA Improvement Leads (SIL), part of the Statewide System of Support, to provide technical assistance to LEAs in the area of inclusion, and expand the reach of the SIP project to serve an increased number of LEAs wishing to improve their inclusion practices.
- Require all members of the Instructional Quality Commission to be trained in Universal Design for Learning (UDL), one of the key elements in textbook design that supports inclusion.
- Remove outdated references to special education staffing and practice requirements in Education code and Regulations that continue to hinder inclusion.

FOR MORE INFORMATION

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Sponsor: SELPA Administrators of California

Bill text and status can be found at:
<http://leginfo.legislature.ca.gov/>

¹ https://edpolicyinca.org/sites/default/files/2020-03/pace_spd_prp_webinar_3_developing_systems.pdf

² <https://www.cde.ca.gov/be/pn/im/documents/apr20memoamard01.docx>

³ <https://www.parentcenterhub.org/placement-lre/>



- ◆ State Revenues Look Promising 1
- ◆ Governor Proposes Changes to Expanded Learning Opportunities Program 2
- ◆ Governor Newsom Signs COVID-19 Paid Sick Leave Bill 4

News Roundup

A Compilation of SSC Fiscal Report Articles

State Revenues Look Promising

By Patti F. Herrera, EdD
Posted February 22, 2022

In its February [Finance Bulletin](#), the Department of Finance (DOF) issued a promising state revenue outlook but cautions against too much optimism before May when we will have a more accurate account of tax collection revenues.

The cautionary tone is due primarily to corporation tax revenues that can and likely will be offset by personal income tax credits, which will moderate net state revenues. The other reason for caution is the broader impact of historic inflation on the U.S. and California economies. On this latter issue, U.S. inflation grew to 7.5% in January 2022 after Governor Gavin Newsom issued his 2022-23 State Budget proposal. Many anticipated higher inflation, which had already reached 7% in December 2021; however, the DOF reports that the latest inflation figure represents the fastest increase since February 1982. According to the DOF, U.S. inflation almost quadrupled from 1.2% in 2020 to 4.7% in 2021 with many factors contributing to it, including increased transportation and housing costs.

Relative to employment, national trends continue to be better than the state with nearly every industry sector having recovered from job losses at the start of the COVID-19 pandemic and four sectors exceeding pre-pandemic

State Revenues Look Promising (Continued)

employment levels. California, by contrast, has recovered just 71.7% of the nonfarm jobs lost in March and April 2020 with only two sectors (professional and business services) fully recovering to their pre-pandemic February 2020 levels.

To the issue that we track most carefully through the monthly bulletins, 2021-22 year-to-date state revenues are outpacing estimates assumed in the 2022-23 Governor’s Budget forecast by \$15.95 billion. Again, the DOF cautions that current estimates could be moderated later by less personal income tax revenues, which we will not know until more complete tax return data are available, or after April 15. This is because of the nearly \$16 billion in unanticipated revenues, \$6.2 billion is due to higher revenues from a corporation tax component that allows some taxpayers to reduce their federal tax liability. Every dollar received by this corporation tax component generates an equal dollar of personal income tax credit. Thus, when California residents file their 2021 tax returns, we will have a much clearer picture of how impactful this tax policy has on personal income tax revenues. However, as it stands, state revenues from the big three revenue sources are provided in the table below.

“Big Three” Taxes			
Year-to-Date (in millions)			
	Projection	Actual	Change
Personal Income Tax	\$76,711	\$85,886	\$9,175 (12.0%)
Sales and Use Tax	\$17,919	\$17,696	-\$223 (-1.2%)
Corporation Tax	\$10,003	\$17,998	\$7,995 (79.9%)

Notwithstanding the DOF’s caution, state revenues will be higher than the Governor’s January estimates when he issues his revised State Budget in May. It’s just a question of by how much. Since Test 1 is the operative test for the Proposition 98 minimum guarantee for 2021-22 and 2022-23, K-14 education funding will increase by 40 cents of every new, unanticipated state dollar.

Governor Proposes Changes to Expanded Learning Opportunities Program

By Leilani Aguinaldo and Dave Heckler
Posted February 11, 2022

The single biggest Proposition 98 investment in Governor Gavin Newsom’s proposed 2022-23 State Budget is \$3.4 billion in ongoing funds for the Expanded Learning Opportunities Program (ELOP). First enacted as part of the 2021 Budget Act, the ELOP currently is funded with \$1 billion of ongoing funds and \$754 million of one-time funds. With the Governor’s proposal, total funding for the ELOP would be \$4.4 billion ongoing starting in 2022-23.



Governor Proposes Changes to Expanded Learning Opportunities Program (Continued)

The proposed [trailer bill language](#) to implement the 2022-23 State Budget includes various changes to the ELOP in response to concerns raised by local educational agencies (LEAs) about implementation of the program. Perhaps most important, the trailer bill extends the grace period for implementation by an additional year. It proposes to delay the first year the program is audited to 2023-24. Further, 2022-23 ELOP funds received by an LEA may be carried over to the 2023-24 fiscal year.

The trailer bill also amends the distribution methodology of the new funding level for the program starting in 2022-23. [Education Code Section 46120](#) details the requirements for the ELOP and includes language that it is the intent in future years to fund the program at \$2,500 per unduplicated pupil. Accordingly, funds are used first to fund LEAs with an unduplicated pupil percentage (UPP) greater than or equal to 75% at \$2,500 per pupil. The remaining funds are distributed to LEAs with a UPP less than 75%, and the Department of Finance estimates this will produce a per-pupil rate of \$2,027 for these LEAs (School Services of California Inc. estimates the per-pupil rate will be between \$2,009 and \$2,030). Under current law, LEAs with a UPP greater than or equal to 80% are funded at \$1,170 per student, and LEAs below this threshold receive \$672 per student. An LEA's allocation is determined by applying the appropriate per-pupil rate to the LEA's prior-year Second Principal Apportionment average daily attendance for students in transitional kindergarten (TK) through grade 6, which is then multiplied by the LEA's UPP. A [look-up tool is available](#) to see estimated allocations for eligible LEAs.

The UPP cutoff also impacts the requirements that would apply to LEAs starting in 2023-24. Currently, all LEAs must work to offer the program to their unduplicated students in grades TK-6 and provide access to at least 50% of these students. The proposal expands this requirement, starting in 2023-24, for LEAs with a UPP greater than or equal to 75%, at which time these LEAs must offer the program and provide access to all students in grades TK-6.

An audit finding for failure to implement these requirements would generate prorated penalties under the trailer bill. If an LEA fails to offer and provide access to the required students, then its ELOP funds would be reduced by an amount proportionate to the number of required students not covered by the program. A second penalty also could be assessed if an LEA does not maintain the number of days or hours required by the program, in an amount equal to 0.0048 times the LEA's ELOP apportionment for each day the LEA did not meet the day or hour requirements. Under current law, an LEA may be required to return all its ELOP funds if there is an audit finding.

In addition to the substantial investment in the ELOP, Governor Newsom has proposed spending an additional \$937 million of one-time funds on infrastructure needs for the program. These funds would not be distributed via a competitive grant, but rather would be allocated over four years, from 2022-23 through 2025-26. Per-pupil amounts are not currently available, but this separate investment would be apportioned using a formula similar to the distribution of the ongoing ELOP funds. An LEA would be required to spend at least 75% of its allocation on arts education for its program. Remaining funds may be used to acquire equipment or support infrastructure upgrades needed to operate the program.

Governor Proposes Changes to Expanded Learning Opportunities Program (Continued)

Like the other investments proposed by Governor Newsom, funding for the ELOP and implementation of the program will be scrutinized by the Legislature in budget hearings and negotiations over the next few months. The sizable investment has garnered a lot of attention, particularly in light of staffing challenges and other considerations raised by LEAs that have struggled to implement the program thus far. Stay tuned for future updates on the ELOP in future *Fiscal Report* articles.

Governor Newsom Signs COVID-19 Paid Sick Leave Bill

By Kyle Hyland

Posted February 10, 2022

At a signing ceremony on Wednesday, February 9, 2022, Governor Gavin Newsom signed Senate Bill (SB) 114 (Committee on Budget and Fiscal Review, Statutes of 2022) into law. SB 114 requires employers with more than 25 employees to provide their employees with at least 40 hours of COVID-19 supplemental paid sick leave through September 30, 2022.

School Services of California Inc. detailed the provisions of the bill in a recent article (see “[New COVID-19 Paid Sick Leave Expected](#)” in the February 2022 *Fiscal Report*). It is important to note that the bill number referenced in that article, Assembly Bill 84, is identical to SB 114. The Legislature has made a habit of introducing identical budget bills (one in each house), but only sends one to the Governor’s desk for consideration.

SB 114 includes language that the requirement to provide COVID-19 supplemental paid sick leave takes effect ten days after enactment, but the requirement applies retroactively to January 1, 2022.



Upcoming Events . . .

March 2, 2022, Coalition for Adequate Funding for Special Education meeting, Embassy Suites Riverfront Promenade, 100 Capitol Mall, Sacramento (Ballroom), from 2:00 p.m.-4:30 p.m.

March 30, 2022, Coalition for Adequate Funding for Special Education meeting, Hilton Garden Inn San Diego Bayside, 2137 Pacific Highway, San Diego, CA 92101 (Kettner Meeting Room), from 3:00 p.m.-5:30 p.m.

Questions or Comments?

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ADAMS SILVA & McNALLY LLP

The Art of the Settlement Agreement

State SELPA

Ric Silva

February 2022

Overview

- IDEA and Collaboration
- Strategies
- Things to Consider



IDEA & COLLABORATION

IDEA & Collaboration



IDEA

Parents and Schools should be given expanded opportunities to resolve their disagreements in positive and constructive ways.

20 U.S.C. § 1400(c)(8)



IDEA

“The core of the [IDEA], is the cooperative process that it establishes between parents and schools”

Schaffer v. Weast, 546 U.S. 49, 53 (2005).)



IDEA

“Congress has repeatedly amended the Act in order to reduce its administrative and litigation costs.”

Schaffer v. Weast, at 57.



IDEA & RELATIONSHIPS

- Special education disputes involve relationships that last for years – long after the case is over.
- Sometimes after Directors retire.



IDEA

➤ 2020-2021 Fiscal Year Case Closures

➤ Total Cases:	3872
➤ Settled at Mediation:	410
➤ Settled at Resolution:	66
➤ Settled Other:	2784



STRATEGIES

STRATEGIES



IDEA

Strategies for Negotiating Disputes

- Identify your strategy and
- Identify the opposing party's strategy



IDEA

Identify Strategies:

- **Competitive:** Negotiator seeks to convince the opponent that his case is not as strong, and therefore should settle.



IDEA

Identify Strategies:

- **Cooperative:** Seeks to build trust, makes concessions and encourages concessions.
- **Integrative:** Seeks Solutions to the conflict which satisfy the interests of both parties.

Adapted from: <https://heinonline.org/HOL/LandingPage?handle=hein.journals/ohslj46&div=14&id=&page=>



IDEA

Strategies:

- Identify Barriers
 - Reactions
 - Emotions
 - Positions
 - Perceptions of Power

* Adapted from *Getting Past No*, by William Ury



IDEA

- Breakthrough Barriers
 - Mile-high view
 - Step to their side
 - Reframe
 - Use power to education
 - Build a Golden Bridge



IDEA & SETTLEMENT

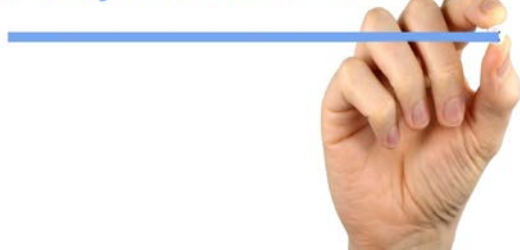
THINGS TO CONSIDER



SETTLEMENT AGREEMENT LANGUAGE

- Say what you mean
- Implementable
- Define terms and be consistent

AGREEMENT



STRATEGIES FOR SETTLEMENT

- Administrator needs to bring the Program aspect to the negotiations.
- Attorney brings the legal aspect.
- Example: “More” services isn’t better.



STRATEGIES FOR SETTLEMENT

- Compensatory vs. Prospective
 - Consider offering more compensatory hours rather than adding services to IEP.
- NPA: Offer limited hours with expiration date and parent is responsible for scheduling and transporting.



SETTLEMENT LANGUAGE

➤ ***Rita Loof, et. al. v. Upland Unified School District, 121 LRP 14371 (C.D. Cal. April 22, 2021)***

➤ **Facts:**

- In 2014, Student and the District enter into a settlement agreement that stated, in part, “the District agrees to fund a neuropsychological independent evaluation of [Student] conducted by Dr. Nancy Markel in an amount not to exceed \$3,500.” The provision included no time parameters.



SETTLEMENT LANGUAGE

➤ ***Rita Loof, et. al. v. Upland Unified School District***

➤ Facts (cont'd):

- In 2016, the District offered in a letter to substitute Dr. Gunn for Dr. Markel, explaining that Dr. Markel was not available.
- Thereafter, Student contacted and was evaluated by Dr. Gunn.
- Parents later claimed the District breached the 2014 settlement agreement.



SETTLEMENT LANGUAGE

➤ *Rita Loof, et. al. v. Upland Unified School District*

➤ Ruling:

- The 2016 letter was a valid *novation* of the agreement, which was the substitution of a new obligation for an existing one.
- By submitting to the evaluation, Student accepted this substitution.



SETTLEMENT LANGUAGE

➤ *Rita Loof, et. al. v. Upland Unified School District*

➤ Take-away:

- Avoid breach of contract claims, by specifying what will occur if the named provider is unwilling or unavailable.
- Consider retaining discretion in selecting providers as part of settlement negotiations.



SETTLEMENT LANGUAGE

- ***K.M. v. Tehachapi USD***, 121 LRP 12871 (E.D. Cal. 2021)
 - Settlement agreement “lunch bunch” services:
“Speech Services: Lunch Bunch will be used to create opportunities for social skills training in a group... K.M.’s attendance will be facilitated by her aide...” Further
K.M. “will be provided ‘Lunch Bunch’ options...”



SETTLEMENT LANGUAGE

- ***K.M. v. Tehachapi USD***, 121 LRP 12871 (E.D. Cal. 2021)
 - District only provided a list of lunch bunch options at school.



SETTLEMENT LANGUAGE

- ***K.M. v. Tehachapi USD***, 121 LRP 12871 (E.D. Cal. 2021)
 - Judge held that “if simply alerting the child to her entitlement to participate were all that was required, the child would have received no benefit from this... term.”



SETTLEMENT LANGUAGE

K.M. v. Tehachapi USD, 121 LRP 12871 (E.D. Cal. 2021)

- She was already “allowed to participate in the groups”
- None of the options provided *social skills training*.



SETTLEMENT LANGUAGE

***K.M. v. Tehachapi USD*, 121 LRP 12871 (E.D. Cal. 2021)**

➤ **Take-away:**

- Make sure it is implementable (what if lunch bunch goes away; what if no “group”).
- Specify what the Student will receive.



SETTLEMENT AGREEMENTS

- Reasons for Settlement
 - Procedural or Substantive Problems
 - Impact on staff vs. benefits
 - Costs



SETTLEMENT AGREEMENTS

- What about Governing Board?
 - Settlement Agreement terms require ratification/approval by the Board.
(Educ. Code sec. 17604)



SETTLEMENT AGREEMENTS

- What about Governing Board?
 - Inform and educate the Governing Board regarding IDEA and the frequency and nature of due process litigation.
 - Educate regarding the benefits of settlement agreements.



QUESTIONS



CONTACT INFORMATION

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Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF FEBRUARY 7, 2022, 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 12:07 p.m. via Zoom (**Meeting ID: 960 7610 6173**).

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
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
Beverly Sherman, Coordinator 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. Election & Oath of Office for New Board Member Holly Edds (North County Nondirect)

Holly Edds advised the JPA Board via email earlier in the morning that she was sick and unable to participate in the meeting today. It was agreed that her election and oath of office would be continued to the March 7, 2022 JPA Board Regular Meeting.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 7, 2022, REGULAR MEETING

I. **PUBLIC SESSION** *(continued)*

F. **SBCSELPA Executive Director's Report**

Ray Avila highlighted item #5 in his Executive Director's Report regarding "Inclusive Education," he shared that he has included the most recent handout that the Communications Department for the State SELPA Association has developed. Ray is interested in the topic because this is a focus that we have in our County, so we will be able to bring resources from the State level into our County as we move forward with the Association. Ray recommends that the Board members review the letter that the Association has put out if they have not already done so, this letter will also be shared County wide by Ray.

