

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

**Regular Meeting
Monday, December 5, 2022
Public Session – 12:00 p.m.
Jonata Middle School Library
301 Second Street, Buellton, CA 93427**

Agenda

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

PUBLIC COMMENTS ARE WELCOME

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

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

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

I. PUBLIC SESSION

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

II. PUBLIC COMMENTS

Please refer to information above regarding public comment guidelines.

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

IV. APPROVAL OF ACTION AGENDA

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

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

V. CONSENT AGENDA ITEMS

- A. Minutes of November 7, 2022, Regular Meeting REF: V-A
- B. Ratification of Payment of Claims REF: V-B
- C. 2022-2023 Nonpublic School (NPS) Individual Service Agreement (ISA) REF: V-C
 - 1. Individual Service Agreement: Devereux Advanced Behavioral Health
- D. 2022-2023 Nonpublic Agency (NPA) Master Contract & Exhibit A Rates REF: V-D
 - 1. Exhibit A Rates Sheet: Youth Care of Utah, Inc.
- E. Santa Barbara County Education Office (SBCEO) School Business Advisory Services (SBAS) Annual Organizational Meeting & Authorized Signatures Request REF: V-E
 - 1. Authorized Signature Forms D, E, F, & G(1)

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

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

VI. PRESENTATION

- A. First Interim Report for Fiscal Year 22-23 Presentation REF: VI-A
 Presenter: Rachel Wigle, SBCSELPA Chief Business Official

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. Certification of First Period Interim Report for Fiscal Year 2022-2023 REF: VII-A
 - 1. Narrative and chart of First Period Interim revenues and expenses
 - 2. First Period Interim Report

It is recommended that the JPA Board approve the First Period Interim Report for Fiscal Year 2022-2023 as presented.

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

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

- B. Santa Barbara County Education Office (SBCEO) Request to Close Hollister Regional Program in the 2023-2024 School Year REF: VII-B
 1. SBCEO Request

It is recommended that the JPA Board approve the closure of the regional program at Hollister Elementary School at the end of the 2022-2023 school year as presented.

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

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

It is recommended that the JPA Board approve the SBCEO request for Regional OT Expansion for the 2022-2023 school year as presented.

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

- D. Santa Barbara County Education Office (SBCEO) Request to Close Alice Shaw Elementary School SDC Regional Program in the 2023-2024 School Year REF: VII-D
 1. SBCEO Request

It is recommended that the JPA Board approve the closure of Alice Shaw Elementary School SDC regional program at the end of the 2022-2023 school year as presented.

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

- E. Santa Barbara County Education Office (SBCEO) Request for an Additional 0.85 FTE Regional Computer Network Technician to Support REF: VII-E
 1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request for an additional 0.85 FTE Regional Program Computer Network Technician as presented.

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

- F. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff at Alice Shaw Elementary School for the 2022-23 School Year REF: VII-F
 1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of the additional support staff for Alice Shaw Elementary School for the 2022-2023 school year as presented.

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

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

- G. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff for Central Avenue Preschool for the 2022-23 School Year REF: VII-G
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of the additional support staff for Central Avenue Preschool for the 2022-2023 school year as presented.

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. Regional Programs Update REF: VIII-A
1. GROW Classrooms within SBCSELPA, Regional & Non-Regional
- B. Santa Barbara County Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan (*First Reading*) REF: VIII-B
1. Section 9, AB 602 Special Education Fiscal Allocation Plan (marked-up version)
 2. Section 9, AB 602 Special Education Fiscal Allocation Plan (finalized updated version)
- C. 2023 SELPA-Bratton Announcement REF: VIII-C
- D. SBCSELPA “Winter Break” Closure REF: VIII-D
- E. SBCSELPA Professional Development REF: VIII-E
1. SBCSELPA 22-23 Professional Development Offerings Booklet (Updated November 2022)
- F. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances REF: VIII-F
- G. SBCSELPA Legal Fees Year-to-Date Reserve REF: VIII-G
- H. Nonpublic School (NPS) Year-to-Date Placement Expenditures REF: VIII-H

IX. MISCELLANEOUS AGENDA ITEMS

- A. Items Proposed for Future Action or Discussion
- B. Next Scheduled JPA Board Meeting: **Date: February 6, 2023**
Time: 12:00 p.m.
Location: Via Zoom due to COVID-19 & AB 361
- C. **REMINDER:** A JPA Board Special meeting will need to be scheduled for January 2023 to address the following upcoming agenda items:
1. Audit Update and
 2. Adopt a resolution allowing for the February 6, 2023, meeting to be held virtually

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS

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

XI. CLOSED SESSION:

A. Non-Public School (NPS) Student Updates

REF: XI-A

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

REF: XI-B

Agency Designated Representative: Ray Avila

SBCSELPA Unrepresented Employees: Classified and Certificated Staff

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

XIII. ADJOURNMENT

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

December 5, 2022

1) Due Process/Dispute Updates –

Six (6) Due Process filings in progress and one (1) CDE Investigation.

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

We have a total of (4) SBCSELPA funded NPS placements and one pending.

3) Legislation that Supports Special Education –

The State SELPA Association Legislative Committee will focus on SELPA Governance for 2022-23 to better understand the future of SELPA as an organization.

SELPA GOVERNANCE HISTORY:

- **November 2016:**
<https://www.ppic.org/publication/special-education-finance-in-california/>
- **June 2020:** SB 98- No new single district SELPAs between 7/1/20 - 7/1/24
- **October 2020 and July 2021:** West Ed Finance Studies Parts 1 & 2
<https://www.wested.org/ca-special-education-funding-system-study/>
- **November 2021:** West Ed Special Education Governance and Accountability (SEGA) Study
<https://www.wested.org/resources/ca-sega-study/>

4) State Finance Update –

The Coalition for Adequate Funding for Special Education (CAFSE) presented on Wednesday, November 30, 2023, at State SELPA with the following state budget updates (please refer to links below):

➤ **2022-23 State Budget News**

[Minimum Wage Increases Effective 1/1/23](#)

[Inflation Persists](#)

[Inflation Decelerates While Downsides Continue](#)

[LAO Fiscal Outlook](#)

5) State SELPA Associations Equity, Diversity, and Inclusion Committee –

*The committee had Kevin Schaefer, Director of Inclusive Practices, El Dorado County Office of Education present to the Association **(Please SEE REF: I-E.1 Presentation titled, "Education at the Intersection")**. The focus of this presentation was on Inclusive Education efforts, specifically for the LGBTQ population in special education. The mission statement shared is "Our vision is for every student to be educated in an environment that is intentionally designed, equitable and inclusive". SBCSELPA will collaborate with SLO County SELPA to bring Mr. Schaefer into our counties as a presenter in Spring 2023.*

Page 2

Executive Director's Report

6) CDE Compliance Monitoring –

- *CONGRATS to the following LEA's that have completed the CDE "Small Schools" compliance monitoring process and submitted the required information by the December 5, 2023 deadline:*
 1. Santa Ynez Valley Charter
 2. Santa Barbara Charter
 3. Montecito Union School District
 4. Cold Spring School District
 5. Santa Ynez Valley Union High School District
 6. Vista del Mar
 7. Los Olivos

7) CAPTAIN Cadre Update –



- *We are fortunate to be one of 17 SELPAs in the state that have a Regional Implementation Lead (Rosy Bucio, SBCSELPA BCBA)!*
- *SB County has a CAPTAIN Cadre of experts that support our Autism population and the colleagues who provide amazing learning opportunities!*
- ***Please SEE REF: I-E.2 Presentation titled, "Updates from CAPTAIN: Building SELPA Capacity to Support the Use of EBPs in LEAs."***



REF: I-E.1

8



Supporting
Inclusive
Practices

State SELPA Education at the Intersection

An Exploration of Our Stories and the Spaces We
Create
12/1/2022

Project Vision

Our vision is for every student to be educated
in an environment that is intentionally
designed, equitable and inclusive.

Innovate. Include. Impact



Kevin Schaefer
Director of Inclusive Practices

Agenda/Outcomes:

SELPA Leaders will:

- ...define intersectionality and the impact on designing equitable systems
- ...reflect on our own identities, understand how identities are shaped by our individual experiences and the influence on equity-based decision-making;
- ...understand the critical need for, characteristics of, and actions of allyship in our system
- ...refine knowledge of ableism and its negative impact on seclusion, disproportionality and the realization of equitable outcomes for students

Resources

11

https://drive.google.com/drive/folders/1eNVU3W2PaIKqT-dLVIR_re_Oe8W4wxZ?usp=sharing

Files

Name ↑



Supportive
Inclusive

State SELPA
Education at the In



1. State SELPA PPT



2. State SELPA Reflec...



3. NASP Intersectiona...



4. Placement of Learn...



5. NCLD Disproportionio...



6. The Trevor Project...



7. LGBTQ Students w...

I AM...



Introverted

Raised to be seen and not heard

Outside the inner circle

Advocate/Ally

White, Male, Middle Class

Former Competitive Figure Skater

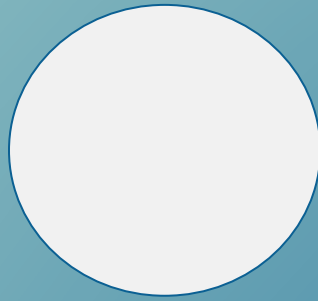
Member of the LGBTQ+ Community

Played with Barbies/in Grandma's dresses

Identified Speech and Language deficits

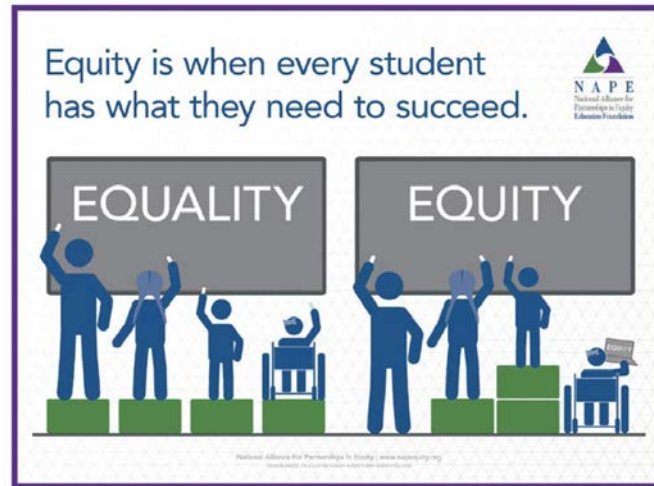
Surrounded by Loved

YOU ARE...



Defining Equity

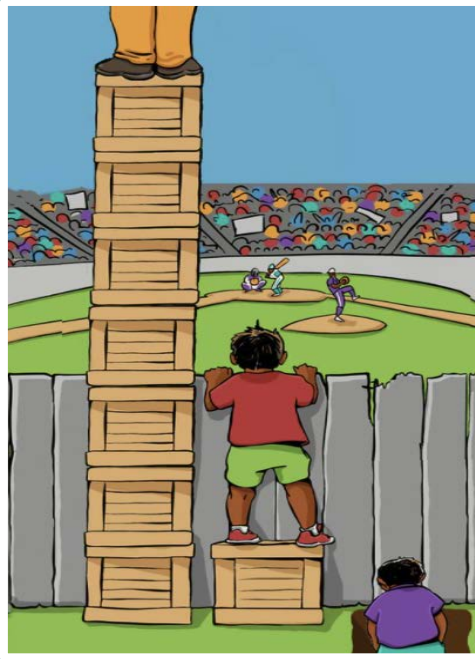
Noguera (2019) explains that the “true” meaning of equity is “acknowledging students’ differences and giving them what they need to be successful. It also means staying focused on outcomes, both academic and developmental.”



National Alliance for Partnerships in Equity • www.napequity.org • © 2016 NAPEEF

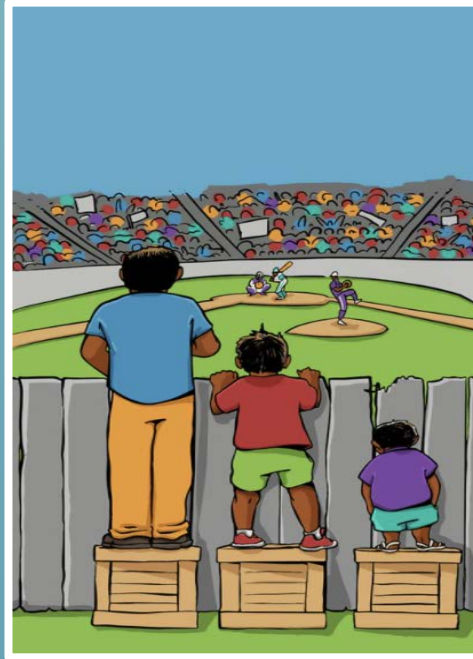
<https://holdsworthcenter.org/blog/equity-isnt-just-a-slogan/>

Continuum of Access



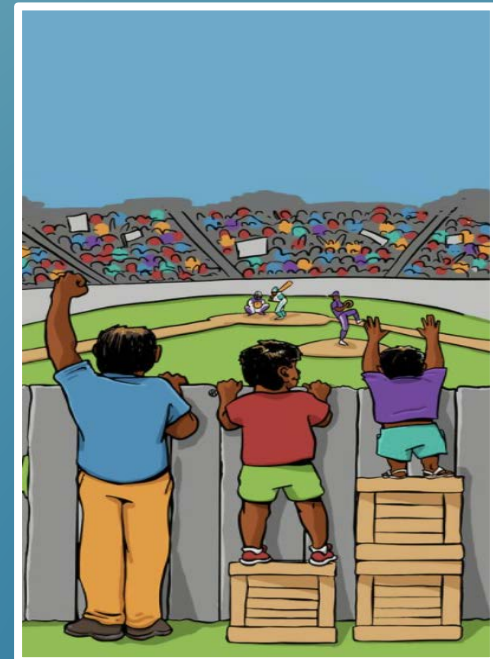
Reality

One gets more than is needed while the other gets less than needed. Thus, a huge disparity is created.



Equality

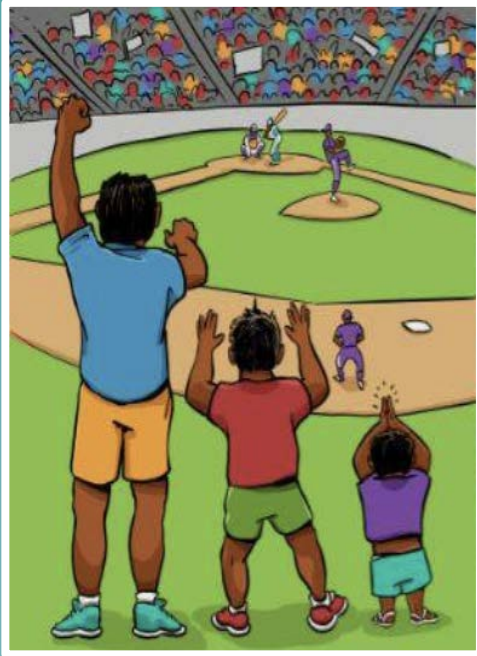
The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.



Equity

Everyone gets the support they need, which produces equity.

Continuum of Access



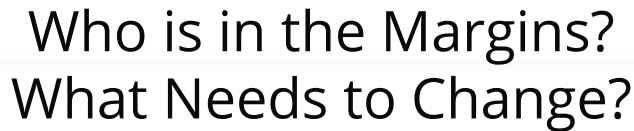
Liberation

All three can see the game without supports or accommodations because the causes of inequity was addressed. The system barrier has been addressed.



Inclusion

Not only have the systemic barriers for participation been removed, there is now an opportunity for everyone to play a meaningful role in the game.



Personal Identity

Birth Order

Favorite Music

Skill You are Proud of

Favorite Book

Personal Motto

Favorite Movie

Personal Motto

Favorite Food

Number of Siblings

Favorite Color

3 Adjectives that Describe You

Social Identity 18

Gender

Sex

Race

Ethnicity

Sexual Orientation

Religion/Spirituality

Social Class

Age

DisAbility

National Origin/Citizenship

Body Type/Size

"You were special before special education."

19

- Madeline Schaefer (1973)

- /s/ articulation
- sequencing oral expression
- goes "mute" in times of stress/
high anxiety
- individual pull-out support
3x/week 30 minutes



School District # 116

**SPEECH THERAPY
PROGRESS REPORT
To Teacher and Parents**

Name Kevin Schaefer

Grade 1 Year 19 72 19 73

Home Room Teacher Mrs Karstens

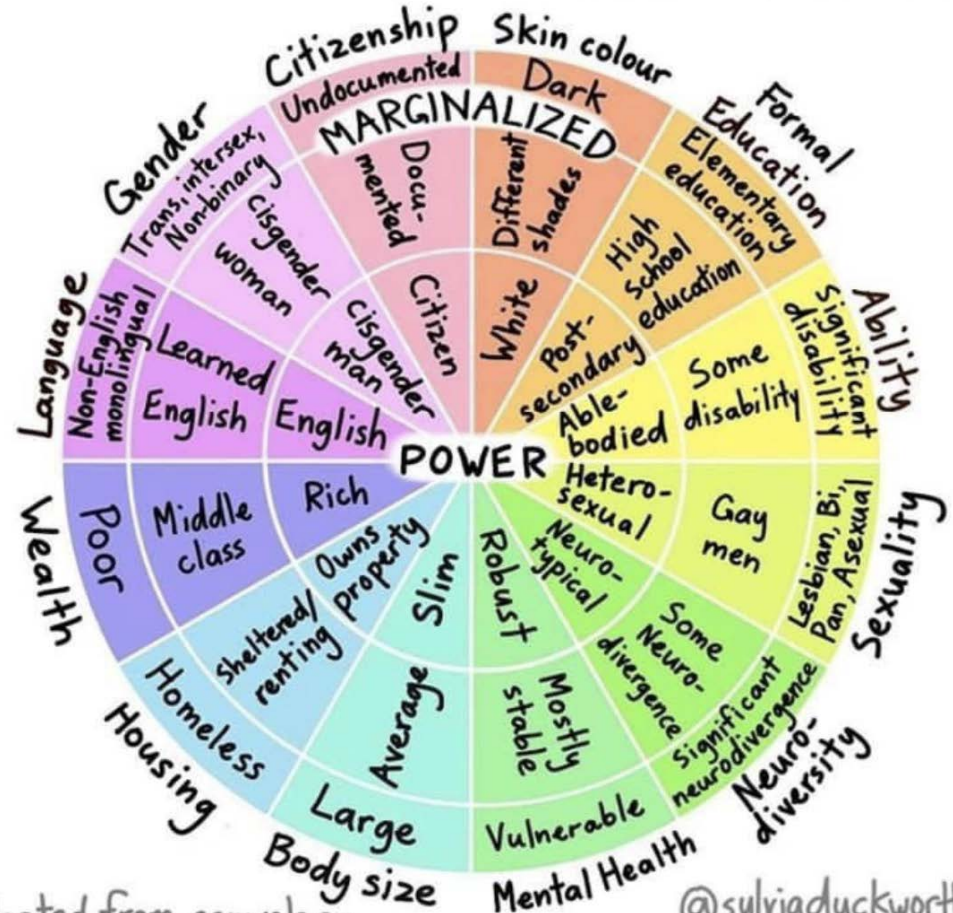
Nora Cwikshank
Speech Therapist

“Early segregation does not merely predict later segregation; it almost ensures it.”

-Dr. Erik Carter, Vanderbilt University

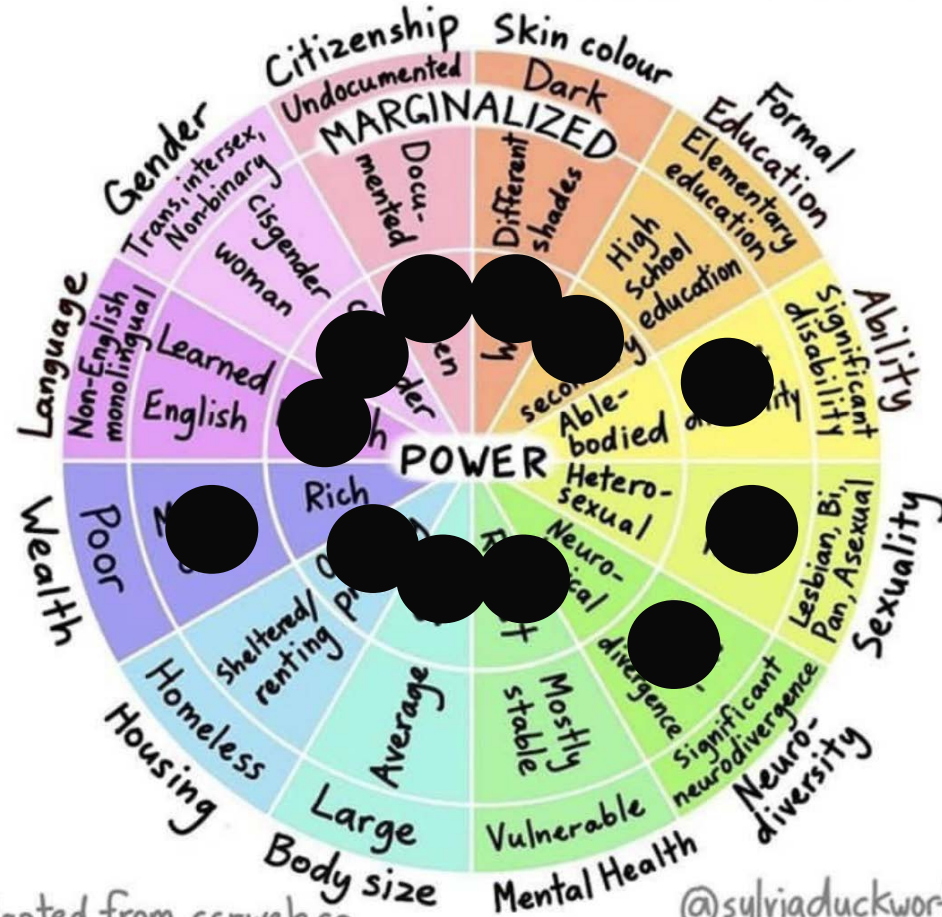
WHEEL OF POWER/PRIVILEGE²¹

Consider the Wheel of Power/Privilege from Sylvia Duckworth. The further you are on the outside of the wheel the more marginalized you likely are in most cultures. The more centered you are the more likely you are to have access to power.



WHEEL OF POWER/PRIVILEGE

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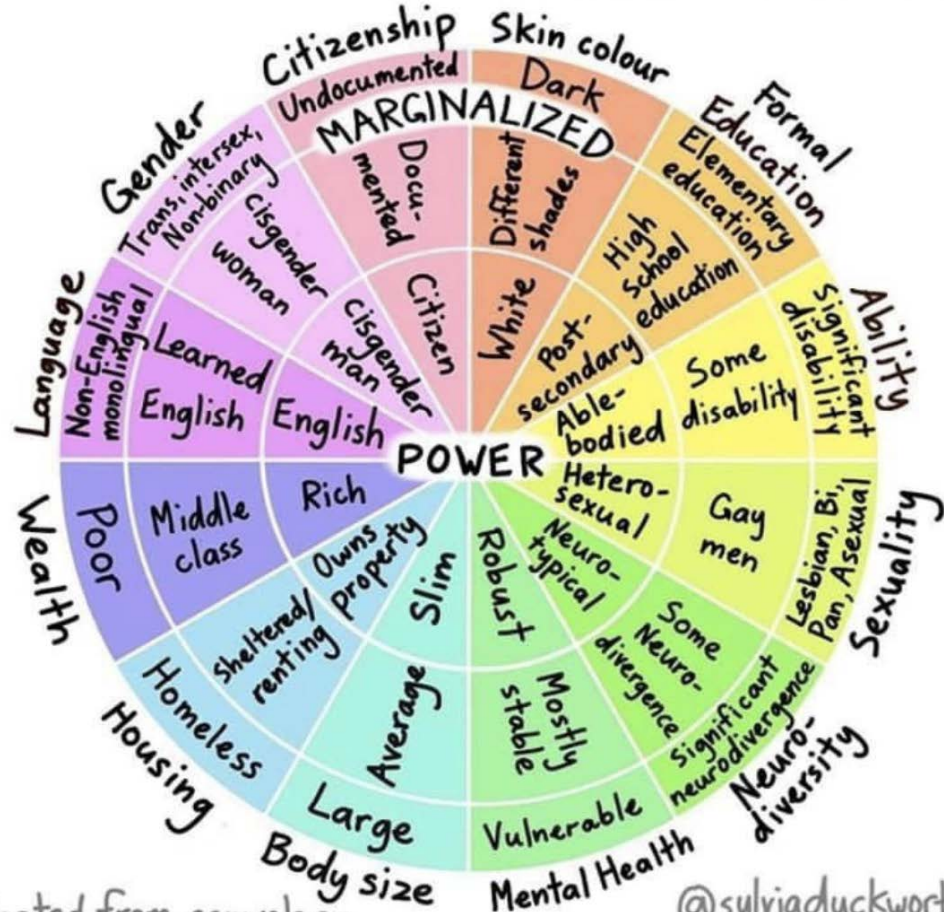
Adapted from ccrweb.ca

@sylvia duckworth

WHEEL OF POWER/PRIVILEGE

Reflection:

Which of your identities are closer to power?
Which are closer to marginalization? How do they influence your experiences and view of the world?



Adapted from ccrweb.ca

@sylviaduckworth

Self-Reflection/Implicit Bias



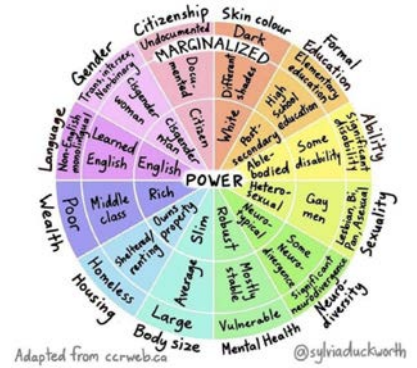
“When we acknowledge that bias exists, we are then empowered to go deeper into the work of breaking it down, one baby step at a time.”

- Learning for Justice

Allyship

Defined as a lifelong process of building meaningful relationships built on trust and accountability with marginalized individuals, groups and/or communities of people.

WHEEL OF POWER/PRIVILEGE



Also, when a person of privilege works in solidarity and partnership with a marginalized group of people to help take down the systems that challenge that group's basic rights, equal access, and ability to thrive in our society."

Reflection: How does your role as an “ally” connect to your identities of privilege/marginalization? How does it apply to your work advocating for students with disabilities? Why is it important?