Susan Salcido had a question regarding the State convening SELPA Directors and talking about possible different types of funding and there was a lot of question around SELPAs in general and since then the proposal has been released by the Governor's office. Susan asked if Ray could share what he has been hearing from the Directors related shifts in special education structures beyond funding. Ray responded that he attended the State SELPA the prior week and we are very excited that we are looking at a potential \$820 per pupil base rate, \$110 potential increase, which will bring more funding through our AB602 and with the Governor's trailer bill language that was just pushed out last week it is proposed that AB602 funds will still come through SELPAs. The big shift that is proposed and could possibly occur next year is that all mental health funding, both state and federal, will go through LEAs individually, so any SELPAs that have regional programs, off the top services, will need to revise how those funds are allocated out prior to the 22-23 school year. Also, if there is any staff that is funded through a SELPA by those funds, we need to be sure we are very cognizant of the March 15th layoff notice deadline. Ray further shared that he will be meeting with Rachel to discuss the mental health funding and how it will impact things depending on what happens.

Lastly, Amy Alzina commented that she has an advocacy piece that she recently brought up to ACSA GR Team on behalf of special education about staffing, allowing teachers to teach out of class for an additional year during these challenging times. Amy is sharing with the JPA because the more people in their direct space who can advocate for this the better. Ray suggested that he and Amy get together and discuss what they might want to communicate out as far as some advocacy. The Board was satisfied; there were no further questions or comments.

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

Motion to Approve: Randal Haggard **Second:** Amy Alzina

Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 7, 2022, REGULAR MEETING

- V. **CONSENT AGENDA:** The JPA Board took action on Items A - E:
- A. **Minutes of December 6, 2021 Regular Meeting**
 - B. **Minutes of January 18, 2022 Special Meeting**
 - C. **Ratification of Payment of Claims:** 01-673500 - 01-673511, 01-674653 – 01-674663, 01-675513 – 01-675527, 01-676585 – 01-676601, 01-677894 – 01-677913, 01-678784 – 01-678790, 01-679514 – 01-679525.
 - D. **2021-2022 Nonpublic School (NPS) Individual Service Agreements (ISAs)**
 - 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**
 - 1. Exhibit A Rates Sheet: Heritage Schools, Inc.

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

Motion to Approve: Susan Salcido **Second:** Antonio Garcia
The Board was satisfied; there were no questions or comments.

Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

VI. **PRESENTATION**

A. **Special Education Funding Presentation, Impacts of the 2021-22 Budget Act & 2022-23 Governor's Budget Proposal**

Presenter Rachel Wigle, SBCSELPA CBO

Rachel Wigle presented information about the 2021-22 Budget Act and 2022-23 Governor's Budget Proposal and how this will impact SELPA and our LEAs. Rachel began by reviewing the State budget timeline for 22-23. She followed that with a comparison of last year's and this year's Governor's Budget and Special Education, with the key points she highlighted being that there is nearly 50% increase in ongoing special education seen in the base rate increase; a change in the AB602 calculation; and mental health revenue flowing to the LEAs directly. Next, she reviewed the AB602 base rates and the increase to \$820 per ADA, the base rate increase calculated to backfill \$550 million MOE requirement created by the 21-22 ADR/LR funds. The presentation included a review of the funding inadequacy continuation. Rachel then highlighted one of the big topics for this year regarding mental health funding, both state and federal. The presentation also included a review of the key funding changes in the Governor's budget proposal; low incidence funding; preschool grants; and COVID-19 Special Education impact; 21-22 American Rescue Plan (ARP). Susan Salcido had a comment regarding the funding inadequacy information presented and if the inadequacy is based on the increased amount of funding for LEAs or was it prior to increased funding for LEAs, Rachel responded that it was "prior too." The Board was satisfied; there were no further questions or comments.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 7, 2022, REGULAR MEETING

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

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

1. Audit Report
2. Representation Letter

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

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

Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

Rachel Wigle, SBCSELPA CBO, reviewed this item and shared that we have no new findings, and everything was approved in terms of financials for last year with no modifications. They did review last year's findings and it was not a repeat finding and they concluded that our changes have been implemented. The Board was satisfied; there were no questions or comments.

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

1. SBCEO Request

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

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

Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, 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 confirmed that this is a request for a 0.25 FTE for regional OT expansion for this year to serve our current students. Kirsten also pointed out that this is different from the other action items regarding the regional OT program and SYVSEC. The board was satisfied; there were no questions or comments.

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

1. SBCEO Request

Recommendation: 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 to Approve: Antonio Garcia **Second:** Amy Alzina

Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 7, 2022, REGULAR MEETING

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

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 there are currently 3 DHH SDC classes, 6 of the students in the older program are moving on to Jr. High, so this is a request to open an SDC program. The staffing ratio per the Local Plan is 2 support staff, so the request is for 1.5 interpreters and a 0.5 signing paraprofessional. Regarding the teacher FTE per the numbers in the local plan they have provided two proposed options in the request, either a 0.8 or a 1.0 FTE, it is being recommended that the Board approve the request for 1.0 FTE teacher because it is an SDC program with the students there all day. The board was satisfied; there were no questions or comments.

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

1. Resolution 21-22-04

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

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

Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

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

VIII. **ITEMS FOR INFORMATION AND DISCUSSION**

A. **“Lack of Federal Funds Being Dispersed in a Timely Manner” Discussion**

Ray Avila reviewed this item and shared that it was brought to his attention prior to winter break and was a request from our JPA Board member, Randy Haggard, representing the SYVSEC and the concern is about receiving federal funding and more importantly receiving the funding on time. Ray stated that most know that not only do we not get most of our funding as proposed but we rarely get it on time in comparison to other funding sources for special education and so districts must be creative by borrowing from other areas. The Consortium is unique, and they rely specifically on the special education funding sources to maintain the special education programs, there are no other sources to go to, which ultimately creates a cash flow issue. Out of an advocacy type of effort Randy has reached out to the SELPA for future support in advocacy and addressing the topic. Randy commented that he appreciates the support from Ray and the others for the support in addressing the topic. Randy reviewed the cashflow issues as they are outlined in the attachments that were included in the agenda. Ray concluded that moving forward Ray and Randy will be working together to draft an advocacy letter to present to the Board. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 7, 2022, REGULAR MEETING

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

B. SYVSEC Request for Regional Occupational Therapy (OT) Services

Ray Avila introduced this item, which is a request from the SYVSEC, explaining that Claudia Echavarria, Special Education Director, and Beverly Sherman, Coordinator, brought this item to the SBCSELPA's attention to seek further support. Ray explained that they have tried all year to find the "unicorn" for occupational therapy services, exploring a variety of avenues, with no such luck. So now they have contacted SELPA to see if they can participate in the regional OT services, these services currently occur with the most obvious being the SBCEO regional OT program. However, Kirsten has mentioned previously that to serve the 22 anticipated cases from SYVSEC they will need to request a program expansion. Ray acknowledges that we have received the SYVSEC request and understand that it is outside of the year and a day notice but SBCEO diligently wants to support them and so they are going to do what they can to get this done in preparation for the 22-23 school year to allow for regional OT services to occur within the SYVSEC. Lastly, Ray shared that SYVSEC continues to interview and seek out OT services in the meantime. The Board was satisfied; there were no questions or comments.

C. First Interim Report Analysis and Recommendations

Ray Avila introduced this item and shared that SELPA received the first interim report from SBCEO and is sharing it with the Board. Further, Ray shared that the SELPA passed, and everything was approved, positive certification. The Board was satisfied; there were no questions or comments.

D. SBCSELPA Procedural Handbook Revisions – Section 8: Private Schools

Ray Avila introduced this item and shared that Jennifer Connolly, SBCSELPA Coordinator, has been working with an Ad Hoc Committee to update and revise Section 8 about private schools in the Procedural Handbook. Ray invited Jennifer to comment, Jennifer shared that this section was reviewed multiple times and we received lots of great feedback. The revised section was also presented to the SEAM group 2-3 times, and we are finally at the final document. Jennifer included in the agenda the marked-up version to show the changes and a second version which is the final version of the document. Jennifer thanked everyone who was involved with the revision of this document. Lastly, Ray commented that for revisions to the Procedural Handbook the SBCSELPA updates the document and then shares it with the Board, as opposed to the Local Plan which must be brought to the Board as an action item for final approval. The Board was satisfied; there were not questions or comments.

E. SBCSELPA Professional Development

Ray Avila introduced this item and then turned it over to Jennifer Connolly, SBCSELPA Coordinator, to provide the Board with some highlights. Jennifer shared that this has been a busy month, to start the month off F3 came to discuss legal practices for changing student names for our transgender students who may want an alias. They also presented on how to work with transgender students in the school setting, there was lively discussion throughout this training. This training was not recorded due to the sensitivity of the topic, but Jennifer does have the PowerPoint presentation to share with whomever may be interested. Additionally, there have been some lively meetings with our interpreters and translators, they are passionate about getting the IEP language out to our families in a meeting setting. SBCSELPA has gotten together with SLO SELPA to have network meetings with our interpreters and translators. For our school psychologists an ADOS training was offered, this helps with the eligibility of students with autism. Additionally, we had a network meeting

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 7, 2022, REGULAR MEETING

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

where Goleta shared about social/emotional learning, sharing information about screeners and tools, etc. SBCSELPA is continuing network meetings with their partners at CCASP every month. We are rounding out this month with an English Language Learners training with our partners in Imperial County SELPA and then there will be another training in March regarding California Practitioners Guide. Lastly, Lisa Foote, SBCSELPA AT/AAC Specialist, will be offering some trainings on different tools for students and accommodating their needs in the general education setting. Jennifer reminded everyone that most trainings are recorded and stored on our SBCSELPA YouTube channel for access at any time. The Board was satisfied; there were no questions or comments.

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

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

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

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

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

Amy Alzina asked for clarification on how to read this chart correctly, specifically regarding the total estimated cost and how that number is computed. Rachel Wigle, SBCSELPA CBO, responded to Amy briefly explaining how the chart is read and what it shows. Rachel further shared that she has been reviewing this chart herself and is going to be working on revising the chart to show the information more clearly for all to understand it easier. The Board was satisfied; there were no further questions or comments.

IX. **MISCELLANEOUS AGENDA ITEMS**

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

There were no other requests for future agenda items.

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 ITEM**

There were no public comments.

XI. **CLOSED SESSION:** The JPA Board adjourned to Closed Session at 1:02 p.m.

A. **Confidential Nonpublic School (NPS) Student Updates**

B. **Evaluation of the SBCSELPA Executive Director**

XII. **RECONVENE TO PUBLIC SESSION:** Anne Hubbard called the meeting back into Public Session at 1:41 p.m. The Board took no action.

SBCSELPA JPA BOARD
MINUTES OF FEBUARY 7, 2022, REGULAR MEETING

XIII. **ADJOURNMENT**

The meeting was adjourned at 1:41 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

ReqPay12a

Board Report

Checks Dated 01/26/2022 through 02/16/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-680355	02/01/2022	Alison Lindsey	01-5910		70.00
01-680356	02/01/2022	Amanda Munoz	01-5200	482.82	
			01-5910	70.00	552.82
01-680357	02/01/2022	Frontier	01-5910		268.43
01-680358	02/01/2022	Graciela Vega	01-5910		70.00
01-680359	02/01/2022	Guadalupe Union School Dist.	01-7281		3,594.94
01-680360	02/01/2022	Jennifer Connolly	01-5200		671.08
01-680361	02/01/2022	Lisa Foote	01-5910		70.00
01-680362	02/01/2022	Natalie Facio-Leon	01-5910		70.00
01-680363	02/01/2022	Philbert Pandac	01-5910		70.00
01-680364	02/01/2022	Ray Avila	01-5200		1,591.45
01-680365	02/01/2022	Rosy Bucio	01-5910		70.00
01-680366	02/01/2022	SIRAS Systems	01-5850		47,406.25
01-680367	02/01/2022	Stephan Salter	01-5910		70.00
01-680368	02/01/2022	Stephanie Guertin	01-5910		70.00
01-680369	02/01/2022	West Shield Adolescent Service	01-5890		9,652.41
01-681245	02/08/2022	Big Green Cleaning Company	01-5860		365.00
01-681246	02/08/2022	Copper Hills Youth Center	01-5890		13,442.00
01-681247	02/08/2022	Dr. Elizabeth A. Foster	01-5800		600.00
01-681248	02/08/2022	Frontier	01-5910		167.33
01-681249	02/08/2022	Heritage School	01-5890		15,710.00
01-681250	02/08/2022	Natalie Facio-Leon	01-5200		491.98
01-681251	02/08/2022	Sage Communications, Inc.	01-5910		482.56
01-681252	02/08/2022	Santa Maria-Bonita School Dist	01-7281		7,681.18
01-681253	02/08/2022	Sparkletts	01-5860		107.82
01-681254	02/08/2022	Stanley Convergent Security So	01-5860		70.11
01-681255	02/08/2022	Stephan Salter	01-5200		260.91
01-681256	02/08/2022	Stephanie Guertin	01-4300	5.49	
			01-5200	818.30	823.79
01-681257	02/08/2022	The Online Itinerant	01-5800		300.00
01-681258	02/08/2022	X Tech Laser Printing Inc.	01-5860		56.68
01-682034	02/15/2022	ALD Telecom	01-5910		57.40
01-682035	02/15/2022	Amanda Munoz	01-5200		425.24
01-682036	02/15/2022	Barbara Katic	01-5200		392.36
01-682037	02/15/2022	Frontier	01-5910		21.62
01-682038	02/15/2022	Goleta Union School District	01-4300	12.75	
			01-5860	15,931.77	15,944.52
01-682039	02/15/2022	Graciela Vega	01-5200		486.90
01-682040	02/15/2022	Lava Heights Academy	01-5890		12,214.00
01-682041	02/15/2022	Lisa Foote	01-5200		69.61
01-682042	02/15/2022	Natalie Facio-Leon	01-4300		27.12
01-682043	02/15/2022	Ray Avila	01-5200		907.16
01-682044	02/15/2022	Rosy Bucio	01-5200		642.33
01-682045	02/15/2022	Santa Barbara Unified District	01-7281		12,947.06
01-682046	02/15/2022	Santa Maria-Bonita School Dist	01-7281		4,208.63
01-682047	02/15/2022	Stanley Convergent Security So	01-5860		70.11

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

ESCAPE ONLINE

Page 1 of 2

Checks Dated 01/26/2022 through 02/16/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-682048	02/15/2022	Staples Business Credit	01-4310		93.69
01-682049	02/15/2022	Staples Credit Plan	01-4300		440.89
01-682050	02/15/2022	Verizon Wireless	01-5910		241.83
01-682051	02/15/2022	West Shield Adolescent Service	01-5890		5,666.58
01-682052	02/15/2022	X Tech Laser Printing Inc.	01-5860		47.25
Total Number of Checks			48		159,761.04

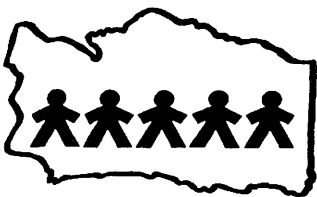
Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	48	159,761.04
	Total Number of Checks	48	159,761.04
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		159,761.04

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: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2021-2022 Nonpublic Agency (NPA) Master Contract Rates

BACKGROUND:

The attached rate sheet for the following nonpublic agency (NPA) contractor is an exhibit to the JPA Board approved NPA Master Contract for the 2021-2022 school year and is being presented for JPA Board approval:

- Alternative Behavior Strategies, LLC dba ABS Kids

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

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

RA:lm

EXHIBIT A: RATES

CONTRACTOR Alternative Behavior Strategies, LLC dba ABS Kids **CONTRACTOR NUMBER** 2021-22-51 **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>	n/a	
Basic Education Program/Dual Enrollment	n/a	

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

B. Related Services

(1)	a. Transportation – Round Trip		
	b. Transportation – One Way		
	c. Transportation – Dual Enrollment		
	d. Public Transportation		
	e. Parent*		
(2)	a. Educational Counseling – Individual		
	b. Educational Counseling – Group of _____		
	c. Counseling – Parent		
(3)	a. Adapted Physical Education – Individual		
	b. Adapted Physical Education – Group of _____		
	c. Adapted Physical Education – Group of _____		
(4)	a. Language and Speech Therapy – Individual		
	b. Language and Speech Therapy – Group of 2		
	c. Language and Speech Therapy – Group of 3		
	d. Language and Speech Therapy – Per diem		
	e. Language and Speech – Consultation Rate		
(5)	a. SCIA** – Individual (must be authorized on IEP)		
	b. SCIA – Group of 2		
	c. SCIA – Group of 3		
	d. Classroom Instructional Assistance – Per diem or per hour		
(6)	Intensive Special Education Instruction***		
(7)	a. Occupational Therapy – Individual		
	b. Occupational Therapy – Group of 2		
	c. Occupational Therapy – Group of 3		
	d. Occupational Therapy – Group of 4 - 7		
	e. Occupational Therapy – Consultation Rate		
(8)	Physical Therapy		
	a. Individual		
	b. Consultation		
(9)	a. Behavior Intervention – BII	\$70	Hourly
	b. Behavior Intervention – BID	\$100	Hourly
	Provided by: _____		
(10)	Nursing Services		
(11)			
(12)			

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

**SCIA – Special Circumstance Instructional Assistance

*** By Credentialed Special Education Teacher.



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

Date: March 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 ISA 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 2021-22-69	\$64,637.00	02/21/2022 – 06/30/2022
Total		\$64,637.00	

FISCAL IMPACT: The contracted cost for this SBCSELPA NPS placement for **2021-2022** is \$64,637.00.