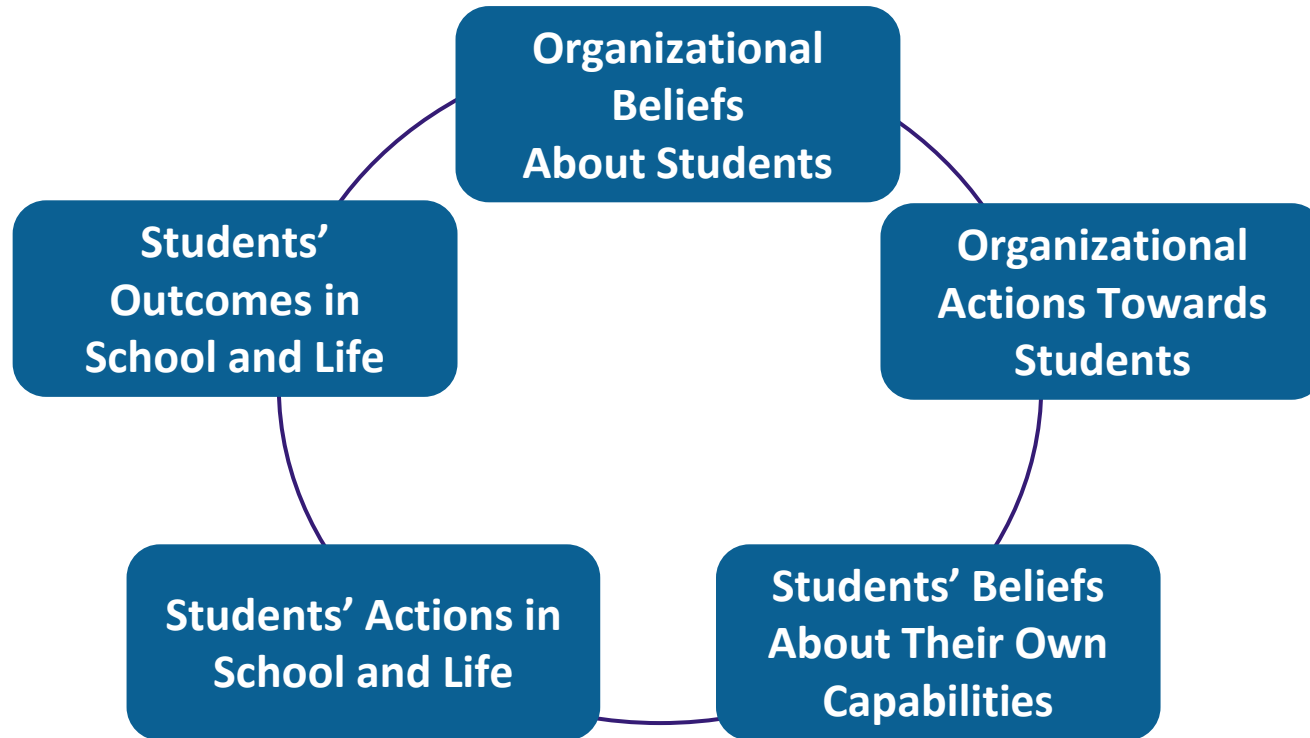
ACTOR

ALLY

ADVOCATE

ACCOMPLICE

Belief Impact Cycle



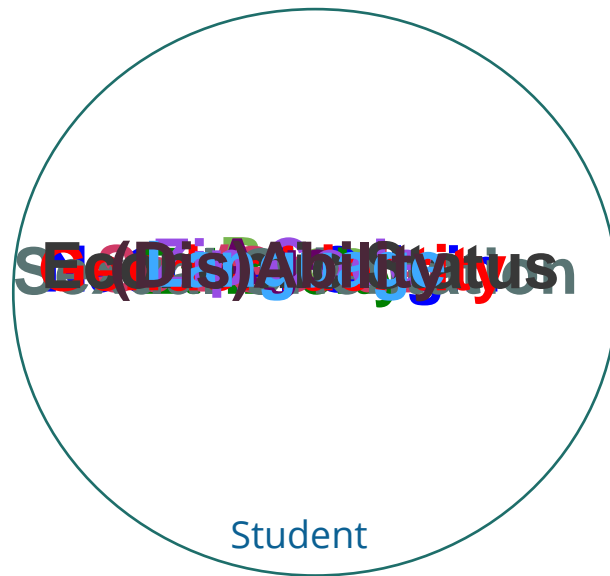
Intersectionality, Identity and Bias

28



What is it and why is it important?

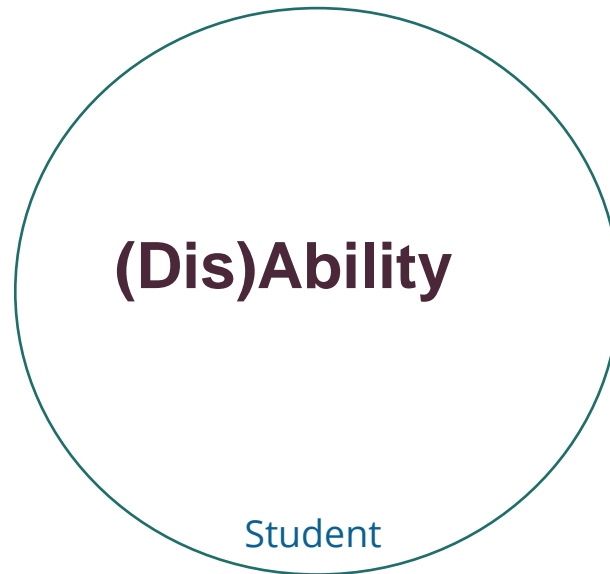
Intersection of Identities



Students are at the intersection of many identities.



Intersection of Identities



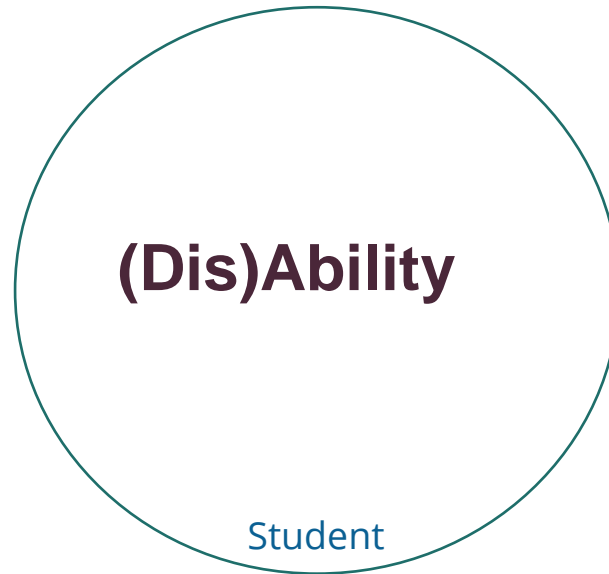
WARNING LABEL:

Be careful not to “label” based on one identity.



Intersection of Identities

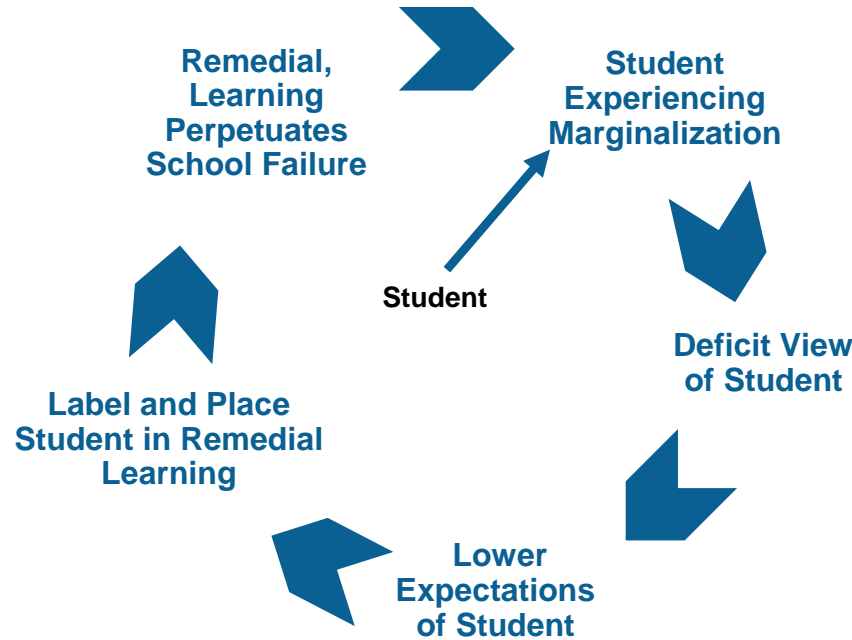
Self and Others



Generally, students qualifying for special education services are defined by a singular identity based on a deficit (medical) model. Too often, difficulties are attributed to their disability, rather than addressing intersectional challenges the child might be facing (e.g., homelessness, racism, bullying due to LGBTQ.)

The Soft Bigotry of Low Expectations

The Cycle of Failure



*Not expecting marginalized individuals or minorities to meet the same standard of **achievement** set for most people. It is called "**soft bigotry**" because it is a more subtle and subconscious form of **prejudice**. A form of implicit bias. **Where does the soft bigotry of low expectations exist in our organizations?**

“Disability is not a brave struggle or courage in the face of adversity. Disability is an art. It is an ingenious way to live.”

-Neil Marcus, actor/playwright

“Disability must be considered within an intersectional framework because it cuts across political, social, and cultural narratives and identities. An intersectional lens challenges the historically white, cisgender, heterosexual understanding of disability to more accurately reflect the narratives as told by lived experiences of disabled people.”

-Sandy Ho, community organizer

“As ‘invisibles’, our history is hidden from us, our heroes buried in the pages, unnamed, unrecognized. Disability culture is about naming, about recognizing.”

-Cheryl Marie Wade, “Disability Culture Rap”

“Staying alive is a lot of work for a disabled person in an ableist society.”

-Alice Wong, editor; *Disability Visibility: First-Person Stories from the Twenty-First Century*

“Overthinking is one enemy of disability etiquette, but so is making assumptions about what a person wants and needs. Of course, individuals with disabilities want to be treated like everyone else, but when we say that, we don’t mean “treat every person exactly the same. We mean recognize our humanity and meet us where we are at.

-Kyle Khachadurian, cohost, *The Accessible Stall* podcast



"We also need to ensure that our schools are welcoming to families. We cannot partner with or engage families who feel afraid or uncomfortable coming to school."

– Jennifer Orr

Ableism

Ableism is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require 'fixing' and defines people by their disability. Like racism and sexism, ableism classifies entire groups of people as 'less than,' and includes harmful stereotypes, misconceptions, and generalizations of people with disabilities.



DISCUSS:

"Over accommodating is ableist."

Examples

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- Lack of compliance with disability rights laws like the ADA
- Segregating students with disabilities into separate placements/schools
- "Framing" people with disabilities as inspirational
- The assumption that people with disabilities want or need to be 'fixed'
- Using disability as a punchline, or mocking people with disabilities
- Refusing to provide reasonable accommodations

What's Possible!

These 16 schools offer 4 year inclusive post-secondary programs with living options!



UCDAVIS

MIND INSTITUTE

Redwood SEED Program

The University of California, Davis has a redwood grove that was planted in the 1930's - The T. Elliot Weier Redwood Grove.

Redwoods don't grow in the Central Valley. Our summers are too hot, and our winters not wet enough, yet this grove flourishes.

Why?

Careful tending.

Creating a habitat that allows redwoods to grow and thrive.

People willing to make the impossible happen.

Redwoods are strong.

Resilient.

Thrive against all odds. Stabilize themselves with interconnected roots.

Redwood SEED Scholars will take their cue from these on-campus giants.

Disability

What to Say

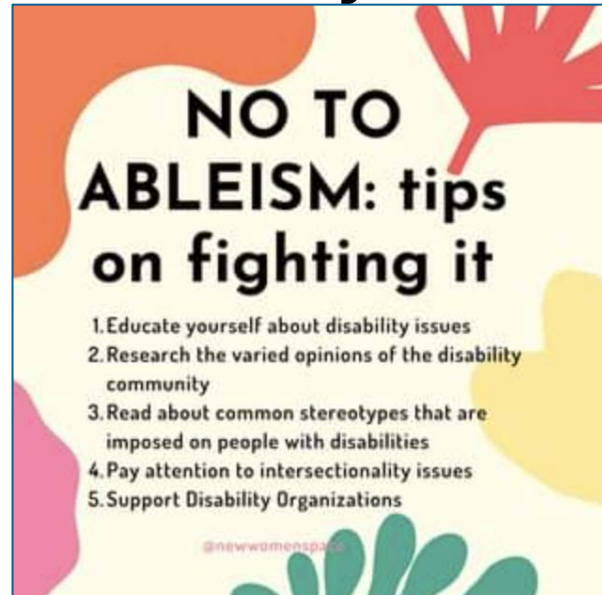
Reflection:

What was new learning? What do you have questions about? Are there words/phrases you will practice not using?