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

RA:lm

2021-2022 ISA

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

This agreement is effective on February 21, 2022 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 (Last) (First) (M.I.) Sex: ☒ M ☐ F Grade: 10

Address City State/Zip

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

Parent/Guardian Phone (805) [Mother Cell] (805) [Father

Cell]

Address City Santa Barbara (Both) State/Zip CA (Both), 93110 (Mother,) 93105 (Father.)
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: during the regular school year
 during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: 165 during the regular school year
35 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 77 **x Daily Rate** \$181 **= PROJECTED BASIC EDUCATION COSTS** \$13,937

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		Education Days	\$181	77	\$13,937
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							

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				
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Travel Training (870)							
Other Transition Services (890)							
Non-Medical Room & Board		X		Daily	\$265	130	\$34,450
Mental Health Services		X		Daily	\$125	130	\$16,250
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \$64,637

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ \$64,637

4. Other Provisions/Attachments:

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

6. Progress Reporting Requirements: Quarterly X 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)

Kevin Curtis
Kevin Curtis (Feb 17, 2022 16:10 MST)

17/02/2022

(Signature)

(Date)

Ray Avila
Ray Avila (Feb 17, 2022 14:39 PST)

17/02/2022

(Signature)

(Date)

Kevin Curtis

COO

(Name and Title)

Ray Avila, SELPA Executive Director

(Name of Superintendent or Authorized Designee)

Robert Angel ISA - Heritage Schools, Inc









2021-22

Final Audit Report

2022-02-17

Created:	2022-02-17
By:	Santa Barbara County SELPA (bhelt@sbcsepa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAhejja3cVpsonkBor0qlrKGd69zFtEbTn

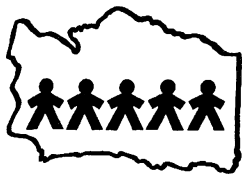
"Robert Angel ISA - Heritage Schools, Inc 2021-22" History

-  Document created by Santa Barbara County SELPA (bhelt@sbcsepa.org)
 2022-02-17 - 9:39:30 PM GMT- IP address: 206.83.1.2
-  Document emailed to Ray Avila (ravila@sbcsepa.org) for signature
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Santa Barbara County
Special Education Local Plan Area
2021-22

POWERED BY
Adobe Sign



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Certification of Second Period Interim Report for the Fiscal Year 21-22

BACKGROUND:

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

➤ **Revenue Accounts**

- **8100-8299** – Federal Local Assistance Entitlements, Mental Health, Alternative Dispute Resolution, Preschool Professional Development and American Rescue Plan
- **8300-8599** – AB 602, Regionalized Services, Low Incidence, State Mental Health Funding, and STRs of Behalf, Alternative Dispute Resolution, Learning Recovery
- **8600-8799** – Interest Income, and income from districts for SELPA service invoiced such as BCBAs and Staff Development, CAPTAIN and UCSB Graduate Student Researchers
- **COLA** applied to AB602 and regionalized revenue *only* based on the Governor's Budget (4.05% in 21-22, 5.33% in 22-23, 3.11% in 23-24)

➤ **Expenditure Accounts**

- Classified Salaries (2000s) reduced due to line item manually overbudgeted in 1st Interim for 3% Salary Increase
- Benefits (3000s) – added PERS Unfunded Liability and reduced for overbudgeted benefits from classified salaries.
- Books and Supplies (4000's) and Services and Other Operating (5000's) include added CAPTAIN and UCSB Graduate Student Researchers

➤ **Criteria and Standards Review Summary for Items "Not Met"**

- **Salaries and Benefits:** The ratio of total salaries/benefits to total General Fund expenditures is different than the two subsequent years because FY20-21 ending fund balances are included in the expenditures in the current year only. It is assumed that in subsequent years there will be no carryovers from prior years to expend.
- **Revenues & Expenditures:** Increased to include CAPTAIN program and UCSB Graduate Student Researchers
- **Deficit Spending, Other Revenues** – Current year expenditures include carryovers from 20-21. Recognition of prior year carryover items such as \$387,404 paid to districts for Non-Mental Health Special Education and \$1,339,553 for Mental Health, \$418,990 district legal allocation and carryover, \$1,106,195 for Low Incidence causes the SELPA to appear to be deficit spending. These items were identified in the Unaudited Actuals report as ending fund balance and were budgeted at First Interim.
- **Reserves** – The SELPA **does** meet its reserve requirement for the current and two subsequent years. The SACS software does not allow for use of funds in Resource 6500, Special Education, to be used to meet this requirement. SELPA's AB602 funding is all accounted for in Reserve 6500 and is therefore used to meet reserve requirements.

FISCAL IMPACT: None.

RECOMMENDATIONS: The JPA Board approve and certify the Second Period Interim Report for the Fiscal Year 2021-2022 as presented.

RA/RW:lm

Santa Barbara County SELPA
FY 21-22 Second Interim Compared to FY 21-22 First Interim Budget

			21-22	21-22	Change from Prior	Explanations and Notes
			First Interim	Second Interim		
Beginning Balance			4,353,741		1,606,689	
Revenue:			-		-	
Fund 01	Federal Revenue	8100-8299	877,284	877,284	-	
	State Revenue	8300-8599	5,865,417	5,985,406	119,989	
	Local Revenue	8600-8799	527,466	632,101	104,635	Added Reimbursement Revenue for additional Expenditures in 5000s
	s/total Revenue Fund 01		7,270,167	7,494,791	224,624	
Fund 10	Federal Revenue	8100-8299	19,770,017	23,085,085	3,315,068	American Rescue Plan Revenues added; Federal Grant Awards updated for actuals
	State Revenue	8300-8599	37,636,139	38,698,860	1,062,721	Updated for P-1 Amounts
	s/total Revenue Fund 10		57,406,156	61,783,945	4,377,789	
Expenditures:			-		-	
Fund 01	Certificated	1000-1999	354,352	354,352	-	
	Classified	2000-2999	806,599	776,663	(29,936)	Decrease for overbudgeted Salary & Benefit in First Interim; Increase for PERS
	Benefits	3000-3999	375,012	394,133	19,121	Unfunded Liability
	Books & Supplies	4000-4999	228,771	228,771	-	
	Services & Other	5000-5999	4,167,122	4,259,460	92,338	Increases to match revenue above less decrease for overbudgeted travel in 1st Interim
	Capital outlay	6000-6999	18,760	18,760	-	
	Other Outgo	7000-7399	4,625,295	4,849,152	223,857	
	s/total Expenditures Fund 01		10,575,911	10,881,291	305,380	
Fund 10	Transfer for Fed & State Expenditures		57,406,156	61,783,945	4,377,789	Matches Fund 10 Revenues
Ending Balance June 30			1,047,997	967,241	(80,756)	
Reserves:					-	
	Regional Deferred Maintenance reserve		50,000	50,000	-	
	MTU Site Improvement Fund Reserve		250,000	250,000	-	
	SELPA Designated Legal Reserve		325,000	325,000	-	
	SIPE Rebate for move and SELPA-bration		35,246	35,246	-	
	SELPA-Wide Staff Development Carryover		-	-	-	
	CPI carryover to reduce costs in 21-22		-	-	-	
	5% Set aside for Economic Contingencies		150,000	150,000	-	
	Non-MH EFB Reserve		100,000	100,000	-	
	MH EFB Reserve		100,000	100,000	-	
	s/total Designated		1,010,246	1,010,246	-	
	Unassigned		37,751	(43,005)	2,056,980	

Board Approved Reserves:														
Regional Deferred Maintenance reserve	22,316	52,702	25,000	50,000	50,000	50,000	50,000	75,000	50,000	50,000	50,000	50,000	50,000	50,000
MTU Site Improvement Fund Reserve	800,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000
SELPA Designated Legal Reserve	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000
SIPE Rebate for move and SELPA-bration	14,000	15,821	15,821	37,246	37,246	37,246	37,246	35,246	37,246	35,246	35,246	35,246		
5% Set aside for Economic Contingencies	98,772	134,605	152,765	106,534	106,534	123,256	123,557	150,000	105,648	150,000	150,000	150,000	150,000	150,000
Non-MH EFB Reserve		100,000	100,000	100,000		100,000	98,503	100,000		100,000	100,000	100,000		
MH EFB Reserve		100,000	100,000	100,000		100,000	100,000	100,000		100,000	100,000	100,000		
				19-20 EFB Board Approved increases 20-21 First Interim:				20-21 EFB Board Approved increases 21-22 First Interim:						
Low Incidence Carryover				334,145				1,106,195						
MAA Carryover				31,976				31,138						
LEA Legal fees carryover				120,253				118,990						
LEA Legal fees				300,000				300,000						
SELPA-Wide Staff Development Carryover				36,692				16,952						
Non-MH EFB to districts				378,242				387,404						
MH EFB carryover to districts	790,000			1,806,933				1,339,553						
CPI carryover to reduce costs in 21-22				23,219		23,219	23,219	18,263	23,219	-				
total designated	2,050,088	978,128	968,586	3,983,021	768,780	985,502	984,306	4,353,741	767,894	1,010,246	1,010,246	775,000	775,000	
Unassigned	1,368,395	420,109	429,651	23,219	2,139,522	109,272	111,912	0	2,117,950	37,751	(43,005)	200,232	270,602	

**Multi-Year Projections Assumptions
2021-22 Second Interim**

			Change from prior year	
			\$	\$
			22-23	23-24
REVENUE				
Fund 01				
8100-8299	Kept Federal funding flat, removed 1x ADR grants		(94,287)	0
8300-8599	AB602 Funding	State COLA	5.33%	3.11%
	Off-the-Top to SELPA		49,020	30,127
	SELPA COLA increase (Regionalized Services)		19,719	12,119
	AB602 change every two years to pay for CPI with off the top AB602 funds carryover from 19-20 means decreased revenue savings in 22-23		(5,921)	24,184
	ADR Revenue Change - 1x State funding reduced		(206,230)	0
	s/total		(143,412)	66,430
	Fund 01 Total		(237,699)	66,430
Fund 10				
8100-8299	Federal funding flat, Removed 1x Carryover Revenue from 20-21 Grants		(6,715,037)	0
	Federal 1x Grants removed: American Recovery Plan		(3,070,042)	0
8300-8599	State COLA to		1,654,445	1,016,805
	1x Grants removed: ADR, LR, and Infant Discretionary		(5,535,085)	
	Fund 10 Total		(13,665,719)	1,016,805
EXPENSES				
Fund 01				
1xxx's	salary step-column increase and 1% COLA for 22-23 and 0% for 23-24	Check this	3,535	0
2xxx's	salary step-column increase and 1% COLA for 22-23 and 0% for 23-24		34,183	12,342
3xxx's	+5% to H&W both years, STRS 12.88% increase (from 16.91% to 19.1%) beginning 22-23, no change to PERS or other statutory cos		11,625	4,681
4xxx's	Add 2% increase for cost of supplies		4,575	4,667
5xxx's	Removal of one-time EFB allocations from 20-21 into 21-22 only.		(554,990)	0
	Changes in ADR Expenditures due to grants		(92,517)	(104,000)
	Added 2% increase in applicable expenses for both years		4,611	4,676
	Prof Dev	CPI Expenses change every other year	(24,184)	24,184
	s/total		(667,080)	(75,140)
6xxx's	Capital	Repairs to MTU Santa Barbara for Shed & Orcutt Recarpeting in 21-22 only	(18,760)	0
7xxx's	MH	The only transfers projected at this time are LCI and a percentage of Low Incidence.	(3,093,827)	-
		Assume the same for future years increase by AB602 COLA		
		LCI	39,727	24,416
		Low Incidence without carryovers	53,832	33,085
			(3,000,268)	57,500
	s/total		(3,632,190)	4,050
	Fund 01 Total			
	Fund 10 Total		(13,665,719)	1,016,805
	Fund 10 Outgoes match Revenues			

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

Signed: _____

Date: _____

JPA Administrator or Designee

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

To the County Superintendent of Schools:

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

Meeting Date: March 07, 2022

Signed: _____

President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X POSITIVE CERTIFICATION

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

_____ QUALIFIED CERTIFICATION

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

_____ NEGATIVE CERTIFICATION

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

Contact person for additional information on the interim report:

Name: Rachel Wigle

Telephone: 805-683-1424

Title: Chief Business Official

E-mail: rwigle@sbcselfpa.org

Criteria and Standards Review Summary

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

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

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	This criterion is not checked for JPAs.	n/a	
3	ADA to Enrollment	This criterion is not checked for JPAs.	n/a	
4	Local Control Funding Formula (LCFF) Revenue	This criterion is not checked for JPAs.	n/a	
5	Salaries and Benefits	Projected ratio of total salaries and benefits to total general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
7	Ongoing and Major Maintenance Account	This criterion is not checked for JPAs.	n/a	
8	Deficit Spending	Deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.		X

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

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the JPA have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2020-21) annual payment?	n/a	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the JPA provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since first interim in OPEB liabilities?	n/a	
S7b	Other Self-insurance Benefits	Does the JPA operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since first interim in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	X	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the JPA will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	n/a	
A4	New Charter Schools Impacting JPA's Enrollment	Are any new charter schools operating in JPA boundaries that are impacting the JPA's enrollment, either in the prior or current fiscal years?	n/a	
A5	Salary Increases Exceed COLA	Has the JPA entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the JPA's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the JPA have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of JPA Director or Financial Official	Have there been personnel changes in the JPA director or financial official positions within the last 12 months?		X