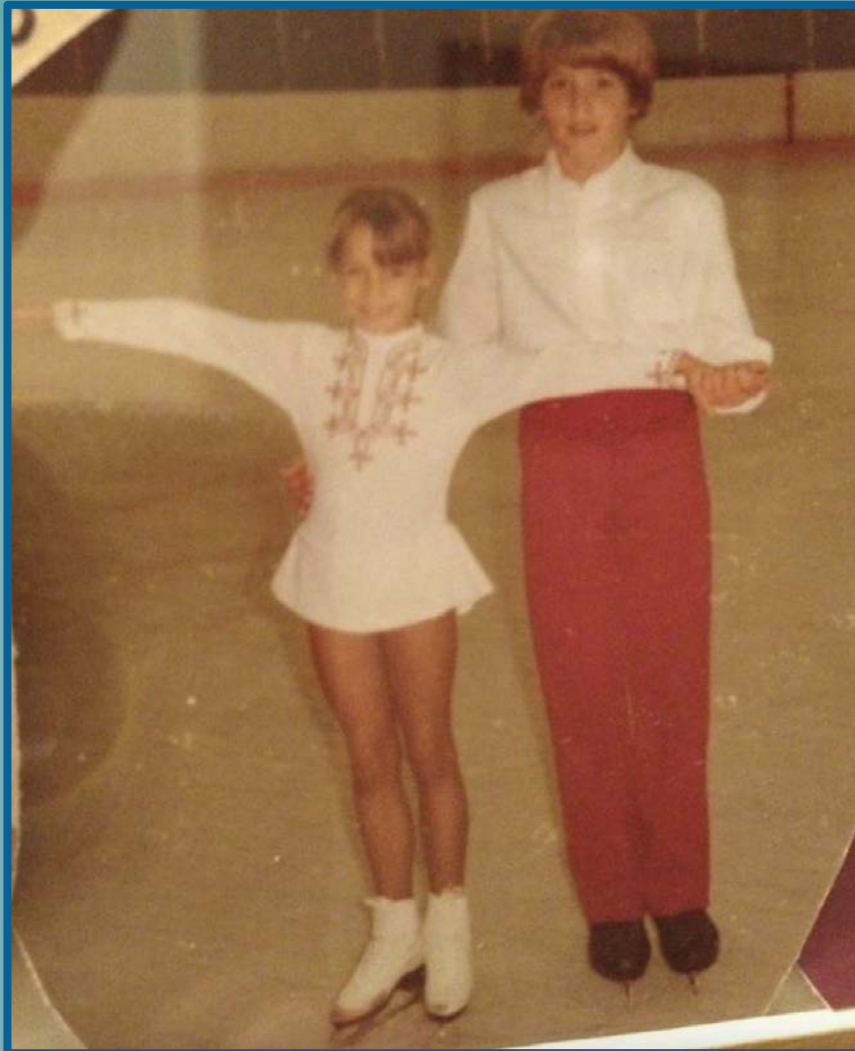
Say This...	Not This...
<ul style="list-style-type: none"> • disability/disabled • person with a disability/disabled person 	<ul style="list-style-type: none"> X differently abled (unless preferred) X handi-capable X handicap/handicapped X special needs (unless preferred)
<ul style="list-style-type: none"> - has a disability - is disabled 	<ul style="list-style-type: none"> X afflicted by X suffers from X victim of
<ul style="list-style-type: none"> - person who is able to 	<ul style="list-style-type: none"> X high functioning
<ul style="list-style-type: none"> - person who is unable to - person with high support needs 	<ul style="list-style-type: none"> X low functioning
<ul style="list-style-type: none"> - neurodivergent - person with Autism/Autistic person - person with a cognitive disability/cognitively disabled person - person with an intellectual disability/intellectually disabled person - person with a learning disability/learning disabled person 	<ul style="list-style-type: none"> X mentally challenged X mentally handicapped X mentally retarded X slow X special ed
<ul style="list-style-type: none"> - able-bodied (if not physically disabled) - does not have a disability - neurotypical (if not neurodivergent) 	<ul style="list-style-type: none"> X normal X regular

Reflection

What decisions, policies, practices and mindsets exist, with the best of intentions in your organization that may be rooted in ableism?



AKA...
Queer
Fag
Homo
Sissy
Gay boy



"We are
educating
children for what
they MIGHT
become."

- Glennon Doyle



"Representation—in every aspect of our lives—matters . . . We cannot sit still and say that our classrooms are a safe space when we choose not to read a single LGBTQ+ story or hang a Pride flag."

– Skye Tooley

Paul
Lynde

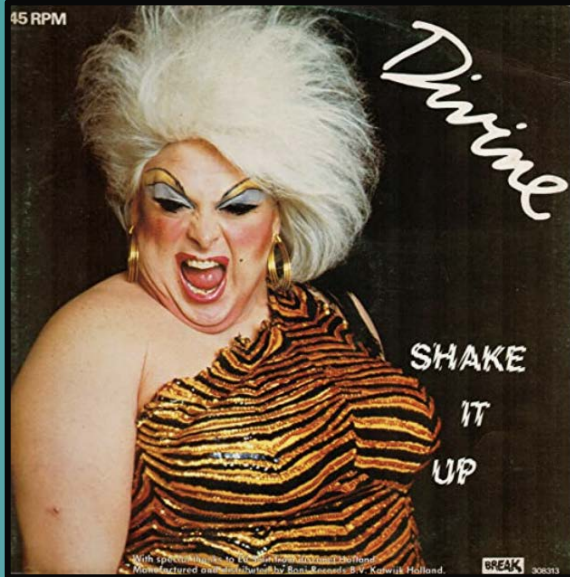


Jerry
Berger

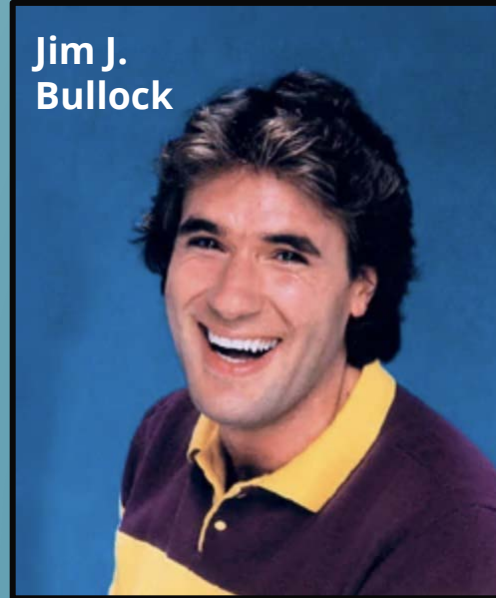


Representation Matters

- Visible
- Positive
- Historically Significant
- Diverse



Jim J.
Bullock



Images from the AIDS Crisis





TRAINING RESOURCES BOOKS LESSONS

Creating Safe and Welcoming Schools

HRC Foundation's Welcoming Schools is the most comprehensive bias-based bullying prevention program in the nation to provide LGBTQ+ and gender inclusive professional development training, lesson plans, booklists and resources specifically designed for educators and youth-serving professionals. Our program uses an intersectional, anti-racist lens dedicated to actionable policies and practices. We uplift school communities with critical tools to embrace family diversity, create LGBTQ+ and gender inclusive schools, prevent bias-based bullying, and support transgender and non-binary students.



Coming Out

LIVING AUTHENTICALLY

as **Black LGBTQ People**

LGBTQ+ Identities ▼

Race / Ethnicities ▼

LGBTQ+ History ▼

Collections ▼

QUEER HISTORY LIVES HERE.
Our Story. Forever.

Search Our Interviews

Search

Advanced Search >

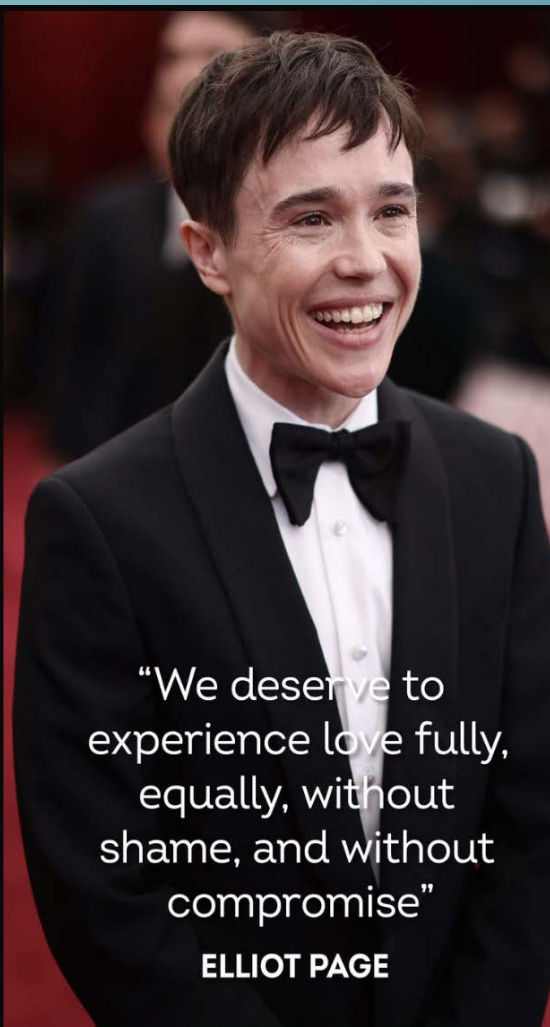


OUTWORDS captures, preserves, and shares the stories of LGBTQIA2S+ elders, to build community and catalyze social



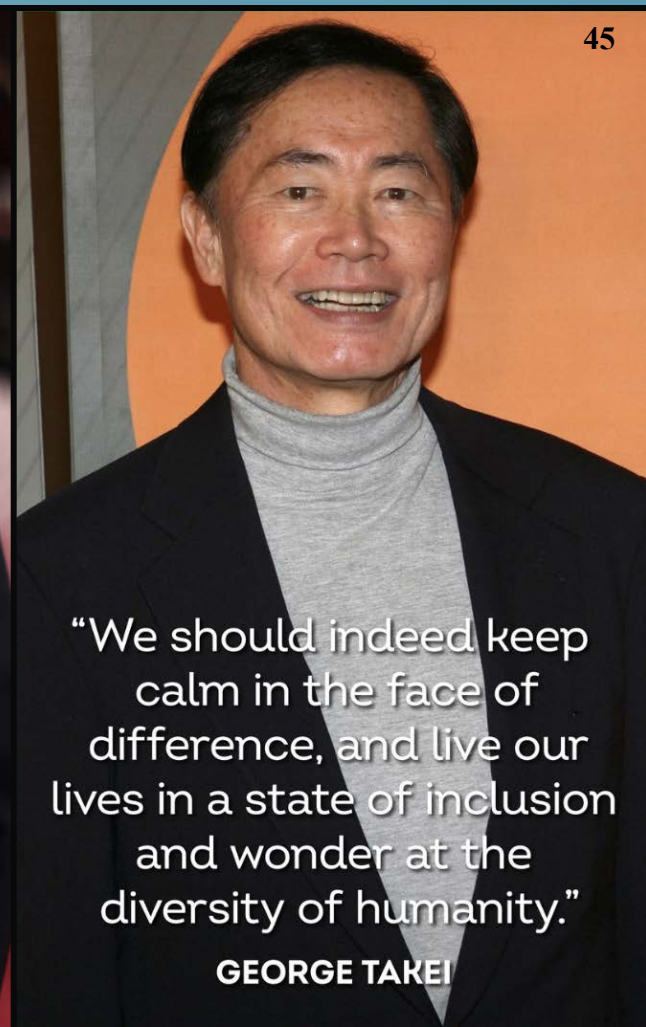
"I am a talented model who has a disability, who also happens to be a black trans woman. I want to have the same level of success and opportunities that my peers have."

AARON ROSE PHILLIP



"We deserve to experience love fully, equally, without shame, and without compromise"

ELLIOT PAGE



"We should indeed keep calm in the face of difference, and live our lives in a state of inclusion and wonder at the diversity of humanity."

GEORGE TAKEI



"I think we have to continue to grow as parents and understand that our kids lives are not just about us. We didn't have them to be a mini version of us. They're going to become who they are in this world, and it's our job to find that out."

DWAYNE WADE



"I want people to fall in love with themselves and to be really proud and full of joy for the space they take up. If someone else appreciates the space you take up, then that's icing on the cake."

JONATHAN VAN NESS



"Being born gay, black and female is not a revolutionary act. Being proud to be a gay, black female is."

LENA WAITHE



11/01/08
Married



47
11/04/08
Prop 8 Passed



My Dad ↩



11/05/08
Did It Count?

VOTE NO ✓
ON PROP 8

EQUALITY FOR ALL

www.NoOnProp8.com



PULSE

**ORLANDO
NIGHTCLUB
MASSACRE**

SENATE PASSES

**Respect for
Marriage Act**

IN BIPARTISAN VOTE TO PROTECT
MARRIAGE EQUALITY



COLORADO SPRINGS GAY CLUB
MASS SHOOTING

100



Learning for justice...

We Need LGBT+ Affirming Learning Environments in Person or Otherwise

504 Presentation

PDF

Section 504 and IEP Goals

...of, www.williams.edu



My Name Is
A legal and Medical Records for
Student: 00000000000000000000
Institution: 00000000000000000000

 PDF

2021.11.01 Presentation
Transgender Student
(Second of 1)



Office of Civil Rights
Supporting Intersex
Students Fact Sheet

Supporting Intersex Students



THE TREVOR PROJECT 

2022 National Survey on LGBTQ Youth Mental Health



Key Findings

45% of LGBTQ youth seriously considered attempting suicide in the past year.



Nearly 1 in 5 transgender and nonbinary youth attempted suicide and LGBTQ youth of color reported higher rates than their white peers.