Santa Barbara County SELPA JPA
Santa Barbara County

Second Interim
General Fund
Exhibit: Restricted Balance Detail

42 40378 0000000
Form 01I

Resource	Description	2021/22 Projected Year Totals
6500	Special Education	553,972.51
6536	Special Ed: Dispute Prevention and Dispute Resolution	103,970.00
6546	Mental Health-Related Services	147,674.02
Total, Restricted Balance		<u>805,616.53</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	862,683.00	877,284.00	4,637.00	877,284.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,063,763.00	5,865,417.00	3,113,437.93	5,985,406.00	119,989.00	2.0%
4) Other Local Revenue		8600-8799	3,948,143.00	527,466.00	164,998.38	632,101.04	104,635.04	19.8%
5) TOTAL, REVENUES			6,874,589.00	7,270,167.00	3,283,073.31	7,494,791.04		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	344,058.48	354,352.15	206,705.66	354,352.56	(0.41)	0.0%
2) Classified Salaries		2000-2999	737,539.08	806,599.23	448,431.05	776,662.85	29,936.38	3.7%
3) Employee Benefits		3000-3999	372,194.15	375,011.64	216,551.00	394,133.53	(19,121.89)	-5.1%
4) Books and Supplies		4000-4999	190,353.00	228,771.00	13,679.99	228,771.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,403,360.31	4,167,122.00	778,657.90	4,259,460.00	(92,338.00)	-2.2%
6) Capital Outlay		6000-6999	5,390.00	18,760.00	15,169.86	18,760.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,682,903.00	4,625,295.00	1,814,348.41	4,849,152.00	(223,857.00)	-4.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,735,798.02	10,575,911.02	3,493,543.87	10,881,291.94		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			138,790.98	(3,305,744.02)	(210,470.56)	(3,386,500.90)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			138,790.98	(3,305,744.02)	(210,470.56)	(3,386,500.90)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,747,051.72	4,353,740.82		4,353,740.82	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,747,051.72	4,353,740.82		4,353,740.82		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,747,051.72	4,353,740.82		4,353,740.82		
2) Ending Balance, June 30 (E + F1e)			2,885,842.70	1,047,996.80		967,239.92		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,728,677.65	886,373.41		805,616.53		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	157,165.05	161,623.39		161,623.39		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Special Education Discretionary Grants		8182	862,683.00	877,284.00	4,637.00	877,284.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			862,683.00	877,284.00	4,637.00	877,284.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	3,403,201.00	1,780,007.93	3,523,190.00	119,989.00	3.5%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,063,763.00	2,462,216.00	1,333,430.00	2,462,216.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,063,763.00	5,865,417.00	3,113,437.93	5,985,406.00	119,989.00	2.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	7,387.22	20,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	509,519.00	507,466.00	155,090.16	612,101.04	104,635.04	20.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	3,418,624.00	0.00	2,521.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,948,143.00	527,466.00	164,998.38	632,101.04	104,635.04	19.8%
TOTAL, REVENUES			6,874,589.00	7,270,167.00	3,283,073.31	7,494,791.04		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	284,968.08	293,516.05	171,217.76	293,516.16	(0.11)	0.0%
Other Certificated Salaries		1900	59,090.40	60,836.10	35,487.90	60,836.40	(0.30)	0.0%
TOTAL, CERTIFICATED SALARIES			344,058.48	354,352.15	206,705.66	354,352.56	(0.41)	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	116,280.00	115,142.16	67,095.00	115,020.00	122.16	0.1%
Other Classified Salaries		2900	621,259.08	691,457.07	381,336.05	661,642.85	29,814.22	4.3%
TOTAL, CLASSIFIED SALARIES			737,539.08	806,599.23	448,431.05	776,662.85	29,936.38	3.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	102,692.00	107,874.39	34,974.59	107,874.45	(0.06)	0.0%
PERS		3201-3202	96,727.00	58,572.94	73,637.36	98,424.41	(39,851.47)	-68.0%
OASDI/Medicare/Alternative		3301-3302	15,633.16	17,643.19	9,564.51	16,866.42	776.77	4.4%
Health and Welfare Benefits		3401-3402	151,344.00	178,929.50	91,666.22	159,391.62	19,537.88	10.9%
Unemployment Insurance		3501-3502	540.00	5,832.43	3,298.15	5,691.56	140.87	2.4%
Workers' Compensation		3601-3602	5,257.99	6,159.19	3,410.17	5,885.07	274.12	4.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			372,194.15	375,011.64	216,551.00	394,133.53	(19,121.89)	-5.1%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	184,553.00	222,971.00	13,679.99	222,971.00	0.00	0.0%
Noncapitalized Equipment		4400	5,800.00	5,800.00	0.00	5,800.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			190,353.00	228,771.00	13,679.99	228,771.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	79,988.00	(79,988.00)	New
Travel and Conferences		5200	84,980.31	84,980.00	35,967.08	92,080.00	(7,100.00)	-8.4%
Dues and Memberships		5300	3,500.00	3,500.00	12,451.91	3,500.00	0.00	0.0%
Insurance		5400-5450	5,050.00	5,050.00	5,050.00	5,050.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	73,188.00	74,388.00	43,393.00	74,388.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,203,402.00	3,965,964.00	672,028.96	3,971,214.00	(5,250.00)	-0.1%
Communications		5900	33,240.00	33,240.00	9,766.95	33,240.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,403,360.31	4,167,122.00	778,657.90	4,259,460.00	(92,338.00)	-2.2%
CAPITAL OUTLAY								
Land		6100	5,390.00	18,760.00	15,169.86	18,760.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			5,390.00	18,760.00	15,169.86	18,760.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	30,000.00	30,000.00	0.00	30,000.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	1,652,903.00	4,595,295.00	1,814,348.41	4,819,152.00	(223,857.00)	-4.9%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,682,903.00	4,625,295.00	1,814,348.41	4,849,152.00	(223,857.00)	-4.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,735,798.02	10,575,911.02	3,493,543.87	10,881,291.94		

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

Part I - General Administrative Share of Plant Services Costs

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

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 0.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 1,525,148.94

C. Percentage of Plant Services Costs Attributable to General Administration

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 0.00%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

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

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	0.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,892,791.94
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	0.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	7,360.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	33,240.00
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	5,933,391.94

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	0.00%
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D. Preliminary Proposed Indirect Cost Rate

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

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

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

A. Indirect costs incurred in the current year (Part III, Line A8)	0.00
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	0.00
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (0%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (0%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	0.00

Second Interim

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

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

<u>Fund</u>	<u>Resource</u>	<u>Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)</u>	<u>Indirect Costs Charged (Objects 7310 and 7350)</u>	<u>Rate Used</u>
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Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099					
2. Federal Revenues	8100-8299	877,284.00	-10.75%	782,997.00	0.00%	782,997.00
3. Other State Revenues	8300-8599	5,985,406.00	-2.40%	5,841,994.00	1.14%	5,908,424.00
4. Other Local Revenues	8600-8799	632,101.04	0.00%	632,101.00	0.00%	632,101.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		7,494,791.04	-3.17%	7,257,092.00	0.92%	7,323,522.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				354,352.56		357,887.56
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				3,535.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	354,352.56	1.00%	357,887.56	0.00%	357,887.56
2. Classified Salaries						
a. Base Salaries				776,662.85		810,845.85
b. Step & Column Adjustment				26,117.00		12,342.00
c. Cost-of-Living Adjustment				8,066.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	776,662.85	4.40%	810,845.85	1.52%	823,187.85
3. Employee Benefits	3000-3999	394,133.53	2.95%	405,758.00	1.15%	410,439.00
4. Books and Supplies	4000-4999	228,771.00	2.00%	233,346.00	2.00%	238,013.00
5. Services and Other Operating Expenditures	5000-5999	4,259,460.00	-15.66%	3,592,380.00	-2.09%	3,517,240.00
6. Capital Outlay	6000-6999	18,760.00	-100.00%	0.00	0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,849,152.00	-61.87%	1,848,884.00	3.11%	1,906,384.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section G below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		10,881,291.94	-33.38%	7,249,101.41	0.06%	7,253,151.41
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(3,386,500.90)		7,990.59		70,370.59
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,353,740.82		967,239.92		975,230.51
2. Ending Fund Balance (Sum lines C and D1)		967,239.92		975,230.51		1,045,601.10
3. Components of Ending Fund Balance (Form 011)						
(Enter estimated projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	805,616.53		660,246.00		660,246.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		150,000.00		150,000.00
2. Unassigned/Unappropriated	9790	161,623.39		164,984.51		235,355.10
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		967,239.92		975,230.51		1,045,601.10

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		150,000.00		150,000.00
c. Unassigned/Unappropriated	9790	161,623.39		164,984.51		235,355.10
d. Negative Restricted Ending Balances (Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		161,623.39		314,984.51		385,355.10
4. Total Available Reserves - by Percent (Line E3 divided by Line F2)		1.49%		4.35%		5.31%
F. RECOMMENDED RESERVES						
1. JPA ADA						
Used to determine the reserve standard percentage level on Line F5 (Enter ADA for current and two subsequent years, if applicable)		0.00		0.00		0.00
2. Total Expenditures and Other Financing Uses (Line B11)		10,881,291.94		7,249,101.41		7,253,151.41
3. Less: Special Education Pass-through (Not applicable for JPAs)		N/A		N/A		N/A
4. Sub-Total (Line F2 minus F3)		10,881,291.94		7,249,101.41		7,253,151.41
5. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		5%		5%		5%
6. Reserve Standard - By Percent (Line F4 times F5)		544,064.60		362,455.07		362,657.57
7. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		71,000.00		71,000.00		71,000.00
8. Reserve Standard (Greater of Line F6 or F7)		544,064.60		362,455.07		362,657.57
9. Available Reserves (Line E3) Meet the Reserve Standard (Line F8)		NO		NO		YES
G. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

2021-22 Second Interim – Cash Flow Notes

Cash Flow updated for actuals through January 31, 2022

Revenues:

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

AB602 funding is distributed per the apportionment schedule.

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

Expenditures:

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

Payment of 20-21 Ending fund balance of regular and MH funding were paid in 25% in November and 75% in January.

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

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			2,188,119.00	1,845,013.50	2,936,920.40	3,629,490.40	5,006,213.40	4,487,715.28	5,298,073.80	4,111,528.01
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299						4,637.00	769,984.00	(769,984.00)	
Other State Revenue	8300-8599			1,237,277.00	1,007,659.00	1,473,733.00	(1,231,203.00)	312,986.00	312,986.00	1,524,831.00
Other Local Revenue	8600-8799		3,660.00	18,646.00	2,521.00	120,329.00	(1,263.93)	300.00	20,805.57	107,605.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			3,660.00	1,255,923.00	1,010,180.00	1,594,062.00	(1,227,829.93)	1,083,270.00	(436,192.43)	1,632,436.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		28,671.00	28,671.00	28,671.00	28,671.00	29,529.38	32,961.10	29,529.38	29,529.00
Classified Salaries	2000-2999		65,457.00	44,500.00	67,539.00	62,731.00	70,051.12	72,506.84	65,646.36	65,646.36
Employee Benefits	3000-3999		64,128.00	22,246.00	25,652.00	25,478.00	25,969.43	27,216.51	25,860.78	35,517.00
Books and Supplies	4000-4999		177.00	5,945.00	678.00	513.00	4,048.37	1,117.44	1,201.78	43,018.00
Services	5000-5999		11,776.00	(23,782.00)	174,533.00	293,588.00	97,716.98	112,385.24	112,439.94	696,160.00
Capital Outlay	6000-6599				15,170.00	0.00	0.00	0.00	0.00	718.00
Other Outgo	7000-7499			1,221.00	5,367.00	12,379.00	486,795.12	8,326.35	1,300,260.12	606,961.00
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			170,209.00	78,801.00	317,610.00	423,360.00	714,110.40	254,513.48	1,534,938.36	1,477,549.36
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	2,440,263.64		(8,051.00)		206,021.00	1,443,432.29	0.00	784,585.00	
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		2,440,263.64	0.00	(8,051.00)	0.00	206,021.00	1,443,432.29	0.00	784,585.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	275,309.74	176,556.50	77,164.10			19,990.08	18,398.00		
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		275,309.74	176,556.50	77,164.10	0.00	0.00	19,990.08	18,398.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		2,164,953.90	(176,556.50)	(85,215.10)	0.00	206,021.00	1,423,442.21	(18,398.00)	784,585.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(343,105.50)	1,091,906.90	692,570.00	1,376,723.00	(518,498.12)	810,358.52	(1,186,545.79)	154,886.64
F. ENDING CASH (A + E)			1,845,013.50	2,936,920.40	3,629,490.40	5,006,213.40	4,487,715.28	5,298,073.80	4,111,528.01	4,266,414.65
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		4,266,414.65	3,149,254.29	2,032,093.93	914,933.57				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	0.00
Property Taxes	8020-8079							0.00	0.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299					872,647.00		877,284.00	877,284.00
Other State Revenue	8300-8599	336,784.00	336,784.00	336,784.00	336,785.00			5,985,406.00	5,985,406.00
Other Local Revenue	8600-8799	23,605.00	23,605.00	23,605.00	288,683.40			632,101.04	632,101.04
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		360,389.00	360,389.00	360,389.00	625,468.40	872,647.00	0.00	7,494,791.04	7,494,791.04
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	29,529.00	29,529.00	29,529.00	29,532.70			354,352.56	354,352.56
Classified Salaries	2000-2999	65,646.36	65,646.36	65,646.36	65,646.09			776,662.85	776,662.85
Employee Benefits	3000-3999	35,517.00	35,517.00	35,517.00	35,516.81			394,135.53	394,133.53
Books and Supplies	4000-4999	43,018.00	43,018.00	43,018.00	43,018.41			228,771.00	228,771.00
Services	5000-5999	696,160.00	696,160.00	696,160.00	696,162.84			4,259,460.00	4,259,460.00
Capital Outlay	6000-6599	718.00	718.00	718.00	718.00			18,760.00	18,760.00
Other Outgo	7000-7499	606,961.00	606,961.00	606,961.00	606,959.41			4,849,152.00	4,849,152.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		1,477,549.36	1,477,549.36	1,477,549.36	1,477,554.26	0.00	0.00	10,881,293.94	10,881,291.94
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299				14,276.44			2,440,263.73	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	14,276.44	0.00	0.00	2,440,263.73	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599				1,599.06			293,707.74	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	1,599.06	0.00	0.00	293,707.74	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	12,677.38	0.00	0.00	2,146,555.99	
E. NET INCREASE/DECREASE (B - C + D)		(1,117,160.36)	(1,117,160.36)	(1,117,160.36)	(839,408.48)	872,647.00	0.00	(1,239,946.91)	(3,386,500.90)
F. ENDING CASH (A + E)		3,149,254.29	2,032,093.93	914,933.57	75,525.09				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								948,172.09	

2021-22 First Interim – SACS Criteria and Standards

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

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

5) Salaries and Benefits:

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

6) Revenue and Expenditures:

Change in revenue Other Local Revenue >5% from 1st Interim to 2nd Interim. SELPA is facilitating interorganizational collaboration including CAPTAIN program and UCSB Graduate Student Researchers. As part of these programs, SELPA pays the invoices and receives revenue from outside organizations that reimburses this cost. The increase of \$104,635 to Local Revenue is directly offset by increases to Objects 5000s for expenditures related to these programs.

8) Deficit Spending:

It appears that SELPA is deficit spending, when in fact, SELPA has used prior year Ending Fund Balance monies per our JPA Board’s direction to establish one-time only allocations and payments in FY 20-21. The Board approved one-time allocations include \$418,990 for legal fees, \$387,404 of regular Special Education balance to LEAs and a \$1,339,553 payment of Mental Health balance back to districts, and additional smaller one-time carryovers. Additionally for 22-23 there is \$104,000 in Alternative Dispute Resolution expenditures based on planned carryover from 21-22 revenues. These funds are not included in 23-24 expenditures.

10) Reserves:

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

2021-22 Second Interim – SACS Criteria and Standards

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

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

5) Salaries and Benefits:

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

6) Revenue and Expenditures:

A significant increase in Other Local Revenue is due to the inclusion of matching revenues and expenditures for the CAPTAIN and UCSB Graduate Student Researchers programs. These programs provide services to districts and are funded other organizations. These program revenues and costs were not previously incorporated into the budget.

8) Deficit Spending:

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

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

10) Reserves:

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

Provide methodology and assumptions used to estimate revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments). Deviations from the standards must be explained and may affect the interim certification.

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

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

This criterion is not checked for JPAs.

2. CRITERION: Enrollment

This criterion is not checked for JPAs.

3. CRITERION: ADA to Enrollment

This criterion is not checked for JPAs.

4. CRITERION: Local Control Funding Formula (LCFF) Revenue

This criterion is not checked for JPAs.

5. CRITERION: Salaries and Benefits

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

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

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

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

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

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

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

Fiscal Year	Projected Year Totals			Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)	Ratio of Salaries and Benefits to Total Expenditures	
Current Year (2021-22)	1,525,148.94	10,881,291.94	14.0%	Not Met
1st Subsequent Year (2022-23)	1,574,491.41	7,249,101.41	21.7%	Met
2nd Subsequent Year (2023-24)	1,591,514.41	7,253,151.41	21.9%	Met

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

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

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

Explanation:
(required if NOT met)

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

6. CRITERION: Other Revenues and Expenditures

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

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

JPA's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
JPA's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

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

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

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

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2021-22)	877,284.00	877,284.00	0.0%	No
1st Subsequent Year (2022-23)	782,997.00	782,997.00	0.0%	No
2nd Subsequent Year (2023-24)	782,977.00	782,997.00	0.0%	No

Explanation
(required if Yes)

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

Current Year (2021-22)	5,865,417.00	5,985,406.00	2.0%	No
1st Subsequent Year (2022-23)	5,691,698.00	5,841,994.00	2.6%	No
2nd Subsequent Year (2023-24)	5,745,337.00	5,908,424.00	2.8%	No

Explanation
(required if Yes)

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

Current Year (2021-22)	527,466.00	632,101.04	19.8%	Yes
1st Subsequent Year (2022-23)	527,466.00	632,101.00	19.8%	Yes
2nd Subsequent Year (2023-24)	527,466.00	632,101.00	19.8%	Yes

Explanation
(required if Yes)

SELPA is facilitating interorganizational collaboration including CAPTAIN program and UCSB Graduate Student Researchers. As part of these programs, SELPA pays the invoices and receives revenue from outside organizations that reimburses this cost. The increase of \$104,635 to Local Revenue is directly offset by increases to Objects 5000s for expenditures related to these programs.

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

Current Year (2021-22)	228,771.00	228,771.00	0.0%	No
1st Subsequent Year (2022-23)	233,346.00	233,346.00	0.0%	No
2nd Subsequent Year (2023-24)	238,013.00	238,013.00	0.0%	No

Explanation
(required if Yes)

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

Current Year (2021-22)	4,167,122.00	4,259,460.00	2.2%	No
1st Subsequent Year (2022-23)	3,466,048.00	3,592,380.00	3.6%	No
2nd Subsequent Year (2023-24)	3,390,908.00	3,517,240.00	3.7%	No

Explanation
(required if Yes)

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Explanation Range
Total Federal, Other State, and Other Local Revenues (Section 6A)				
Current Year (2021-22)	7,270,167.00	7,494,791.04	3.1%	Met
1st Subsequent Year (2022-23)	7,002,161.00	7,257,092.00	3.6%	Met
2nd Subsequent Year (2023-24)	7,055,780.00	7,323,522.00	3.8%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2021-22)	4,395,893.00	4,488,231.00	2.1%	Met
1st Subsequent Year (2022-23)	3,699,394.00	3,825,726.00	3.4%	Met
2nd Subsequent Year (2023-24)	3,628,921.00	3,755,253.00	3.5%	Met

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

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

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

Explanation:

Federal Revenue
(linked from 6A
if NOT met)

Explanation:

Other State Revenue
(linked from 6A
if NOT met)

Explanation:

Other Local Revenue
(linked from 6A
if NOT met)

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

Explanation:

Books and Supplies
(linked from 6A
if NOT met)

Explanation:

Services and Other Exps
(linked from 6A
if NOT met)

7. CRITERION: Facilities Maintenance

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

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

This criterion is not checked for JPAs.

8. CRITERION: Deficit Spending

STANDARD: Deficit spending (total expenditures and other financing uses is greater than total revenues and other financing sources) as a percentage of total expenditures and other financing uses, has not exceeded one-third of the JPA's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A JPA that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
JPA's Available Reserve Percentage (Criterion 10C, Line 9)	1.5%	4.4%	5.3%
JPA's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	0.5%	1.5%	1.8%

8B. Calculating the JPA's Deficit Spending Percentages

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

Fiscal Year	Projected Year Totals			Status
	Net Change in Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Fund Balance is negative, else N/A)	
Current Year (2021-22)	(3,386,500.90)	10,881,291.94	31.1%	Not Met
1st Subsequent Year (2022-23)	7,990.59	7,249,101.41	N/A	Met
2nd Subsequent Year (2023-24)	70,370.59	7,253,151.41	N/A	Met

8C. Comparison of JPA Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

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

9. CRITERION: Fund and Cash Balances

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

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

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

Ending Fund Balance General Fund Projected Year Totals		
Fiscal Year	(Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2021-22)	967,239.92	Met
1st Subsequent Year (2022-23)	975,230.51	Met
2nd Subsequent Year (2023-24)	1,045,601.10	Met

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

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

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

Explanation:
(required if NOT met)

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

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

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

Ending Cash Balance General Fund (Form CASH, Line F, June Column)			Status
Fiscal Year			
Current Year (2021-22)	75,525.09		Met

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

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

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

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

¹ Available reserves are the amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

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

³ A JPA that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

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

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

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

10B. Calculating the JPA's Reserve Standard

DATA ENTRY: All data are extracted or calculated.

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Total Expenditures and Other Financing Uses (Criterion 8, Item 8B)	10,881,291.94	7,249,101.41	7,253,151.41
2. Plus: Special Education Pass-through (Not applicable for JPAs)	N/A	N/A	N/A
3. Net Expenditures and Other Financing Uses (Line B1 plus Line B2)	10,881,291.94	7,249,101.41	7,253,151.41
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	544,064.60	362,455.07	362,657.57
6. Reserve Standard - by Amount (\$71,000 for JPAs with less than 1,001 ADA, else 0)	71,000.00	71,000.00	71,000.00
7. JPA's Reserve Standard (Greater of Line B5 or Line B6)	544,064.60	362,455.07	362,657.57

10C. Calculating the JPA's Available Reserve Amount

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

Reserve Amounts	Current Year	1st Subsequent Year	2nd Subsequent Year
	Projected Year Totals (2021-22)	(2022-23)	(2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	0.00	150,000.00	150,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	161,623.39	164,984.51	235,355.10
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. JPA's Available Reserve Amount (Lines C1 thru C7)	161,623.39	314,984.51	385,355.10
9. JPA's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	1.49%	4.35%	5.31%
JPA's Reserve Standard (Section 10B, Line 7):	544,064.60	362,455.07	362,657.57
Status:	Not Met	Not Met	Met

10D. Comparison of JPA Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

The SELPA does meet its reserve requirement for the current and two subsequent years. The SACS software does not allow for use of funds in Resource 6500, Special Education, to be used to meet this requirement. SELPA AB602 funding is all accounted for in Reserve 6500 and is therefore used to meet reserve requirements. The JPA Board also approved \$100,000 in both Mental Health and Non-Mental Health reserves.

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

- 1a. Does your JPA have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your JPA have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

No

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

S3. Temporary Interfund Borrowings

- 1a. Does your JPA have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

No

- 1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

- 1a. Does your JPA have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

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

S5. Contributions

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

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

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

JPA's Contributions and Transfers Standard:

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

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

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

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

1d. Capital Project Cost Overruns

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

No

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

S5B. Status of the JPA's Projected Contributions, Transfers, and Capital Projects

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

1a. This item is not applicable for JPAs.

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

--

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

Project Information:
(required if YES)

S6B. Comparison of the JPA's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

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

--

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

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

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

n/a

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

--

S7. Unfunded Liabilities

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

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

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

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

No

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

n/a

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

n/a

2. OPEB Liabilities

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

First Interim (Form 01CSI, Item S7A)	Second Interim
0.00	0.00

- d. Is total OPEB liability based on the JPA's estimate or an actuarial valuation?
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

3. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method
Current Year (2021-22)
1st Subsequent Year (2022-23)
2nd Subsequent Year (2023-24)

First Interim (Form 01CSI, Item S7A)	Second Interim

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

0.00	0.00

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

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

4. Comments:

S7B. Identification of the JPA's Unfunded Liability for Self-insurance Programs

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

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

No

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

n/a

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

n/a

2. Self-Insurance Liabilities

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

First Interim (Form 01CSI, Item S7B)	Second Interim

3. Self-Insurance Contributions

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

First Interim (Form 01CSI, Item S7B)	Second Interim

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

4. Comments:

--

S8. Status of Labor Agreements

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

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

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

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

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

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

Status of Certificated Labor Agreements as of the Previous Reporting Period

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

Yes

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

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

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

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

n/a

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

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-4.

If No, complete questions 5 and 6.

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

No

If Yes, complete questions 5 and 6.

Negotiations Settled Since First Interim Projections

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

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Current Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

Yes

Yes

Yes

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

6. Amount included for any tentative salary schedule increases

Current Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

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

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

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

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

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

If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

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

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

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

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

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

Certificated (Non-management) - Other

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

S8B. Cost Analysis of JPA's Labor Agreements - Classified (Non-management) Employees

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

Status of Classified Labor Agreements as of the Previous Reporting Period

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

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

If No, continue with section S8B.

Yes

Classified (Non-management) Salary and Benefit Negotiations

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

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

n/a

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

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-4.

If No, complete questions 5 and 6.

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

No

If Yes, complete questions 5 and 6.

Negotiations Settled Since First Interim Projections

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

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Current Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

6. Amount included for any tentative salary schedule increases

Current Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

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

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

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

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

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

If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

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

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

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

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

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

Classified (Non-management) - Other

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

S8C. Cost Analysis of JPA's Labor Agreements - Management/Supervisor/Confidential Employees

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

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

Were all managerial/confidential labor negotiations settled as of first interim projections?

Yes

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

If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

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

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

If Yes, complete question 2.

If No, complete questions 3 and 4.

n/a

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

If Yes, complete questions 3 and 4.

No

Negotiations Settled Since First Interim Projections

2. Salary settlement:

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

Total cost of salary settlement

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

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

Negotiations Not Settled

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

4. Amount included for any tentative salary schedule increases

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

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

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

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

Management/Supervisor/Confidential Step and Column Adjustments

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

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

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

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

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

S9. Status of Other Funds

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

S9A. Identification of Other Funds with Negative Ending Fund Balances

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

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No

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

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

ADDITIONAL FISCAL INDICATORS

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

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9 except items A3 and A4, which are not applicable for JPAs; Item A1 is automatically completed based on data from Criterion 9.

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

No

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

No

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

n/a

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

n/a

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

No

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

No

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

No

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

No

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

Yes

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

Comments:
(optional)

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

End of Joint Powers Agency Second Interim Criteria and Standards Review

2021-22 Second Interim – Technical Review Checks

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

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

SACS2021ALL Financial Reporting Software - 2021.2.0
2/25/2022 9:58:27 AM

42-40378-0000000

Second Interim
2021-22 Original Budget
Technical Review Checks

Santa Barbara County SELPA JPA

Santa Barbara County

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

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

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

42-40378-0000000

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

- | | | |
|------|---|---|
| F | - | <u>F</u> atal (Data must be corrected; an explanation is not allowed) |
| W/WC | - | <u>W</u> arning/ <u>W</u> arning with <u>C</u> alculation (If data are not correct, correct the data; if data are correct an explanation is required) |
| O | - | <u>I</u> nformational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged) |

EXPORT CHECKS

Checks Completed.

SACS2021ALL Financial Reporting Software - 2021.2.0
2/25/2022 9:59:12 AM

42-40378-0000000

Second Interim
2021-22 Projected Totals
Technical Review Checks

Santa Barbara County SELPA JPA

Santa Barbara County

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

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

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2021ALL Financial Reporting Software - 2021.2.0
2/25/2022 9:59:34 AM

42-40378-0000000

Second Interim
2021-22 Actuals to Date
Technical Review Checks

Santa Barbara County SELPA JPA

Santa Barbara County

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

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

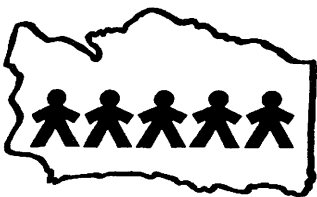
IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.



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

Date: March 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 for the 2022-23 School Year

BACKGROUND:

- 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.
- In January 2022 SBCEO & SBCSELPA received a request from the Santa Ynez Valley Special Education Consortium (SYVSEC) for Regional OT services. This item was presented as an information and discussion item at the February 7, 2022 JPA Board meeting due to the SYVSEC inability to provide proper “year and a day notice.” The JPA Board agreed with this item returning as an action item in March 2022.
- Currently, the Regional OT programs available near the SYVSEC do not have room or available staff to accommodate this regional program request. To properly serve the approximate 22 OT cases the SYVSEC is requesting services for SBCEO would need to hire a 1.0 FTE for regional OT services.
- The SELPA Local Plan recommends an average caseload of 20-30 students per 1.0 FTE. To accommodate the SYVSEC request for the 2022-23 school year, SBCEO is requesting an additional 1.0 FTE Regional OT.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: The estimated cost for the 2022-23 school year is \$151,608.25

RECOMMENDATION: The JPA Board approve the SBCEO request for expansion of the regional OT program for the 2022-23 school year as presented.

RA:lm



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Date: February 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 for the 2022-23 School Year

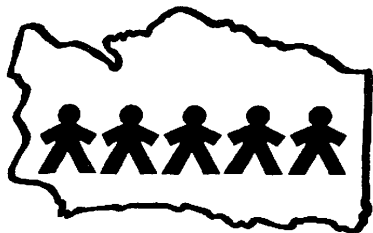
SBCEO provides Regional Occupational Therapy (OT) services to Carpinteria Unified School District, Cold Spring School District, Montecito Union School District, Adelante Charter School, and the Santa Ynez Valley Consortium Regional Preschool Program.

On January 26, 2022, SELPA and SBCEO received a formal request from the Santa Ynez Valley Special Education Consortium (Consortium) to be included in the Regional OT Program. The Consortium provided the following data.

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

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.) To accommodate the Consortium's request for the 2022-23 school year, SBCEO is requesting an additional 1.0 FTE Regional OT.

The estimated cost for the 2022-23 school year is \$151,608.25.



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCEO Regional Program Request to Relocate Office Space in Lompoc for SBCEO Staff and Service Providers

BACKGROUND:

- The current regional program office space used by the SBCEO staff serving students in Lompoc no longer adequate in size, the current office is 1,292 square feet. SBCEO currently provides regional program services to 157 Lompoc Unified School District (LUSD) students.
- Within the past two years, SBCEO's Lompoc regional programs have grown significantly, and the current space no longer adequately meets the needs of the current program. SBCEO contacted LUSD to inquire if they had space available that they could possibly use and they do not.
- SBCEO has researched other potential office spaces in Lompoc that would meet their needs and have found a space that is centrally located and 78 square feet larger, totaling 1,370 square feet.
- The new space can be configured to provide space for therapy, assessments, and in-person IEP team meetings, is ADA compliant, and will provide necessary space for workstations for service providers and staff.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: The cost of the current office location is \$2,038.00 per month. The cost of the proposed new office location is \$3425.00 per month. The move would be a monthly rent increase of \$1,387.00.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request to relocate the Lompoc office space to the new location 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

February 14, 2022

TO: Ray Avila, Executive Director, Santa Barbara County SELPA
SELPA JPA Board

FROM: Andy Evans, Special Education Coordinator, SBCEO
Kirsten Escobedo, Assistant Superintendent, SBCEO

RE: Request to Relocate Office Space in Lompoc for SBCEO Staff and Service Providers

Background:

The purpose of this memo is to request to relocate the regional program office space used by SBCEO staff serving students in Lompoc. As of the date of this memo, SBCEO provides regional program services to 157 Lompoc Unified School District (LUSD) students in the following programs:

- TK-12 Moderate-Severe SDC-20
- Preschool itinerant-63
- Preschool SDC-74

For the last 4 years, SBCEO has leased 1,292 square feet of office space at 511 North H Street in Lompoc for the following staff:

- Four speech pathologists
- Two school psychologists
- Two paraprofessionals
- One IEP chairperson
- One administrative support person
- One special education coordinator

Within the last two years, SBCEO's Lompoc regional programs have grown, and the current space no longer meets the needs of the current program. SBCEO contacted LUSD and inquired if they had space available, and LUSD informed SBCEO that they do not.



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

SBCEO has researched the available commercial space in Lompoc and has identified a space that will meet the current needs. It is centrally located at 425 West Central Avenue in Lompoc, near a bus stop, which allows easy access for families. The proposed new space is 78 square feet larger than the current space, can be configured to provide space for therapy, assessments, and in-person IEP team meetings, is ADA compliant, and will provide necessary space for work stations for service providers and support staff. Additional information is provided below.

- The SBCEO has incorporated a center based therapy model to the continuum of services offered to students receiving itinerant speech services. This model has required additional therapy space. The current space and classrooms do not provide enough therapy space for the number of students requiring services.
- The proposed office location will have adequate space for school psychologists and speech pathologists to assess students. SBCEO utilizes current classroom space and the limited office space at the current location for student assessments. However, these locations do not provide enough space to meet our growing assessment needs.
- SBCEO currently utilizes Zoom, classrooms, LUSD meeting rooms, and the limited office space in the current location for IEP meetings. The new location will provide adequate space to hold the number of in-person IEP's that will be required when IEP's return in-person.

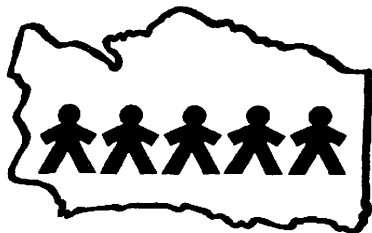
The lease in the current space ends on July 31, 2022. If SBCEO will not continue to lease the current space after July 31, 2022, the current lease requires 120 days notice, which is no later than March 31, 2022.

Fiscal Impact:

The cost of the current office location is \$2,038 per month. The cost of the proposed office location is \$3,425 per month.

Recommendation:

SEAM and JPA approve the request to relocate the Lompoc office space to the new location.