LGBTQ youth who felt high social support from their family reported attempting suicide at **less than half the rate** of those who felt low or moderate social support.

Fewer than 1 in 3 transgender and nonbinary youth found their home to be gender-affirming.

LGBTQ youth who found their school to be LGBTQ-affirming reported **lower rates of attempting suicide**.

60% of LGBTQ youth who wanted mental health care in the past year were not able to get it.



LGBTQ youth who live in a community that is accepting of LGBTQ people reported **significantly lower rates of attempting suicide** than those who do not.

THE TREVOR PROJECT 

2022 National Survey on LGBTQ Youth Mental Health



Where did LGBTQ youth find moments of joy?

Although LGBTQ youth reported many serious challenges, they also described hundreds of ways in which they find joy and strength in their lives. From their favorite content and activities to seeing representation and allyship, the wide range of responses emphasizes that we can all help create safe, supportive environments where LGBTQ youth can feel happy and express themselves.

moving to a new place
that feels like home

wearing my first binder

going to drag shows



changing my name to
something that fit me

seeing LGBTQ people of
color in media

just knowing that there's
people out there like me

ADVOCATING FOR LGBTQ STUDENTS WITH DISABILITIES

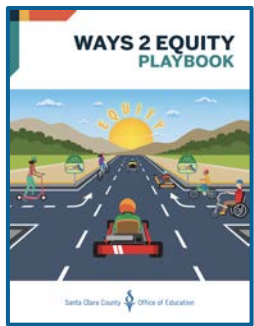
A GUIDE FOR EDUCATORS AND PARENTS/
GUARDIANS ON SUPPORTING LGBTQ
STUDENTS WITH AN IEP OR 504 PLAN

Lesbian, gay, bisexual, transgender and queer (LGBTQ) students with disabilities face unique challenges as a result of their disability status and potential bias related to their sexual orientation, gender identity and/or gender expression. Educators, counselors, parents/guardians and other adult allies play an important role in ensuring the safety, inclusion and well-being of these students, all of which are essential to academic and social-emotional growth in the classroom and school communities. Individualized Education Programs (IEPs) and 504 plans for these students should account for the unique needs and experiences of LGBTQ students with disabilities to ensure that they can learn and participate in school programs and activities in a nondiscriminatory environment. This resource provides an overview of the rights of LGBTQ students with disabilities as well as actionable recommendations on how to best support them.

Both LGBTQ students and students with disabilities experience disproportionate levels of discrimination and harassment that may impeded their ability to achieve their full potential in school. Research shows that these students feel less safe overall in school compared to their non-disabled and non-LGBTQ peers. Affected students are more likely to fare worse academically, experience higher rates of depression and loneliness, have worse relationships with their peers and miss more school. LGBTQ students alone are up to 140% more likely to miss school because they are concerned for their safety.

When exploring how to best support LGBTQ students with disabilities, it is crucial to consider how their unique experience in school can affect their academic performance. Supportive adults should consider developing IEPs and 504 plans that address safety while ensuring access.

Ethics of Navigation



In our work, we:

Critically and explicitly address the political and economic power at play in the educational system.

Articulate the centrality of anti-racist and anti-bias education to equity work.

Use language thoughtfully, understanding that words matter because they are powerful.

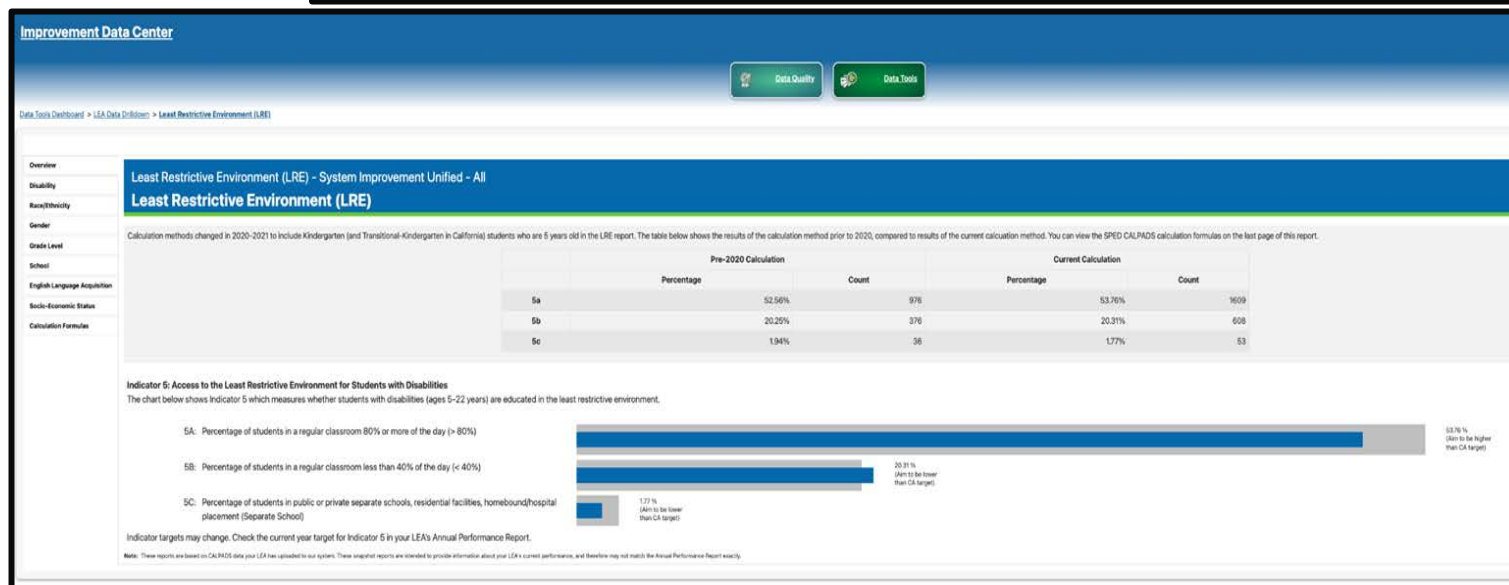
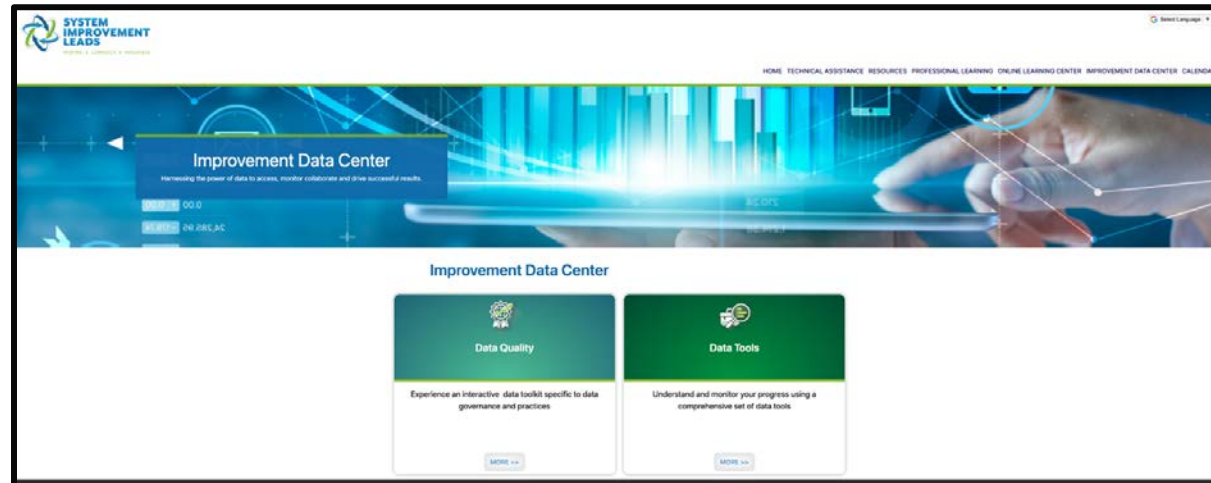
Practice self-awareness, especially when the problems feel most urgent.

Build on what's working; study and change what's not.

Celebrate your successes as you will find your way to many.

SIL Improvement Data Center Data Drill Down

<https://systemimprovement.org/data-improvement>



Coming Full Circle Story

The Intersection of Age and Disability

55



Thank you.

“One doesn’t have to operate with great malice to do great harm. The absence of empathy and understanding are sufficient.”

-Charles M. Blow, Journalist





Updates from CAPTAIN:

Building SELPA Capacity to
Support the Use of EBPs in LEAs

December 1, 2022 | 11:00 AM – 12:00 PM
Sacramento



CCEE
California Collaborative
for Educational Excellence

PRESENTERS

Rebecca Minnich, MA

SELPA Director, Marin County SELPA
SELPA Content Lead-Autism



Ann England, MA, CCC-SLP-L

Project Coordinator, SELPA Content Lead-Autism
CAPTAIN Co-Coordinator
aengland@marinschools.org



Patty Schetter, MA, BCBA

CAPTAIN Co-Coordinator
Project Manager, CEDD at the UC Davis MIND Institute
State Implementation Coach, SELPA Content Lead - Autism
plschetter@ucdavis.edu

Goals for Today



**Review the Goals and Vision of
CAPTAIN and Role of SELPAs in
the Work**



**Review Cadre Requirements,
Rationale and Outcomes of
CAPTAIN Work**



What's New



What's Next

We want to hear from you!

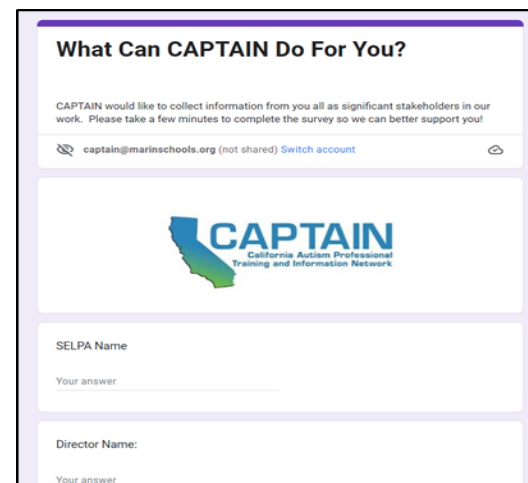
Please take our short survey.

What can CAPTAIN do for you?

QR CODE TO SURVEY






LINK TO SURVEY:



What Can CAPTAIN Do For You?

CAPTAIN would like to collect information from you all as significant stakeholders in our work. Please take a few minutes to complete the survey so we can better support you!

 captain@marlinschools.org (not shared) [Switch account](#) 



SELPA Name
Your answer

Director Name:
Your answer

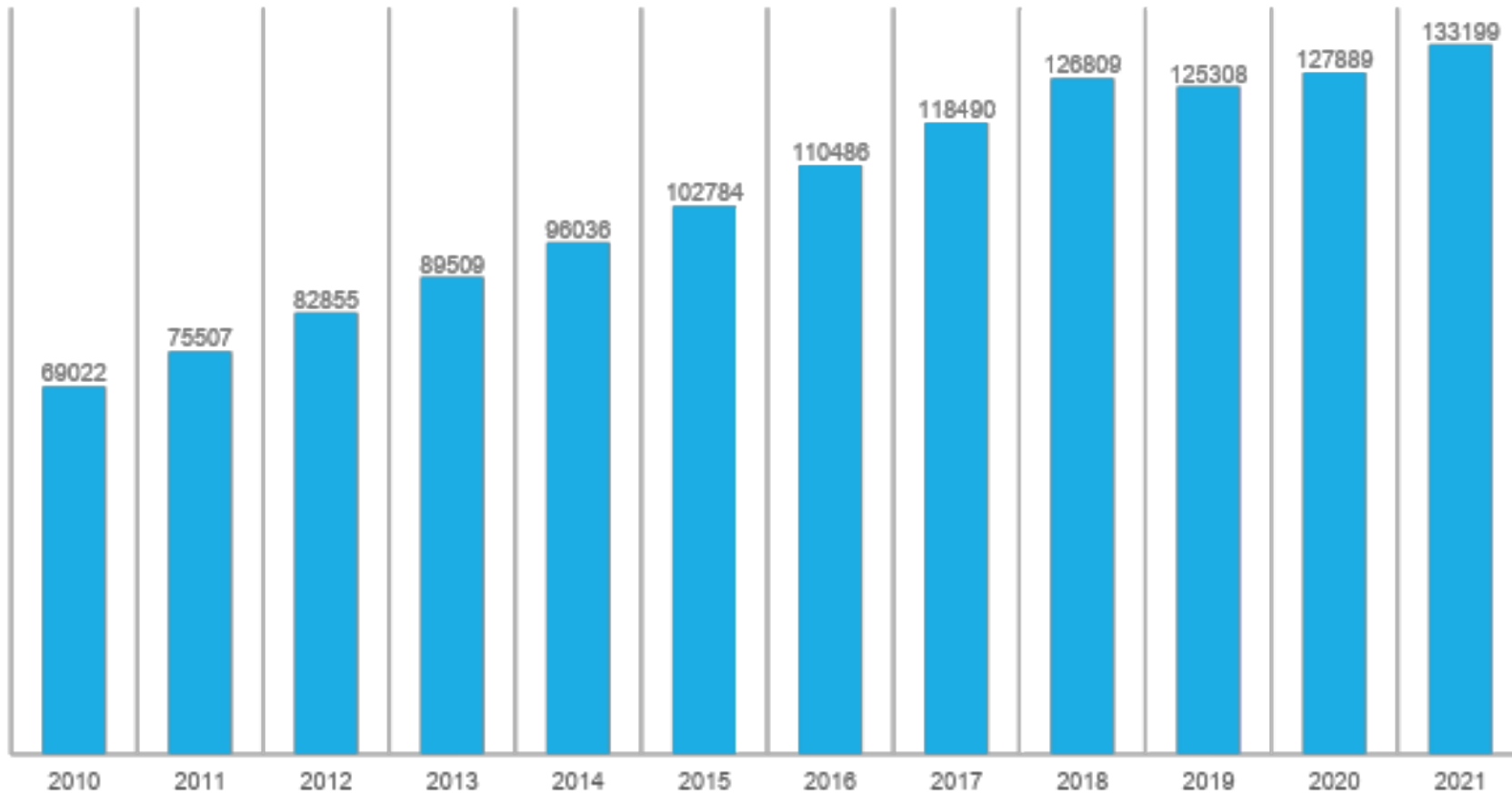
https://docs.google.com/forms/d/e/1FAIpQLScykhBETpjz9DysC2GIQOeNisNwF-ef9n5B1PjzLWzefqrDKQ/viewform?usp=share_link