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCEO Regional Program Request for Funding of Additional Para for Orcutt Academy Preschool for the 2021-22 School Year

BACKGROUND:

- As per our Local Plan, regional program providers must annually request to continue and/or add the employment of extra or supplementary support staff that is above and beyond the number of support staff allocated per program or FTE in Local Plan Policy 3204.
- The current Local Plan staffing ratio guidelines for this program is three (3) staff per every eight (8) students. For the 2021-22 school year there are ten (10) students with ASD enrolled in the program thus the request for additional aide time support for the school year.
- This request is directly related to assisting a student with severe orthopedic needs who uses a gait trainer and associated with legal issues. This student requires a high level of support and the parents have requested 1:1 assistance while using the gait trainer at school. To meet the need of this classroom effectively the regional program operator, SBCEO, is requesting funding for 3 hours of additional paraprofessional, Tuesday - Friday. The request for additional aide time support for the 2021-2022 school year is outlined on the attached request (**REF: VII-D.1**).
- An observation team recently visited the classroom and deemed the request for additional para support necessary as requested.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: The estimated cost for requested support is \$5,551.00 for regional program costs for additional para for the 2021-2022 school year.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding of additional para support for Orcutt Academy Preschool for the 2021-2022 school year as presented.

RA:lm

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

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO				
Regional Program Type: Preschool SDC				
District: Orcutt Union		School: Orcutt Academy Preschool		For 2021-2022 School Year
Teacher Name: Theresa Solorzano		Current Class Size: 9		Age Range: 3-5
If request is for TLP; how many of the students are in the TLP class 50% or more of their day:				
Reason for additional request (check all appropriate boxes):				
<input checked="" type="checkbox"/> To meet the needs of a student with a low incidence disability <input checked="" type="checkbox"/> The need is associated with legal issues <input type="checkbox"/> To assist a student with severe behavioral problems <input type="checkbox"/> Staff ratio in individual classroom(s)				
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> Aide Time (pgs.1-3) <input type="checkbox"/> Signing Aide (pg.1)				
<input type="checkbox"/> Signing Interpreter (pg.1) <input type="checkbox"/> Transcriber (pg.1) <input type="checkbox"/> Other (pgs.1-3)				
Number of additional support staff hours requesting per day: 3 (Tuesday-Friday)			Estimated cost for requested support staff: \$5,551	
<small>(complete this student information if request is for a specific student)</small>				
Student First Initial : L		Last Initial: M		<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female Age: 3-10 Grade: PreK
Does Student live in a group home?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Current Local Plan staffing ratio guidelines for this program: 2 paras per 8-9 students		
Current Support Staff <small>(ex: program aide, additional aide, one on one, etc)</small>	TotalHours/Schedule <small>(ex. 15hrs/Mon-Fri 9-12)</small>	Duties
Paraprofessional	8:00-3:15	Support students under direction of teacher
Paraprofessional	8:00-3:00	Support students under direction of teacher

Provide a narrative explanation of the reason for the additional support staff request (do not use student names; use initials if needed): Student is diagnosed with CP, and has significant orthopedic needs. He is unable to sit, stand, or walk without support. He requires assistance for his safety while in the gait trainer, and with all transfers, during APE, toileting, and feeding (can eat pureed foods only), and when outside. Student has goals to spend time in a gait trainer.

Recently the student fell out of the gait trainer at school and injured his lip and teeth, and may require dental surgery to remove damaged teeth due to this injury. Parent requested 1:1 support to ensure his safety in the trainer and while at school. Additional safety measures (harness, modifications to seat, etc.) have been ordered through CCS for the equipment in the classroom, however they have not yet been received. Parent strongly requests that someone be within arm's length of him at all times when he is in the trainer, and at other times when he needs support through the day.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: The need for additional student support in the 2022-23 school year will be reevaluated at the start of the next school year, given the adaptations to the gait trainer that are being implemented.

Regional Program Operator Request for Funding of Additional Support Staff

Rubric

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

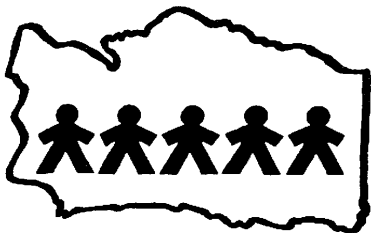
	Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
0	General good health. No specialized health care procedure, medications taken or time for health care. Independently maintains all age appropriate personal care. <input type="checkbox"/>	Follows adult directions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

Regional Program Operator Request for Funding of Additional Support Staff

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

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

Time	Program Activity	Behavior Exhibited	# of other students	What are the other support staff doing?	Additional Support Needed at this time because...
11:45-12:15	Arrival & toileting	LM is changed and is helped to wash his hands	7	Diapering all 8 students; dealing with 2 with significant aggressive behaviors; supervising indoor play	LM is transitioned from wheelchair to changing table
12:15-12:30	APE activities	LM is helped through Adapted PE activities	7	Play time indoors; working on IEP goals individually or in groups	LM is transitioned to his floor mat; must be supervised closely while on mat for his safety
12:30-1:00	Circle group time	Class has group/circle time	7	Supporting all students in group; dealing with significant aggressive behaviors	LM is transitioned to gait trainer or into a special chair (tumble seat) in order to join group
1:00-1:30	Lunch	Students sit at table to eat lunch	7	Helping students with lunch; supervising students with significant aggressive behaviors (hitting, throwing, biting, pushing furniture)	LM is transitioned back to wheelchair for lunch. LM takes only small amounts of water or pureed food by mouth. The teacher or SLP are required to feed him to monitor closely so he does not choke.
1:30-2:00	Outside play	Students play in the outside area	7	Monitoring student behaviors; working on goals with students	LM is transitioned out of wheelchair to a mat outside with sensory items. He requires constant supervision while outside on the mat for safety.
2:00-2:15	Transition back indoors; toileting	Students are toileted and transition back to indoors	7	Monitoring student behaviors; changing diapers for all 8 students; working on goals with students	LM is transitioned back to wheelchair, to changing table for diaper change, then to gait trainer or floor mat
2:15-2:45	Inside play; preparation for departure	Students have play time inside	7	Monitoring student behaviors; writing communication logs; preparing students for leaving; working on goals	LM is transitioned back to wheelchair in preparation for departure.



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCEO Regional Program Request for Funding of Additional Para for Taylor Preschool for the 2021-22 School Year

BACKGROUND:

- As per our Local Plan, regional program providers must annually request to continue and/or add the employment of extra or supplementary support staff that is above and beyond the number of support staff allocated per program or FTE in Local Plan Policy 3204.
- The current Local Plan staffing ratio guidelines for this program is three (3) staff per every eight (8) students. For the 2021-22 school year there are ten (10) students enrolled in the program thus the request for additional aide time support for the school year.
- This request is directly related to assisting a student with severe behavior problems and associated with legal issues. This student requires a high level of support and the parents have requested 1:1 assistance. To meet the need of this classroom effectively the regional program operator, SBCEO, is requesting funding for additional 3-hour paraprofessional, Tuesday - Friday. The request for additional aide time support for the 2021-2022 school year is outlined on the attached request (**REF: VII-E.1**).
- An observation team recently visited the classroom and deemed the request for additional aide support necessary as requested.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: The estimated cost for requested support is \$5,551.00 for regional program costs for additional para for the 2021-2022 school year.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding of additional para support for Taylor Preschool for the 2021-2022 school year as presented.

RA:lm

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

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO		
Regional Program Type: Preschool SDC		
District: Santa Maria-Bonita	School: Taylor Preschool	For 2021-2022 School Year
Teacher Name: Frances Vasquez	Current Class Size: 10	Age Range: 3-5
If request is for TLP; how many of the students are in the TLP class 50% or more of their day:		
Reason for additional request (check all appropriate boxes): <input type="checkbox"/> To meet the needs of a student with a low incidence disability <input checked="" type="checkbox"/> The need is associated with legal issues <input checked="" type="checkbox"/> To assist a student with severe behavioral problems <input type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> Aide Time (pgs.1-3) <input type="checkbox"/> Signing Aide (pg.1) <input type="checkbox"/> Signing Interpreter (pg.1) <input type="checkbox"/> Transcriber (pg.1) <input type="checkbox"/> Other (pgs.1-3)		
Number of additional support staff hours requesting per day: 3 T-F		Estimated cost for requested support staff: \$5,551

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

Student First Initial : N	Last Initial: M	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	Age: 5-2	Grade: PreK
Does Student live in a group home?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Current Local Plan staffing ratio guidelines for this program: 2 paras per 8-9 students		
Current Support Staff (ex: program aide, additional aide, one on one, etc)	TotalHours/Schedule (ex. 15hrs/Mon-Fri 9-12)	Duties
Paraprofessional - bilingual	8:15-3:45, Tues-Fri	Support students under the direction of the teacher
Paraprofessional	8:15-3:30, Tues-Fri	Support students under the direction of the teacher

Provide a narrative explanation of the reason for the additional support staff request (do not use student names; use initials if needed): Student requires constant adult support for safety. She is at risk for elopement and is able to unlock/open doors. On one occasion she ran out of the classroom and toward the parking lot, which the parent observed. She drops to the ground during transitions and requires adult assistance to comply. Challenging behaviors occur primarily during transitions. The student frequently puts inedible objects in her mouth. A Functional Behavioral Assessment has been conducted, and a referral for an OT evaluation has been initiated. Child receives ABA at home with California PsychCare.

Parent is concerned for her child's physical and emotional safety. Parent stated that the child has no danger awareness. Parent requested a 1:1 assistant, and will keep her child out of school if a paraprofessional is not assigned to monitor her within arm's length each day. This additional support staff request is to address both the child's safety and potential legal issues of not providing accommodations so that the child can attend on a regular basis.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: This is a temporary request, through the end of ESY, 2022. This student will be transitioning to the district kindergarten in 2022-23.

Regional Program Operator Request for Funding of Additional Support Staff

Rubric

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

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

Regional Program Operator Request for Funding of Additional Support Staff

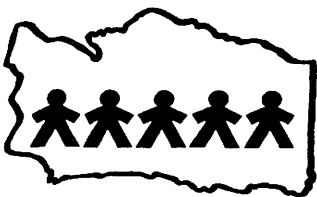
School Day Description: (check day(s) that pertain to chart below) ☐ MONDAY ☒ TUESDAY ☒ WEDNESDAY ☒ THURSDAY ☒ FRIDAY

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

Time	Program Activity	Behavior Exhibited	# of other students	What are the other support staff doing?	Additional Support Needed at this time because...
8:30 AM	Transport students from bus and parent drop off to the classroom	NM drops her body and attempts to elope into the parking lot. If she is not monitored closely, she unbuckles the buggy straps and she elopes into a very busy school parking lot.	8-9	Other support staff are assisting other students off the bus or from parents' cars to the classroom.	NM requires one dedicated person assigned to remain with her to ensure that she does not undo the safety buckle and elope into the busy parking lots in front of the school.
8:45-9:15	Buggy ride to feed the ducks and "group on the go" phonics and literacy activity.	NM attempts to undo her straps and will elope into the nearby duck pond if not monitored at all times.	8-9	The SDC teacher is reading a book and presenting phonics sound cards (modeling sounds and actions). Two paraprofessionals are helping students to trace the letters of the sounds presented by the SDC teacher and or are monitoring other students to provide prosocial positive behavioral supports.	If one staff member is not posted near NM to redirect her elopement behavior she will elope into the duck pond or out to the street. It is unsafe for NM to be in a community setting without one adult dedicated to keeping her safe at all times.
9:15 -9:30	Breakfast	NM drops her body down to the floor and she attempts to elope from the table. She tries to climb on the classroom furnishings and or attempts to explore and mouth objects/utensils in the kitchen.	8-9	The SDC teacher is helping to serve breakfast and is modeling language (modeling making requests, expressive language extensions) and is assisting students who are not interested in the meal with IEP goal directed table time activities (color matching etc). The other paraprofessional is helping students with their mealtime behavioral support needs and one paraprofessional is taking her 15-minute break.	NM gets up from the table and gains access to kitchen utensils and non-edible items. She puts things in her mouth that are a choking hazard or can otherwise be dangerous.
9:35-9:55	Large group circle time	NM drops her body down and she attempts to elope and climb over furnishings in the classroom to gain	8-9	The SDC teacher is teaching the class. Two paraprofessionals are assisting all students with behavioral and social emotional support needs.	NM elopes from the large group circle time area by climbing on top of the furniture to go to the teacher desk area, kitchen, or other areas of the

Regional Program Operator Request for Funding of Additional Support Staff

		access to non-edible items and or to the teacher desk area.			classroom. The teacher desk area contains adult scissors and other sharp objects that NM could mouth and injure herself with. She could gain access to non-edible objects (NM tends to explore non-edible items orally and can choke).
10:00-10:45	Indoor or outdoor classroom exploration	NM drops in between transitions, and she attempts to elope from the student exploration areas. When provided with toys, puzzles, sensory activities, blocks etc., she mouths these objects. It is necessary to provide NM with toys and activities that are large enough to not be a choking hazard.	8-9	The SDC teacher is working with each individual student on IEP goal directed activities either in the exploration area or she is bringing individual students into the classroom to work on goals. Two paraprofessionals are assisting with all of the other students by helping to facilitate social-emotional peer interaction IEP goals and they are helping students to learn how to engage in productive learning play routines.	NM elopes from the designated exploration areas. Indoors she attempts to climb over furnishings to gain access to the kitchen, teacher desk area or to other non-edible objects that present a choking or other hazard to her safety.
10:50-11:25	Gross motor play on the playground	NM attempts to elope. There are several gates that often are left open by other teachers, students, or staff. NM runs to gain access to these open gates. She runs into doors of other classrooms. One of the playground gates opens to the school parking lot; NM has eloped through this gate before. The playground is covered with wood chips; NM attempts to put the wood chips in her mouth.	8-9	The SDC teacher is working with students on their gross motor IEP goals (those with APE services and or orthopedic impairments). Paraprofessionals (2) are assisting students to play safely on the playground equipment and are engaging students in prosocial turn-taking IEP goal directed behavior.	NM elopes either out of gates into the greater school grounds or into the parking lot. She runs into classrooms when doors have been left open. These classrooms are often empty as kindergarten teachers walk their students to the cafeteria or library. This presents serious safety concerns as NM could gain access to scissors and many other choking hazards.
11:30	Buggy ride to the bus in front of school	NM attempts to remove her buggy straps and to elope into the parking lot in front of the school	8-9	SDC teacher is helping students onto the bus or to parents cars. Paraprofessionals are helping students onto the bus and to parents.	NM attempts to remove her buggy straps to elope into the parking lot where buses and cars are coming into and out of the parking lot.



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Resolution 21-22-05 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings for the Scheduling of a Special Meeting in April 2022

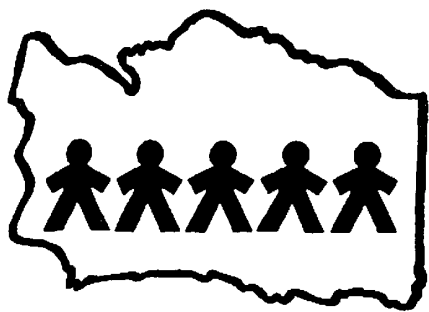
BACKGROUND:

- 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.
- According to the 2021-22 meeting schedule that was adopted by the JPA Board on June 6, 2021, the May 2, 2022 SBCSELPA JPA Board meeting is planned to be held virtually. In accordance with the Brown Act and the current resolution requirement that must be approved within 30 days of a virtual meeting the JPA Board will need to have a special meeting in April 2022 to present a resolution requesting to hold the regularly scheduled May 2, 2022 JPA Board meeting virtually. Resolution 21-22-05 is being presented to authorize a virtual special meeting in April 2022.

FISCAL IMPACT: None.

RECOMMENDATION: The JPA Board approve Resolution 21-22-05 Authorizing the scheduling of a Special Meeting in April 2022 to be held virtually as presented.

RA:lm



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

Resolution 21-22-05
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 **March 7, 2022**, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA
COUNTY OF SANTA BARBARA

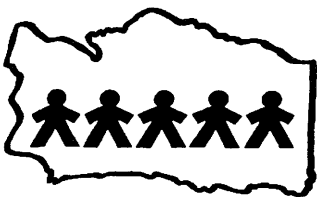
I, **Ray Avila**, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date:

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: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Lompoc Unified School District (LUSD) Notice of Closure of LUSD “GROW”
 Therapeutic Learning Regional Program (Level II, High School)

BACKGROUND:

- Lompoc Unified School District (LUSD) is a regional provider of a therapeutic learning program.
- LUSD notified SBCSELPA in a letter dated February 15, 2022 (**See attachment, REF: VIII-A.1**) of its intent to close the “Level II” classroom of the LUSD “GROW” therapeutic learning regional program due to lack of enrollment and low attendance in the program. Closure of this program will allow LUSD to utilize the resources in other programs.
- LUSD will ensure a continuum of services in house and continues to implement regional therapeutic learning “GROW” classrooms at the elementary, middle, and high school (Level I) levels. SBCSELPA is appreciative of these regional classrooms to support the continuum of services for other LEA’s in the region.

FISCAL IMPACT: N/A.

RA:lm



LOMPOC UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION & AUXILIARY SUPPORT SERVICES
PO Box 8000, 1301 North A St, Lompoc, CA 93438-8000
(805) 742-3301

February 15, 2022

Santa Barbara County SELPA JPA Board
5385 Hollister Ave., Bldg. 5
Goleta, CA 93117

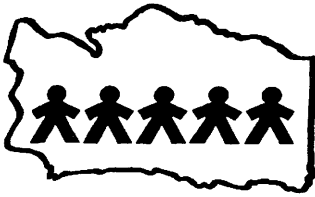
Ray Avila, Executive Director
Santa Barbara County SELPA
5385 Hollister Ave., Bldg. 5
Goleta, CA 93117

Re: Request for closure of 1 LUSD GROW Regional program

The purpose of this letter is to provide formal notice of Lompoc Unified School District's (LUSD) request to close 1 LUSD GROW regional program. This request is due to lack of enrollment and low attendance in the program. Currently there are two LUSD students enrolled and no students regularly attending. Closing the regional program will allow LUSD to utilize resources in other programs.

Sincerely,

Brian Jaramillo
Executive Director Education Services
Lompoc Unified School District



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2022-23 Proposed Governor's Budget Trailer Bill Language – Proposed Mental Health Funding for SB County

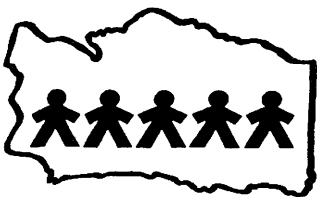
BACKGROUND:

- On January 10, 2022, Governor Gavin Newsom released his 2022-23 State Budget proposal. Soon after this release, the CA Department of Finance (DOF) released "Trailer Bill" language that included a proposal to shift ALL mental health funds (State and Federal) *FROM* going to SELPA's *TO* directly being allocated to LEA's.
- Currently, all mental health funds are allocated directly to SBCSELPA. The SBCSELPA budget (per the local plan) takes "off the top" annually a percentage of these funds to support mental health programs (WRAP services, GROW therapeutic learning programs, Non-Public School placements, and professional development county-wide). The remainder of the mental health funds are dispersed to all the LEAs in SB county for local programs.
- Proposed 22-23 funding for SBCSELPA mental health programs will be shifted to off-the-top of AB602, in lieu of Mental Health. The exception will be the SELPA NPS Placement assistance budget for districts; this piece will be re-evaluated to determine how to equitably meet district's needs.
- On Friday, February 18, 2022, the SBCSELPA Executive Director and Chief Business Official, met with the LEA special education administrators and business officials to discuss the trailer bill language and SBCSELPA's proposal in response to this proposed shift of mental health funds. Consensus from the group was to move forward in developing a plan in response to the proposed language with the assumption this language will be voted in, thus creating a shift of how mental health funds are allocated.
- The SBCSELPA staff will present the proposed 2022-2023 budget to the JPA Board that will include a plan in response to the trailer bill language regarding the shift of mental health funds. There will also be revised local plan language in relation to the allocations shift of mental health funds for review and discussion with the Board.

FISCAL IMPACT: None.

RECOMMENDATION: None.

RA/RW:lm



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: “Lack of Federal Funds Being Dispersed in a Timely Manner” Continued 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.
- The JPA Board began the discussion about “Lack of Federal Funds Being Dispersed in a Timely Manner,” during the February 7, 2022 Board meeting and requested to bring the item back for further discussion and information.
- 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-C.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-C.2**).
- The SYVSEC and SBCSELPA will be generating a letter to local legislators, district leaders, SBCEO, agencies we collaborate with, and constituents in our county for advocacy and support with this cash flow issue (**SEE attachment, REF: VIII-C.1**)

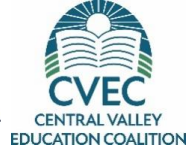
FISCAL IMPACT: None.

RECOMMENDATION: None.

RA/RW:lm



California County Superintendents
Educational Services Association



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

Per Funding Model Accruals							
Resource	Fiscal Year	Federal Grant	Amount Received	Unpaid	Note	SYVC Records	Difference
3310	18-19	\$ 515,916	\$ 513,751	2,165		\$ 185,450	\$ (183,285)
3315	18-19			None Outstanding			
3310	19-20	\$ 527,735	\$ 393,637	134,098		\$ 170,448	\$ (36,350)
3315	19-20			None Outstanding-no accruals			
3310	20-21	\$ 531,882	\$ -	531,882	\$	548,390	
3315	20-21	\$ 16,508	\$ -	16,508		\$ 551,032	\$ (2,642)
		\$ 1,592,041	\$ 907,388	684,653	\$ 548,390	\$ 906,930	\$ (222,277)
3310	21-22						
3315	21-22						

Federal Funding														
Res. 3310	Revenue:	FY 18-19 Federal Accruals						Revenue:	FY 20-21 Federal Accruals					
	XX-3310-0-5001-0000-8181-000-0000-0000 (Escape Users) XX-0000-0-0000-0000-8699-000-0000-0000 (Non Escape) (Note to SELPA staff: 18-19 AR/AP accounted in 19-20 Year)				XX-3310-0-5001-0000-8181-000-0000-0000 (Escape Users) XX-0000-0-0000-0000-8699-000-0000-0000 (Non Escape) (Note to SELPA staff: 19-20 AR/AP accounted in 19-20 Year)				XX-3310-0-5001-0000-8181-000-0000-0000 (Escape Users) XX-0000-0-0000-0000-8699-000-0000-0000 (Non Escape) Link to 3310 tab					
Res. 3315														
	Revenue:	FY 19-20 Federal Accruals						Revenue:	FY 20-21 Federal Accruals					
	All 19-20 Funding has been received. No accrual needed.				You can move AB602 Pre-K Expenses to use for 3315 XX-3315-0-5001-0000-8182-000-0000-0000 (Escape Users) XX-0000-0-0000-0000-8699-000-0000-0000 (Non Escape) Link to Pre-K Grants page									
Res. 3310														
Res. 3315														
Res. 3310														
Res. 3315														

Santa Ynez Valley Special Education Consortium, Santa Barbara County

Cash Flow Issue

March 1, 2022

To Whom It May Concern:

We the undersigned ask that immediate attention be given to the speed with which federal Special Education funding is passing through from the State of California to support students at the local level. Small districts are especially hard hit when federal funding is delayed, often up to a year. We had hoped to see some improvement, but in fact, California's pass-through of federal funding has only *slowed* in the last two fiscal years: so much so that it has created cash-flow problems that have necessitated inter-organizational borrowing to meet obligations within our Consortium of small districts.

Larger districts may not immediately feel the impact of these delayed revenues, but our understanding is that the funding designed to support the needs of students should flow in a more timely fashion to support the districts that provide these essential services for students with disabilities.

The Santa Ynez Valley Special Education Consortium (SYVSEC) within Santa Barbara County consists of seven-member small school districts in the Santa Ynez Valley and operates as a separate fund under the administrative unit, Buellton Union School District.

The primary revenue sources of the SYVSEC budget are from state and federal special education grants/entitlements along with direct billing of participating districts. The SYVSEC controls the receipt of cash from member districts by billing quarterly in advance of expenditures. State special education funds are distributed in a timely manner on a set schedule through the principal apportionments based on the current state budget.

The timing of cash distributed from federal funds has been historically significantly *delayed*. The funds are not distributed on a monthly basis, like state apportionments, but only as a reimbursement after expenses have already been made. This means the SYVSEC must have the cash on hand to make the expenditures, and then wait for the reimbursement. The SYVSEC is currently owed over \$850,000 in *unpaid* federal funds for 2020-21 and 2021-22, which could increase to over \$1.2 million by the end of the year.

FEDERAL GRANTS			
Fiscal Year	Grant Amount	Received	Unpaid Balance
FY 18-19	\$ 515,916	\$ 515,916	\$ -
FY 19-20	\$ 527,735	\$ 527,735	\$ -
FY 20-21	\$ 548,390	\$ -	\$ 548,390
FY 21-22 Spent	\$ 302,280	\$ -	\$ 302,280
Unpaid Balance			\$ 850,670
FY 21-22 To be Spent	\$ 380,068	\$ -	\$ 380,068
Total Grant to be reimbursed after expenditures			\$ 1,230,738

Although the SYVSEC has implemented additional reserve policies to assist with cash flow and economic uncertainties, the magnitude of unpaid federal grants has caused the SYVSEC to have multiple months of significant negative cash balances (both in the past and in future cash flow projections). Since the SYVSEC operates a separate fund under the administrative unit of a school district, it is not able to

qualify for other traditional cash borrowing methods such as a Tax Revenue Anticipation Note (TRAN) or interfund borrowing. Instead, the SYVSEC has had to implement inter-organizational borrowing from all seven member districts to maintain positive cash balances amidst over \$850,000 of unpaid federal funds.

We ask for your support with the advocacy efforts you and your colleagues could potentially implement to voice our concerns regarding this federal funding issue. Thank you for your consideration, and we hope you will reach out if you have any questions.

Sincerely,

Dr. Randy Haggard, Superintendent

Dr. Ray Avila, Executive Director

Buellton Union School District

Santa Barbara County SELPA

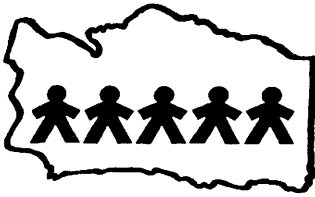
(805) 686-2767

(805) 683-1424



**Santa Barbara County Special Education Local Plan Area Joint Powers Agency
2021-2022**

<u>Board Member</u>	<u>Superintendent</u>	<u>Signature</u>
Mr. Trevor McDonald	Lompoc Unified	
Dr. Anne Hubbard	Hope School District	
Dr. Amy Alzina	Cold Spring School District	
Dr. Holly Edds	Orcutt Union School District	
Dr. Hilda Maldonado	Santa Barbara Unified School District	
Dr. Randal Haggard	Santa Ynez Valley Consortium	
Mr. Antonion Garcia	SMJUHSD	
Dr. Susan Salcido	Santa Barbara County Schools	



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: JPA Board Membership Term Expirations

BACKGROUND:

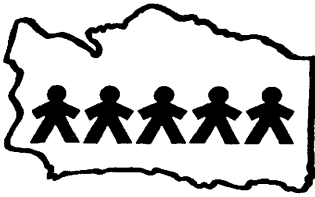
- The SBCSELPA Board is composed of eight (8) members from varying North and South, direct and non-direct service districts.
- As of June 30, 2022, three (3) of the current JPA Board members terms expire: Hilda Maldonado, Randy Haggard, and Antonio Garcia.
- Luke Ontiveros retired in December 2021 and Holly Edds of Orcutt Union School District was elected to replace Luke and complete his membership term which also expires on June 30, 2022. Holly's 2-year term as a JPA Board member will begin in July 2022 and expire June 30, 2024.
- All three members are eligible to renew their membership terms for another two (2) years if they so desire and the Board votes to approve their re-election.

FISCAL IMPACT: None.

RECOMMENDATION: The current JPA Board discuss the renewal of membership of the three current board members whose terms expire on June 30, 2022.

RA:lm

	District Superintendents	Current SBCSELPA JPA Board Members	Term Expiration
North County Nondirect	Luke Onitveros, Santa Maria-Bonita	Luke Ontiveros, SM-B (Retired 12/2021)	6/30/2022
	Holly Edds, Orcutt Union	Holly Edds, Orcutt Union (Completing Luke Ontiveros Term)	6/30/2022
	Doug Brown, Blochman Union		
	Emilio Handall, Guadalupe Union		
	Trevor McDonald, Lompoc Unified	Trevor McDonald, Lompoc Unified	6/30/2023
	Antonio Garcia, Santa Maria Joint Union High School		
South County Nondirect	Anne Hubbard, Hope	Anne Hubbard, Hope	6/30/2023
	Diana Roybal, Goleta Union		
	Hilda Maldonado, Santa Barbara Unified	Hilda Maldonado, SBUSD	6/30/2022
	Diana Rigby, Carpinteria Unified		
Combined North & South County Direct	Amy Alzina, Cold Spring	Amy Alzina, Cold Spring	6/30/2023
	Alfonso Gamino, Cuyama Joint Unified		
	Anthony Ranii, Montecito Union		
Santa Ynez Valley Special Education Consortium Nondirect	Pamela Able (Interim), Los Olivos		
	Maurene Donner, College		
	Andrew Schwab, Santa Ynez Valley Union High School		
	Randy Haggard, Buellton Union	Randy Haggard, Buellton Union	6/30/2022
	Lois Peterson, Vista Del Mar Union		
	Pam Rennick, Ballard		
	Steve Seaford, Solvang		
9th - 12th High School	Andrew Schwab, Santa Ynez Valley Union High School		
	Antonio Garcia, Santa Maria Joint Union High School	Antonio Garcia, Santa Maria Joint Union High School	6/30/2022
Santa Barbara County Schools	Susan Salcido, Santa Barbara County Education Office	Susan Salcido, Santa Barbara County Education Office	No expiration



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

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: **Announcement of 3rd Annual SELPA-Bratton Winners**

BACKGROUND:

- SBCSELPA opened nominations for the Third Annual SELPA-Bratton Awards in October of 2021 in Santa Barbara County.
- Nomination forms were provided to Special Education Directors monthly at the Special Education Administrators Meeting (SEAM) to share with staff by an online form link through 'Training Check' program.
- In February 2022, the SBCSELPA Community Advisory Committee (CAC), composed of Parent Representatives and Professional Representatives from each LEA in Santa Barbara County, were presented with 36 nominations for the SELPA-Bratton Awards to review.
- The CAC reviewed each nomination and voted by ballot on the nominees. The 'Training Check' program tabulated the ballots to reveal the winners.
- **Join us in congratulating the following amazing winners:**

Preschool Special Education Teacher: Kana Thomason (Carpinteria)

K-6 Special Education Teacher: Leticia Lemus (Adelante)

Junior High School Special Education Teacher: Krista Caniano (Lompoc)

Special Education Transition Program Teacher: Polly Balsillie-Pelly (SBUSD)

General Education Teacher: Krista Beard (Goleta)

Instructional Assistant: Vivian Velasquez (Lompoc)

Site Administrator: Regina Davis (Goleta)

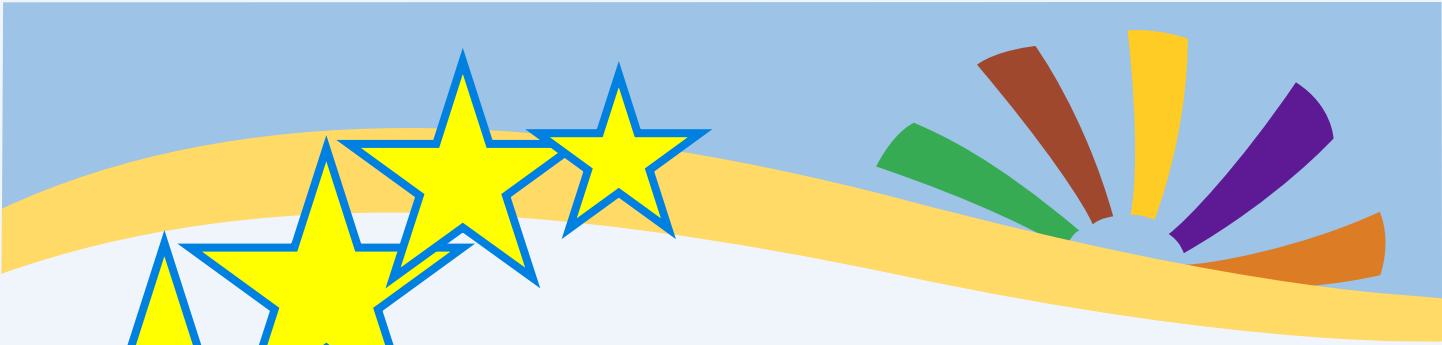
District Level Administrator: Jamie Johnson (Lompoc)

Special Education Clerk: Sylvia Adame (Guadalupe)

Special Education Related Service Provider (SLP): Linda Chase (SBCEO)

Agency: Promadores

- **SELPA-Bratton will be held on May 10, 2022, at Glen Annie Golf Course, Frog Bar and Grill, 5:00 – 8:00 p.m.** Invitations to attend the celebration will be available through the SBCSELPA office by the end of March.