English Language Learner	Autism (AUT)
LEP	23,388

California Students with Autism

1 IN 44
HAVE AUTISM SPECTRUM DISORDER
CDC
December 2021

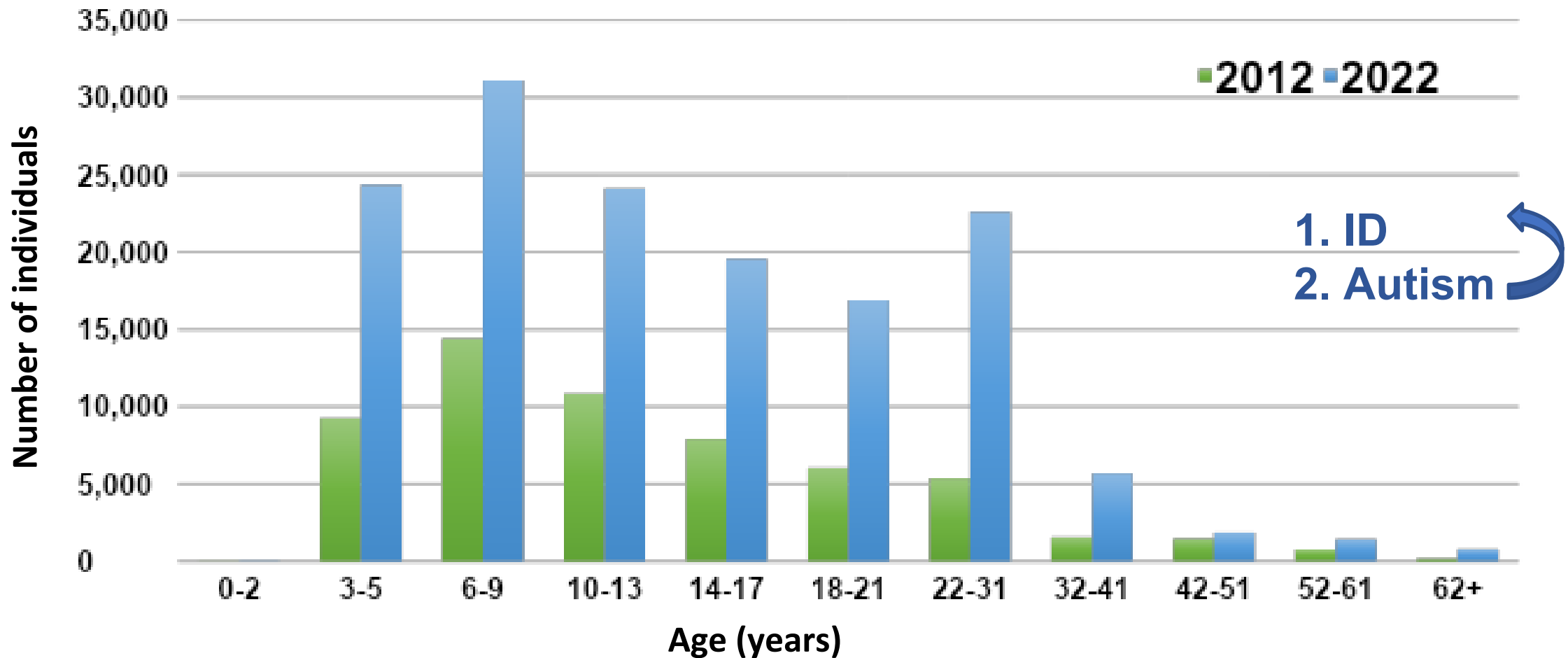
133,199 Students in CA Schools with Autism 2021



**Autism is
16.97%
of
Students with Disabilities
Population
2021**



Individuals with Autism in the CA DDS System Increase





Increase Knowledge
of Autism and EBPs



Improve
Implementation of
Autism EBPs



Improve Interagency
Collaboration and
Coordination



Create an Equipped
Workforce and System
of Support

CAPTAIN's Theory of Action

What:
Use of Evidence
Based Practices

X

How:
Effective Training,
Coaching,
Leadership and
Regional Teams

X

Context:
Creating Systems
within Regions
and LEAs that
Can Support the
Use of EBPs

=

**Better
Outcomes
for Students**



TIERS OF CAPTAIN's SUPPORT

65

Making Implementation Happen. Bridging the Research to Practice Gap.



www.captain.ca.gov

Intensive Support:

Systems Support:
Regional Leads guide districts in developing a multi-year implementation plan for improving services and programs for Autism

EMAIL US:
CAPTAIN@marinschools.org

Targeted Support:

342 CAPTAIN Cadre in CA:
Represent Family Support Agencies; Schools; Regional Ctrs. and Higher Ed to provide information, training, coaching on Autism EBPs

CONTACT YOUR CAPTAIN CADRE:
<https://captain.ca.gov/cadre.html>

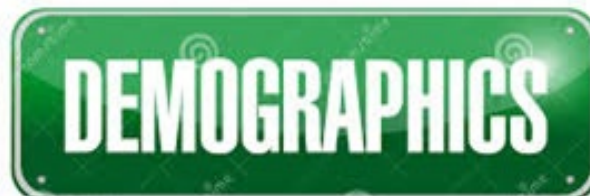
Universal Support:

CAPTAIN Website:
Recorded Presentations, Publications, Infographics, Trainings on Evidence-Based Practices, Family Resources, AFIRM: Free Online E-learning Modules
About Evidence-Based Practices for Autism for Educators, Paraeducators, Service Providers, Parents

WWW.CAPTAIN.CA.GOV



2022-2023 CAPTAIN Cadre



Agency	Total Cadre
SELPA	342
Regional Center	52
Family Support Agency	37
University	9

440 Total Cadre for 2022-2023

1 new University (6 total)

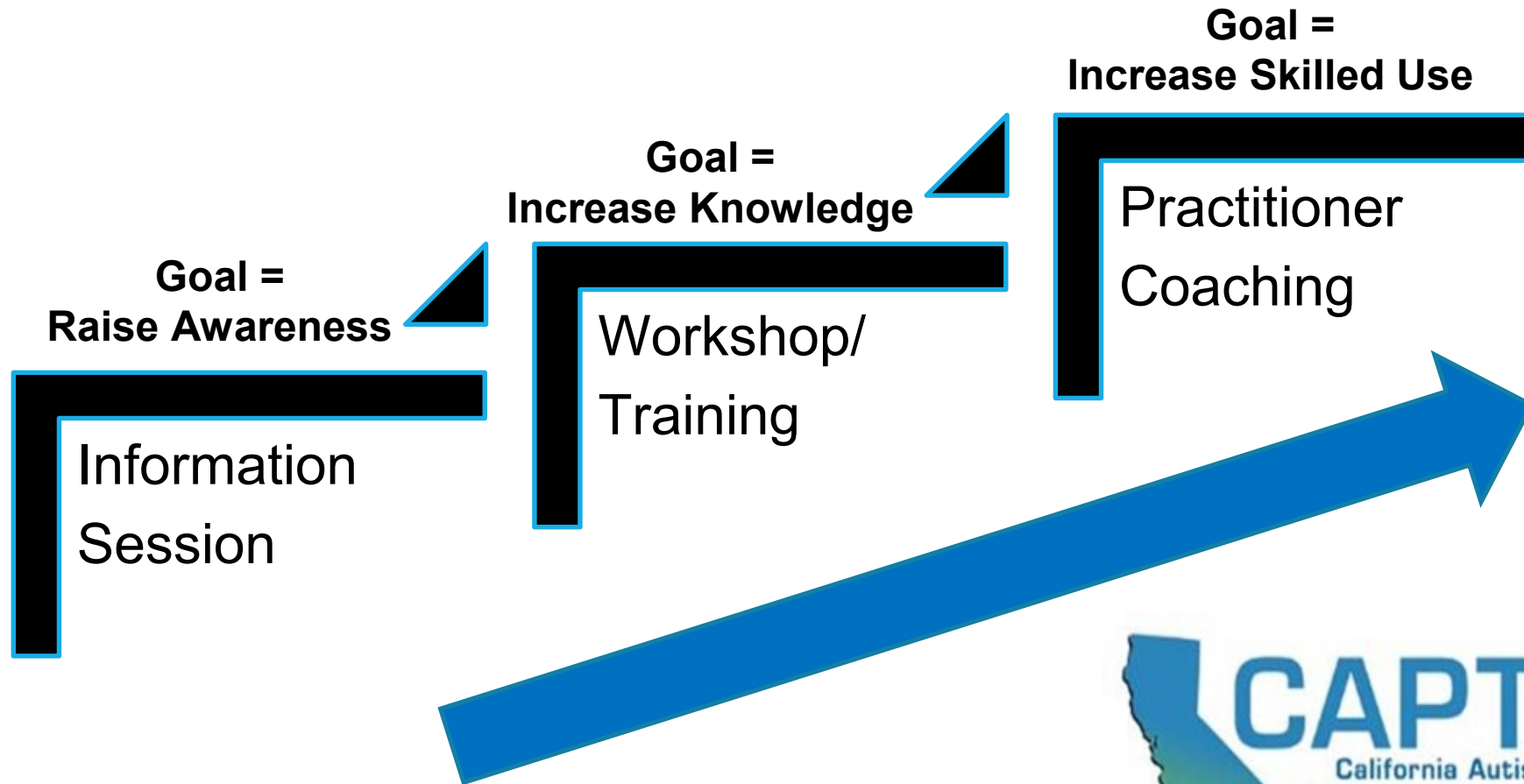
21 Regional Centers

126 SELPAs





24 Family Support Agencies

Are Participating in CAPTAIN!

Levels of Professional Development



JUST KNOWING ABOUT THE EBPs IS NOT ENOUGH.....

Training Outcomes Related to Training Components			
Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
<i>Presentation/ Lecture</i>	10%	5%	0% 
<i>Plus Demonstration in Training</i>	30%	20%	0%
<i>Plus Practice in Training</i>	60%	60%	5%
<i>Plus Coaching/ Admin Support Data Feedback</i>	95% 	95% 	95% 

!

!






Source:

Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Percentage of Cadre Who Met or Exceeded CAPTAIN Requirements



69

Schools Year	Autism & EBP Info Sessions	EBP Workshop Trainings	Coaching	Regional Mtgs	Mtg w/SELPA Admin
21-22	85% 	44% 	43% 	75% 	85% 
20-21	82%	32%	38%	79%	79%
19-20	95%	72%	67%	60%	82%
18-19	93%	72%	76%	51%	82%
17-18	95%	65%	82%	58%	62%
16-17	94%	70%	76%	49%	78%
15-16	76%	55%	74%	47%	---

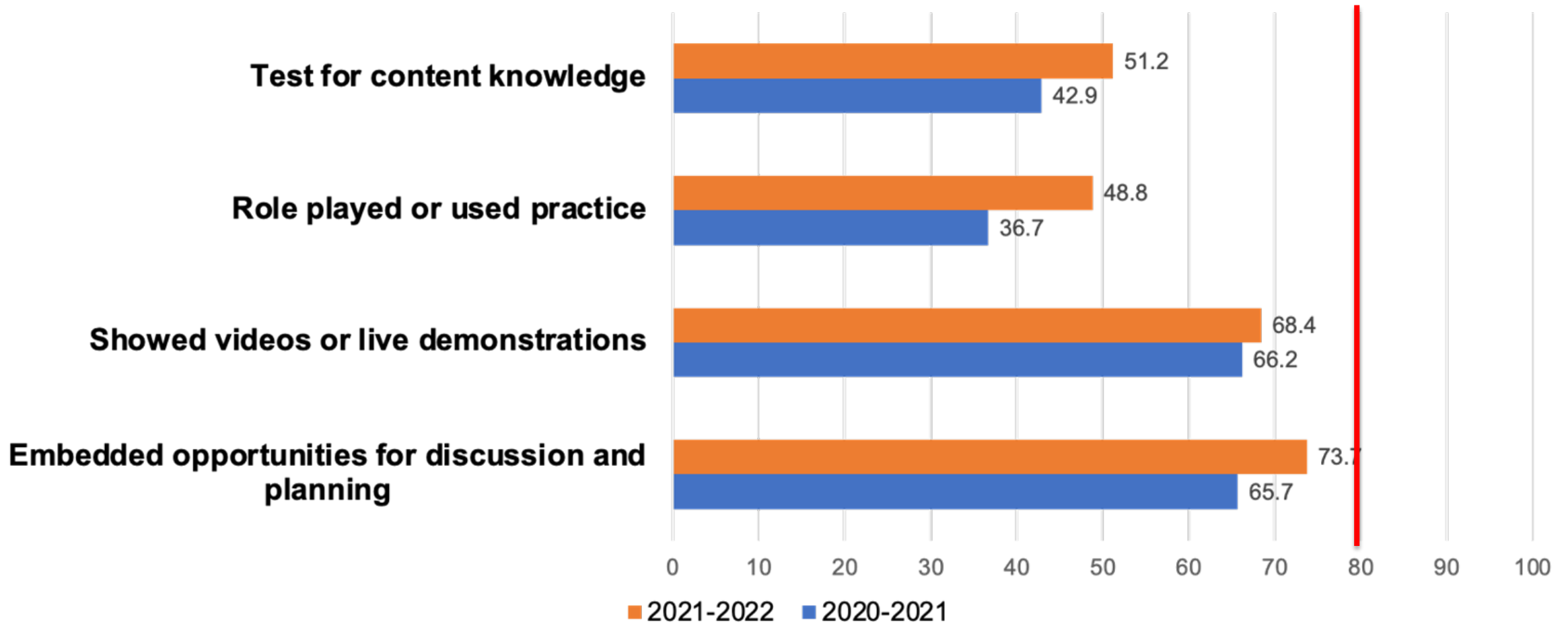


TRAINING IMPACT	TOTAL PEOPLE TRAINED
Special Education Teachers	3336
General Education Teachers	1503
Paraeducators	5969
DIS Providers (SLP, OT, etc.)	1239
Non-public agency/school staff	257
Administrators	529
Parents/Caregivers	1501
Total	14,334

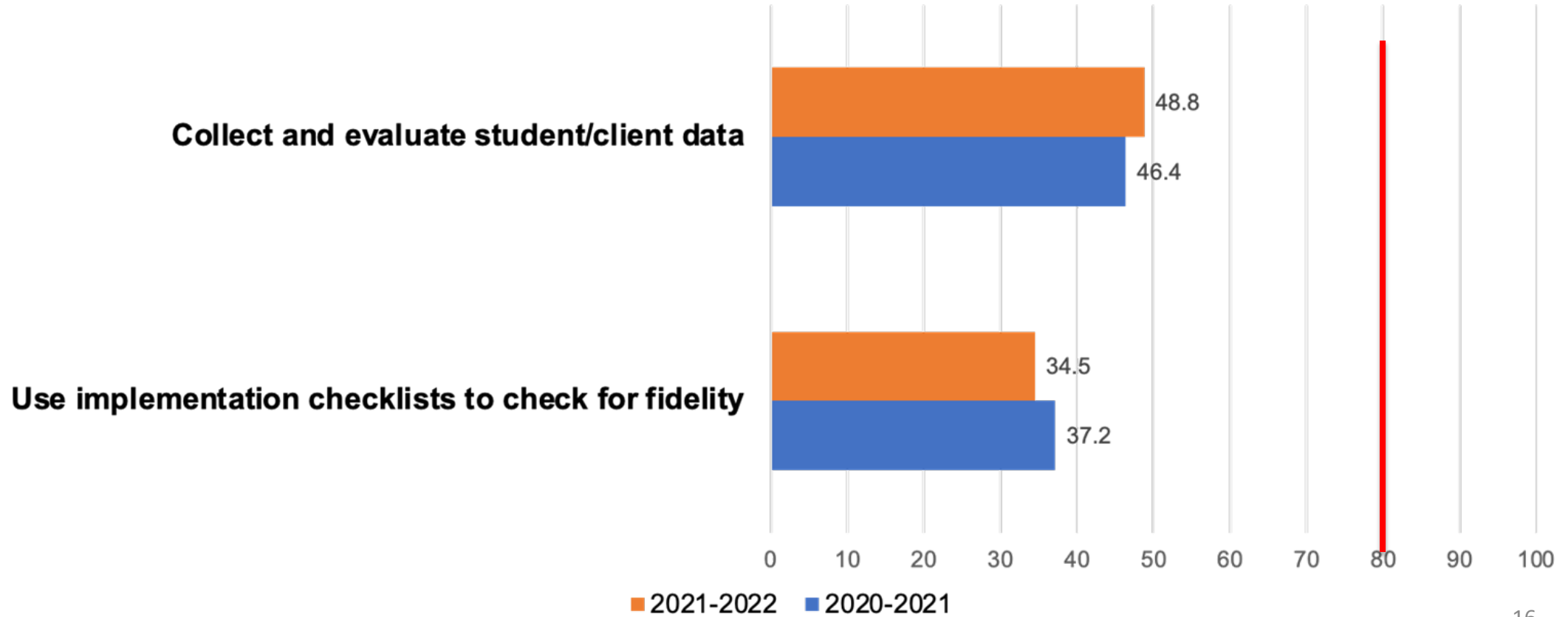
**422 LEAs
Participated in
CAPTAIN Training
Activities**

Use of High-Quality Training Practices

71



Use of High Quality Coaching Practices





**IN-DEPTH SUPPORT AVAILABLE
FOR SCHOOLS CAPTAIN CADRE
AND THEIR MENTORS
TO SUPPORT HIGH QUALITY
TRAINING AND COACHING**

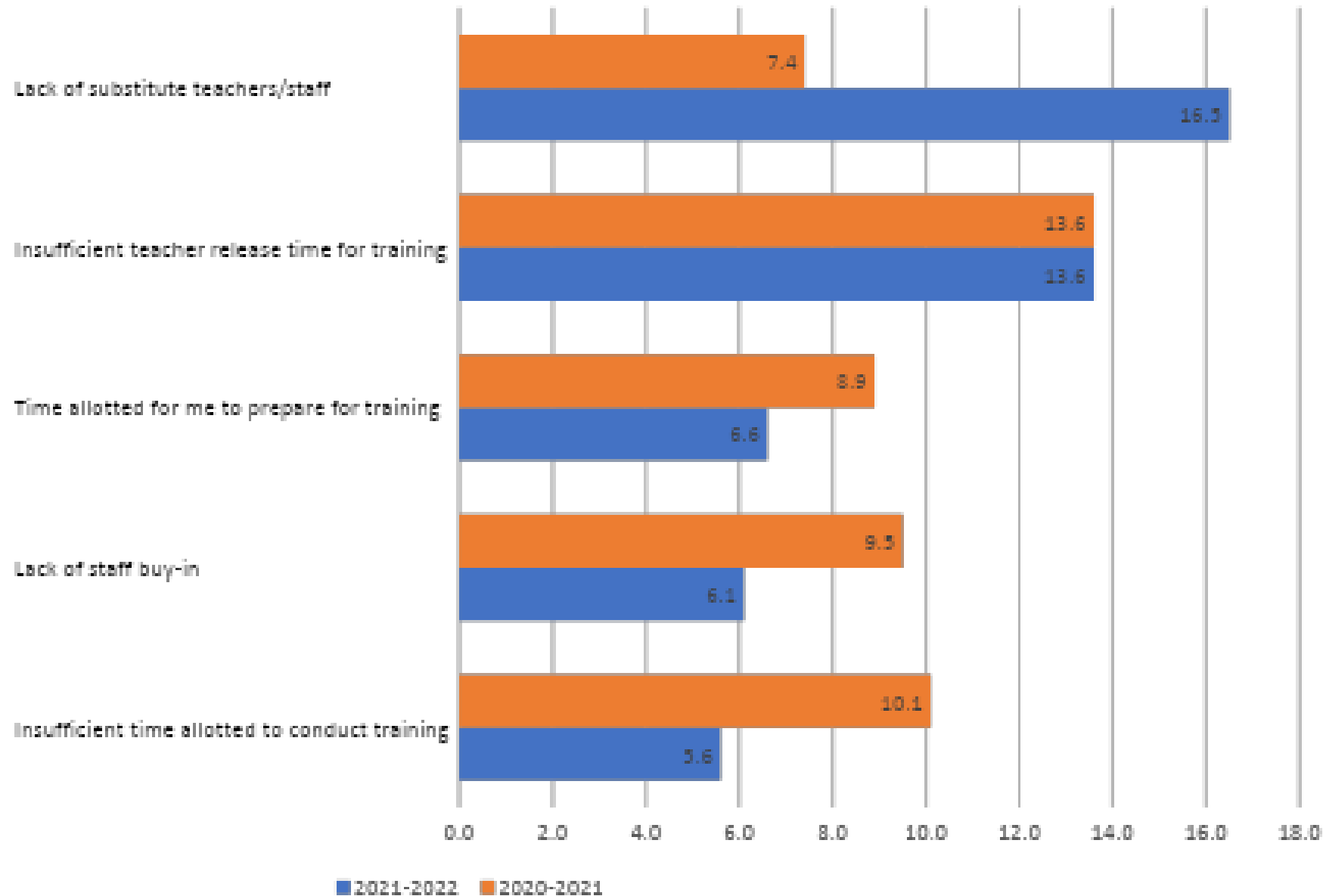


All first year Cadre (and others who request it) are assigned a “Mentor” to support them during their first year

Virtual Event	Intended Audience	Date and Time
PLN: High Quality Trainings	New Schools CAPTAIN Cadre and Mentors	November 30, 2022 3p – 4:30p
PLN: High Quality Coaching and Communication Strategies	New Schools CAPTAIN Cadre and Mentors	January 18, 2023 3p – 4:30p
PLN: Coaching Cycles	New Schools CAPTAIN Cadre and Mentors	March 1, 2023 3p – 4:30p

CAPTAIN Cadre have been sent invitations to register.

Cadre Reported Barriers to Conducting High Quality Training and Coaching



How are training topics related to autism and EBPs being selected?



	N	%
Providers (e.g. teacher/staff) request topics	188	47.6
LEA Leaders request topics	112	28.4
Topics are selected based on Cadre input/opinions	193	48.9
Topics are selected based on SELPA Leadership input/opinions	149	37.7
Topics are selected based on the needs reflected by data and strategic plans (could include LCAP, SELPA improvement plans, compliance and improvement monitoring plan (CIM), etc)	108	27.3
Topics are selected based on suggestions by CAC or Board	58	14.7

Grant Term 2018-2023



- 17 Regional Implementation Leads (RILs) trained in “Active Implementation”
- 20 Certified Training of Trainers for APERS (RILs and CAPTAIN Leaders)
 - 10 Cadre Trained to implement APERS in 21-22
 - 40 Cadre trained to implement APERS in 22-23
- 6 Demonstration Sites (in development)
- CAPTAIN Data System in beta testing phase