Santa Barbara County SELPA-bration

★ HONORING EXCEPTIONAL SPED STAFF
IN SANTA BARBARA COUNTY

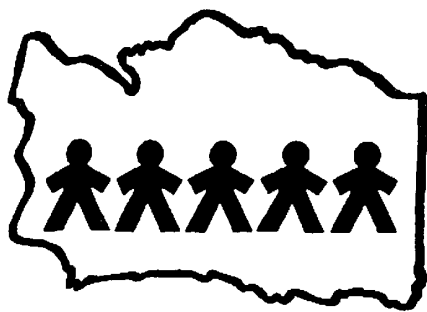
May 10 2022, 5:00-8:00 p.m.

In Person

At the Glen Annie Golf Course

Frog Bar and Grill





Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: March 7, 2022

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: March & April 2022 Professional Development Calendar

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

MARCH 2022

Date	Host	Time/ Location	Title
3/1/2022	SBCSELPA	2:00 – 3:00 p.m. – Zoom Recorded	SIRAS Searches, Statistical Reports, Special Factors/ Low Incidence with Michael Brown, SIRAS Systems.
3/2/2022	Clare Fowler mediate.com & SBCSELPA	1-3 p.m. In-Person	Alternative to Dispute Resolution (ADR): Creating Cultures of Care
3/2/2022	Diagnostic Center & SBCSELPA	3 Hours Recorded	Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder
3/3/2022	Phil Pandac / Courtney Holloway	8:30am -3 pm – SMB Souza – In- Person	CPI Refresher
3/8/2022	SBCSELPA	12:30 – 2:30pm – SBCSELPA – In-Person	CPI Physical Training
3/9/2022	Imperial SELPA	8:30 am - 3pm - Zoom	English Learners with Disabilities Training: Overview of Section 3: Education Programs and Instructional Strategies
3/10/2022	Lisa Foote, SBCSELPA AT/AAC Specialist	2-3pm - Zoom Recorded	Orientation to Open Access AT Flip Kit Part 1- Reading

3/15/2022 & 3/17/22	Diagnostic Center of Southern California	8:30am – 3pm - Zoom	PSW Coaching
3/15/2022	SBCSELPA	9-10:30 am Zoom	SIRAS Behavior Intervention Plans
3/29/2022	SBCSELPA	8:30am -3 pm – SMB Souza – In-Person	CPI Physical Training
3/30/2022	SBCSELPA	2-2:30 pm – Zoom	SLP Network Meeting
3/31/2022	Stephan Salter / Laurice Seeley	8:30 am – 3pm – SBCSELPA – In-Person	CPI Initial
3/31/2022	Lisa Foote, SBCSELPA AT/AAC Specialist	2-3pm – Zoom Recorded	Orientation to Open Access AT Flip Kit Part 2- Writing

➤ **Coming Soon: Professional Development Highlights for April 2022:**

- a. **Celebrate Autism Awareness Month with Temple Grandin:** April 11, 2022, 1:30-3 p.m. (virtual)
- b. **‘Hot Topics in Special Education’** with Jan Tomskey, Fagen, Friedman, Fulfroost, April 12, 2022, 8:30 – 10:30 a.m. (virtual, recorded)
- c. **Pathway Towards Re-Classification of English Learners**, Imperial SELPA, April 27, 2022, 8:30 a.m. – 3 p.m. (virtual)
- d. **Finishing the Year Strong, Parent and School Partners in Education**, Alpha Resource Center and SBCSELPA, Date – TBD in April (virtual, recorded)

JC/lm

Professional Development Offerings 2021-2022



Santa Barbara County
Special Education Local Plan Area
SELPA

(February 2022)

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

Professional Development Offerings

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SBCSELPA YouTube Channel for all recorded trainings	

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

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August

International Assistance Dog Month

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

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

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

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November

Epilepsy Awareness Month

National School Psychology, November 9

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

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

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2021-2022 Professional Development Calendar of Events by the Month

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December

International Day of Persons with Disabilities- December 3

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

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2021-2022 Professional Development Calendar of Events by the Month

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January

Chronic Traumatic Encephalopathy (CTE) Awareness

January				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
1-11-2022 8:30-3:00	English Language Learners Training: Overview of Section 2: Pre-Referral and Referral, Assessment, and IEP Processes	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA.	Free
1-12-2022 3.5 hours recorded	An Introduction to the What's and Not's of ADHD and Implications	Diagnostic Center/SBCSELPA	Virtual	Free
1-19-2022 8:30-10:30	SIRAS Updates with SIRAS	SBCSELPA/SIRAS	Virtual/Recorded	Free
1-18 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

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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
2-16-2022 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
2-17-2022 2:00-3:00	Built in Accessibility Features of iOS/iPAD, Chrome/Google and Windows	Lisa Foote, AT/AAC Specialist	Virtual	Free

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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): Creating Cultures of Care	Clare Fowler mediate.com and SELPA	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
3-10-2022 2:00-3:00	Orientation to Open Access AT Flip Kit Part 1- Reading	Lisa Foote, AT/AAC Specialist	Virtual	Free
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
3-31-2022 2:00-3:00	Orientation to Open Access AT Flip Kit Part 2- Writing	Lisa Foote, AT/AAC Specialist	Virtual	Free

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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
4-11-2022 1:30-3:00	Celebrate Autism with Temple Grandin	Temple Grandin/ SBCSELPA	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 Tomsy	Virtual/recorded	Free
4-14-2022 2:00-3:00	Orientation to Open Access AT Flip Kit Part 3 Math	Lisa Foote, AT/AAC Specialist	Virtual	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.

Built in Accessibility Features of iOS/iPad, Chrome/ Google and Windows: Thursday, February 17, 2022 2:00-3:00

Lisa Foote, SBCSELPA AT/AAC Specialist will review the various platforms.

Learning Objectives:

- review of built-in accessibility features and options on all platforms.
- learn to accommodate text to speech/speech to text.
- alternative multi-media strategies for producing work outside of standard writing and keyboarding.

Orientation to Placer County SELPA Open Access AT Flip Kit Part 1- Reading Thursday, March 10, 2:00-3:00, Writing Thursday, March 31, 2:00-3:00, and Math Thursday, April 14, 2:00-3:00.

Lisa Foote, SBCSELPA AT/AAC Specialist will take participants through Placer County SELPA's Open Access Flip Kit. The Flip Kit is a searchable visual data base of low-mid-high technology AT supports.

Learning Objectives:

- demonstrations and videos of reading, writing, and math tools to be shared.
- *Attend any or all 3 sessions.
- *For review of Flip Kit: <https://www.openaccess-ca.org/at-flipkit>

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

Temple Grandin: Monday, April 11, 1:30-3:00 virtual.

Temple Grandin was diagnosed with autism as a child and went on to pursue work in psychology and animal science. She has become a leading advocate for autistic communities and has also written books and provided consultation on the humane treatment of animals. In 2010, HBO released an Emmy Award-winning film on Grandin's life.



Behavior

Behavior Series

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

Behavior Intervention Plans (BIP)

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

Multi-Tiered System of Supports for Behavior and Social Success

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

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

Now more than ever, school staff – from teachers to paraprofessionals to office personnel – need to feel connected to and supported by their school family. This past year has taken a toll on everyone and has highlighted the need to, intentionally and meaningfully, support the social-emotional wellness not only of our students, but also of our staff. After all, if our staff do not

have the skill set needed to regulate their own emotions, how are they able to teach it to students?

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

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



Crisis Prevention

Nonviolent Crisis Prevention Intervention:

One-Day Refresher:

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

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

One-Day Initial:

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

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

CPI Physical Training

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

Conscious Discipline Modules

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



Deaf and Hard of Hearing (TBD)

Diagnostic Center of Southern California Trainings

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

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

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

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

Time: 1.75 hours (recorded training)

R-13 Maximizing AAC Opportunities Within Routines

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

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

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

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

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

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

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

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

Time: 1 hour (recorded training)

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

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

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

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

Many interventions exist for Autism Spectrum Disorder (ASD). However, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). Primary reasons for using EBPs

are that the students demonstrated improved outcomes, the interventions are legally defensive, and the use of EBPs align with best practices in education. This training will provide the history on identification of EBPs for ASD and support the understanding and use of EBPs for individuals affected by mild-moderate ASD.

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

Time: 1.75 hours (recorded training)



English Learners with Disabilities Trainings with Imperial County SELPA

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

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

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

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

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

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

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

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

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

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



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

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

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

Skill-Building Sessions

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

GROW Summit

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

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



Health

Nurses Network

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



Interpreter/ Translator Events

Best Practices in IEP Interpretation with Lena Moran Acereto

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

Interpreter/ Translator Network

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



Legal

Jan Tomsy 'Hot Topics in Special Education'

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



Math: Lindamood- Bell: On Cloud Nine

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

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

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

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

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

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

N

Network Meetings for all Related Services

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

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

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

Requirements for NPS/A renewal of certification:

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

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

Each training satisfies the following conditions:

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

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

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

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

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

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

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

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

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

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

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



Occupational Therapy (TBD)



Reading

Dyslexia Training Institute

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

Cost: \$60 for six hours of training.



SELPA-Bration

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

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

September School Updates with SBCSELPA and Alpha Resource Center

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

SIRAS

Summer Updates in SIRAS

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

SIRAS Boot Camps

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

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

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

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

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

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

SIRAS Trainings with SIRAS Team:

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

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

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

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

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



Transition

Colleges Tours

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

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

Individual Transition Plan (ITP) Training

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

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

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

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

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

Transition Fairs

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

Transition Assessment Training (TBD)

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

‘Mini’ LEA Professional Development Topics Available Upon Request

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

Behavior Series

Understanding Brain States & Behavior

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

Supporting Students with Behavioral Needs in School Settings

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

How To “Coach” Students

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

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

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

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

SELPA 28: SBCSELPA Continuum of Mental Health Services

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

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

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

Brain-Based Behavioral Perspectives and Support Strategies

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

Relational Scaffolding

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

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

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

Self-Care for the Educator

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

Parent Support

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

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

SIRAS

Introduction to SIRAS for new employees

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

SIRAS updates

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

Advanced Refresher

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

Conscious Discipline Modules

1. Introduction to Conscious Discipline Modules

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

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

2. Conscious Discipline Modules: “Consequences”

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

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

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

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

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

4. Conscious Discipline Modules: “Assertiveness”

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

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

5. Conscious Discipline Modules: “Choices”

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

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

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

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

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

7. Conscious Discipline Modules: “Composure”

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

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

8. Conscious Discipline Modules: “Empathy”

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

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

9. Conscious Discipline Modules: “Positive Intent”

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

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

10. Conscious Discipline Modules: “Encouragement”

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

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

‘Mini’ LEA Professional Development Topics Available Upon Request

List of events offered updated monthly.

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

July

July 28: Lompoc BIP

August

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

August 5: Guadalupe CPI Training

August 6: SBCEO SIRAS Beginners Training

August 10: Orcutt SIRAS Beginners Training

August 12: SBCEO Montecito Union CPI Training

August 13: Buellton CPI

August 16: Hope: Behavior Training

August 16: Goleta CPI Training

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

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

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

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

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

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

September

September 2: NPA Behavior Series

September 3: SBPIC SELPA Overview, GROW, WRAP Information

September 9: Goleta, Brain States Introduction

September 10: Lompoc, SIRAS Training

September 13: SBUSD, GROW Training

September 13: Santa Ynez Valley Consortium, Brain States Review

September 20: Buellton, RULER Training

September 21: SB Charter, Conscious Discipline Intro.

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

September 29: Goleta, Brain States Part 2

October

October 6: SBUSD, GROW Training

October 6: Manzanita teachers, A New Lens on Behavior

October 7: Santa Ynez Valley Consortium, Introduction to PRT

October 13: GUSD, GROW Training

October 18: SBUSD, GROW Training

October 19: SB Charter, Conscious Discipline, Coaching

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

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

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

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

November

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

January 28: SMJUHSD Data Collection

February

February 9: Adelante ADHD

February 24: Hope Visual Supports EBP

March

March 9: Adelante Self- Care

March 17th Antecedent Based Interventions EBP

April

April 28th Reinforcement EBP

May

June

SBCSELPA Staff (note new emails)

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

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Youth Support Specialist (Bilingual)	

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Youth Support Specialist (Bilingual)

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Alpha Resource Center

Dr. Ray Avila

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SBCSELPA Executive Director

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

Available Resources

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

Professional Development Locations for Larger Events

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

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

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

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,

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

	Carryover Funding	2021-22 Allocation	Expended to Date 2021-22	Balance
Adelante Charter		\$ 5,804.00		\$ 5,804.00
Blochman		\$ 5,562.00	\$ 2,125.00	\$ 3,437.00
Carpinteria		\$ 10,725.00	\$ -	\$ 10,725.00
Family Partnership Charter	\$ 10,000.00	\$ 6,005.00	\$ -	\$ 16,005.00
Goleta		\$ 14,768.00	\$ 147.50	\$ 14,620.50
Guadalupe		\$ 8,458.00	\$ -	\$ 8,458.00
Hope		\$ 7,503.00	\$ -	\$ 7,503.00
Lompoc		\$ 30,463.00	\$ -	\$ 30,463.00
Manzanita Charter		\$ 6,132.00	\$ -	\$ 6,132.00
Orcutt		\$ 18,585.00	\$ -	\$ 18,585.00
Santa Ynez Valley Consortium		\$ 42,735.00	\$ -	\$ 42,735.00
SBCEO - Direct Service		\$ 16,972.00	\$ -	\$ 16,972.00
Santa Barbara Unified		\$ 41,903.00	\$ -	\$ 41,903.00
Santa Barbara Charter		\$ 5,762.00	\$ -	\$ 5,762.00
Santa Maria JUHSD		\$ 27,912.00	\$ -	\$ 27,912.00
Santa Maria-Bonita	\$ 89,258.23	\$ 50,711.00	\$ -	\$ 139,969.23
TOTAL	\$ 99,258.23	\$ 300,000.00	\$ 2,272.50	\$ 396,985.73

Total balances as of 2/25/22

\$ 2,272.50	\$ 396,985.73
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Total balances reported 2/25/22

\$ 33,034.00	\$ 387,218.69
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Difference as of 2/25/22

-\$30,761.50 \$9,767.04

Payments to date to individual legal firms:

Dannis Woliver	\$	-
Fagen Friedman Fulfro	\$	-
Leibert Cassidy	\$	-
Hatch & Cesario	\$	-
Lozano Smith	\$	147.50
Peter Sansom	\$	-
Ruderman & Knox	\$	-
SISC Voluntary Coverage	\$	2,125.00
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				Non-Mental Health Placements SELPA 70% Districts 30% Estimated Cost	Total District Estimated Cost
			SELPA Paid YTD Total	Total Estimated Cost	District Estimated Cost	SELPA Estimated Costs		
Lompoc Unified - Mental Health Placements	0	1	\$ 63,992	\$ 149,592	\$ 16,254	\$ 133,338	\$ -	\$ 16,254
Orcutt Union - Mental Health Placements	0	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Santa Barbara Unified - Mental Health Placements	1	3	\$ 114,815	\$ 189,007	\$ 79,787	\$ 109,220	\$ -	\$ 79,787
Santa Maria Jt. Union - Mental Health Placements	1	1	\$ 85,840	\$ 190,474	\$ 112,134	\$ 78,340	\$ -	\$ 112,134
Santa Ynez Valley Consortium - Mental Health Placements	1	1	\$ 33,700	\$ 117,250	\$ 64,713	\$ 52,538	\$ -	\$ 64,713
TOTAL	3	5.5	\$ 298,346	\$ 646,322	\$ 272,888	\$ 373,435	\$ -	\$ 272,888

2021-22 Mental Health NPS Placement Budget	\$ 1,960,000 *
TOTAL YTD Mental Health Placement Paid	\$ 298,346
Estimated YTD Cost Remaining	\$ 347,976
Cost Subtotal	\$ 646,322
Less District Estimated Costs Reimbursed to SELPA	\$ (272,888)
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 373,435
Mental Health NPS Balance Available (Estimated)	\$ 1,586,566

2021-22 Non Mental Health NPS Placement Budget	\$ 460,000 **
TOTAL YTD Non Mental Health Placement Costs (SELPA)	\$ -
Non Mental Health NPS Balance Available (Estimated)	\$ 460,000

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 funded 70% by SELPA.

SELPA pays all invoices and bills the district for 30% of the costs.

These are placements that are made through Settlement Agreements for students who do not qualify for Clinical Mental Health services.

Reflects all invoices paid as of 2/24/22

*\$1,910,000 Annual Budget plus \$50,000 additional from 20-21 EFB

**\$360,000 Annual Budget plus \$100,000 additional from 20-21 EFB