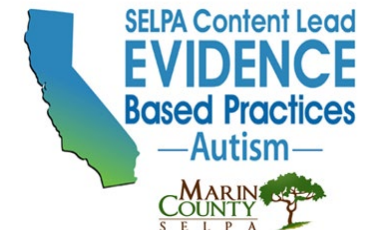
YOUR STATE TEAM

17 SELPA Directors and Regional Implementation Leads

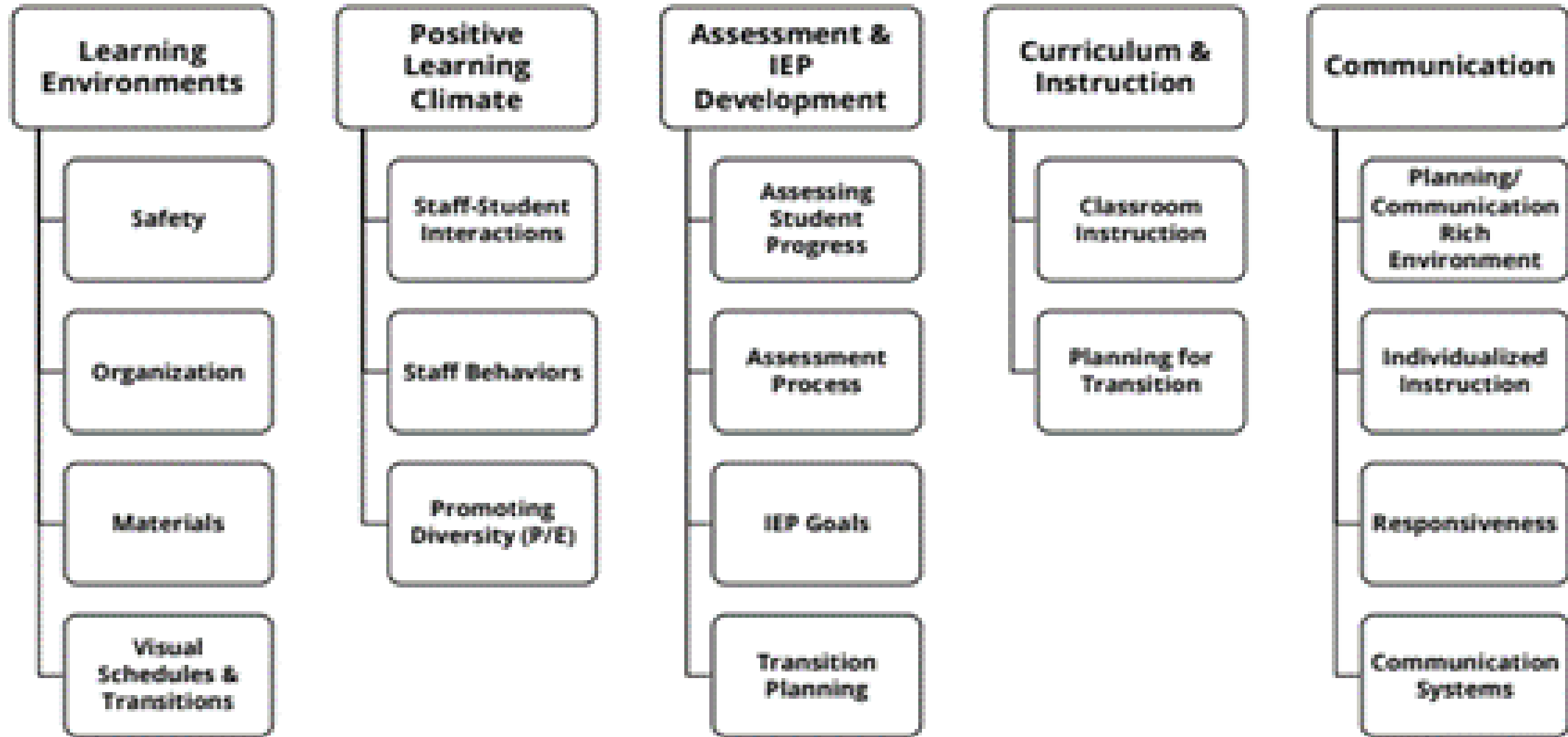
Northern California			
CAPTAIN Region	SELPA	Regional Implementation Lead	SELPA Director
North State CAPTAIN	Humboldt-Del Norte	Jennifer Streeter	Heather Quigley-Cook
North State CAPTAIN	Tehama	Mark Pfaff	Veronica Coates
Capital CAPTAIN	Placer	Laura Blackburn	Troy Tickle
CAPTAINs of the East Bay	North Region	Joan Ralph	Katie Babcock
CAPTAIN 007	Monterey	Patti Bangs	Kenyon Hopkins
CAPTAIN Bridges	Marin	Andrew Weiher	Rebecca Minnich
Central California			
CAPTAIN Region	SELPA	Regional Implementation Lead	SELPA Director
CAPTAIN H.O.O.K.	San Joaquin	Kristi Baysinger	Brandie Brunni
Central Valley CAPTAIN	Fresno USD	Marissa Saldate	Sean Virnig
CAPTAIN Kern	Kern	Rob Hefner	Lee Knotts
Southern California			
CAPTAIN Region	SELPA	Regional Implementation Lead	SELPA Director
CAPTAIN 805	Santa Barbara	Rosy Bucio	Ray Avila
Orange County CAPTAIN	Irvine	Nicola Saltzman	Melanie Hertig
Super 14	Antelope Valley	Monika Gyls	Benay Loftis
CAPTAIN LA	LAUSD	James Koontz	Maribel Luna
CAPTAIN C.L.I.C.	East San Gabriel	Jennifer Wolfe	Scott Turner
CAPTAINs of the New Wave	Long Beach USD	Dennis Sweringson	Rachel Heenan
CAPTAIN X	Desert Mountain	Jennifer Rountree	Pamela Bender
CAPTAIN San Diego	East County San Diego	Robin Ancona	Heather DiFede

17 CAPTAIN REGIONS

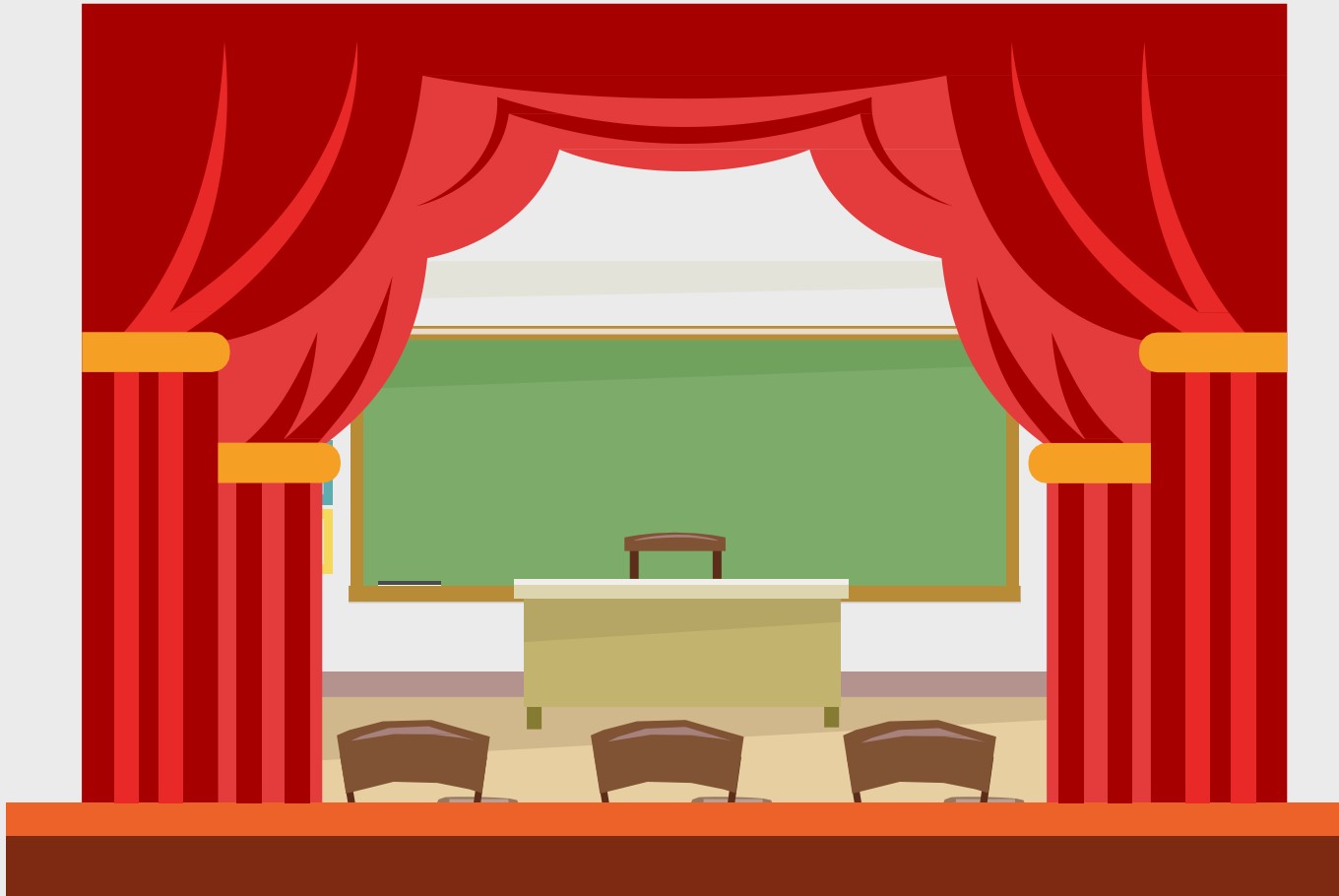
- CAPTAIN 101
- NORTH STATE CAPTAIN
- CAPTAIN BRIDGES
- CAPITAL CAPTAIN
- CAPTAINS OF THE EAST BAY
- CAPTAIN HOOK
- CAPTAIN 007
- CENTRAL VALLEY CAPTAIN
- CAPTAIN 805
- CAPTAIN KERN
- CAPTAIN LA : C.L.I.C.; SUPER 14; NEW WAVE
- ORANGE COUNTY CAPTAIN
- CAPTAIN X
- CAPTAIN SAN DIEGO



APERS Domains (Autism Program Environment Rating Scale)



Demonstration Program



High Quality

A high quality program and services for students with Autism and related needs.

(Goal = 80% or better on all APERS Domains)

Use of EBPs

Effective use of EBPs for Autism.

(Goal = Minimum of three (3) EBPs being implemented consistently and with fidelity across 60% or more of staff for a period of 2-3 years)

All Students Benefit

All students are benefitting.

(Goal = Education benefit is demonstrated for all students using Goal Attainment Scaling method in their identified areas of need)

Sustain and Replicate

Inclusive of all needed infrastructure, systems and supports to implement, sustain and scale across other programs and school sites.

(Goal = 80% or better on all DCA categories and Sustained Use of EBPs and Program Quality for 3 years)

CAPTAIN's Implementation Data System

Program Data

Data relevant to administration of CAPTAIN in an LEA

- Trainers (List of Cadre and Nominating agency)
- Reach of Trainings and Coaching Activities (attendance and participation records)
- Cadre Requirements (data on Cadre related to number of trainings and coaching sessions per year)

Fidelity Data

Data measuring the extent to which the strategy, program, or practice has been implemented as intended

- **Fidelity Checklists for Selected EBPs (Implementers)**
- **Fidelity Checklists for High quality Training (Cadre)**
- **Fidelity Checklists for High Quality Coaching (Cadre)**

Proximal Outcome Data

Results data, measures the impact of the strategy, practice, or program in the short run

- Goal Attainment Scales for Focal Students
- *Program Improvement Scores (APERS) for Targeted Classrooms*
- Training Effectiveness (Pre Post Knowledge of participants)
- Implementation Awards (for Implementers who reach 80% on selected EBPs)

Distal Outcome Data

Results data, measures the impact of the strategy, practice, or program in the long run (Obtained from other CDE Sources)

- **Student Achievement Scores**
- **LRE and NPA Placement Data**
- **Suspension/Expulsion**
- **Graduation Rates**
- **Post School Outcomes**
- **Compliance Monitoring Data**


What Can SELPA Directors Do?

Select - Support - Deploy



- Select Cadre who are able to meet the requirements
- Expect and support high quality training and coaching with fidelity
- Help Cadre select training topics based on data and needs assessments
- Assist Cadre with overcoming barriers
- Deploy the Cadre to the LEAs who express need

SELPA Cadre Check-In Meetings




SELPA Director / CAPTAIN Cadre Check-In Meetings

SELPA:

CAPTAIN Cadre Member Name:

FALL CHECK-IN | DATE:

Please outline the plan for meeting the following CAPTAIN Cadre requirements for the upcoming school year:

- CAPTAIN Cadre member will provide at least one information session for the SELPA on ASD, EBPs for ASD and CAPTAIN

DETAILS: (target audience, date, logistics, etc.):

- CAPTAIN Cadre member will provide 3 high quality trainings/workshops on specific EBPs

DETAILS: (identification of EBPs, target audience(s), logistics, data to be collected such as pre/post knowledge assessment, satisfaction surveys, etc.):

- CAPTAIN Cadre member will provide implementation coaching for 3 teachers/programs within their SELPA using implementation checklists and coaching process ☐
- OR
- CAPTAIN Cadre member will train 3 additional coaches on NPDC-ASD model of training and coaching EBPs for ASD ☐

DETAILS: (how will coaching recipients be selected, frequency of coaching, fidelity data collection and reporting, student outcome data collection, and reporting):

SPRING CHECK-IN | DATE:

Did CAPTAIN Cadre member perform all of the duties and requirements for CAPTAIN during this school year?

Y ☐ / N ☐ Attend CAPTAIN Summit

Y ☐ / N ☐ Complete CAPTAIN Cadre Member Survey

Y ☐ / N ☐ Provide Information Session on ASD/EBP and CAPTAIN

Y ☐ / N ☐ Provide Training/Workshop on 3 EBPs

Y ☐ / N ☐ Provide Coaching to 3 Implementers or 3 New Coaches


Y ☐ / N ☐ Attend Quarterly Regional CAPTAIN Meetings

Y ☐ / N ☐ Meet With SELPA Director to Review Training/Coaching Plans and Report on Progress

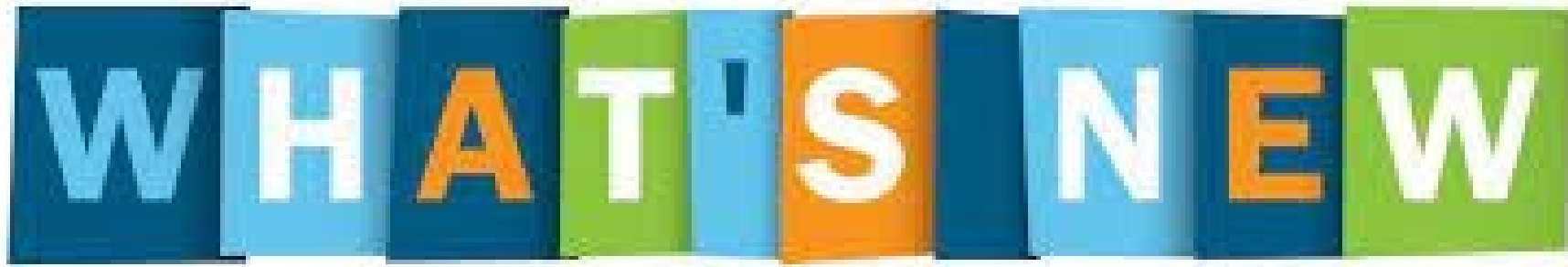
DISCUSSION

What barriers prevented CAPTAIN Cadre from completing the requirements:

**Form available on
CAPTAIN website
www.captain.ca.gov**



LINK: [SELPA Director / CAPTAIN Cadre Check-In Meetings](#)



CAPTAIN SUMMIT 2022

NOV 2-3, 2022 | RIVERSIDE CONV. CTR




449 IN ATTENDANCE

CAPTAIN Summit 2022 Satisfaction Survey

Summit 2022 - Satisfaction Survey 85

Form description

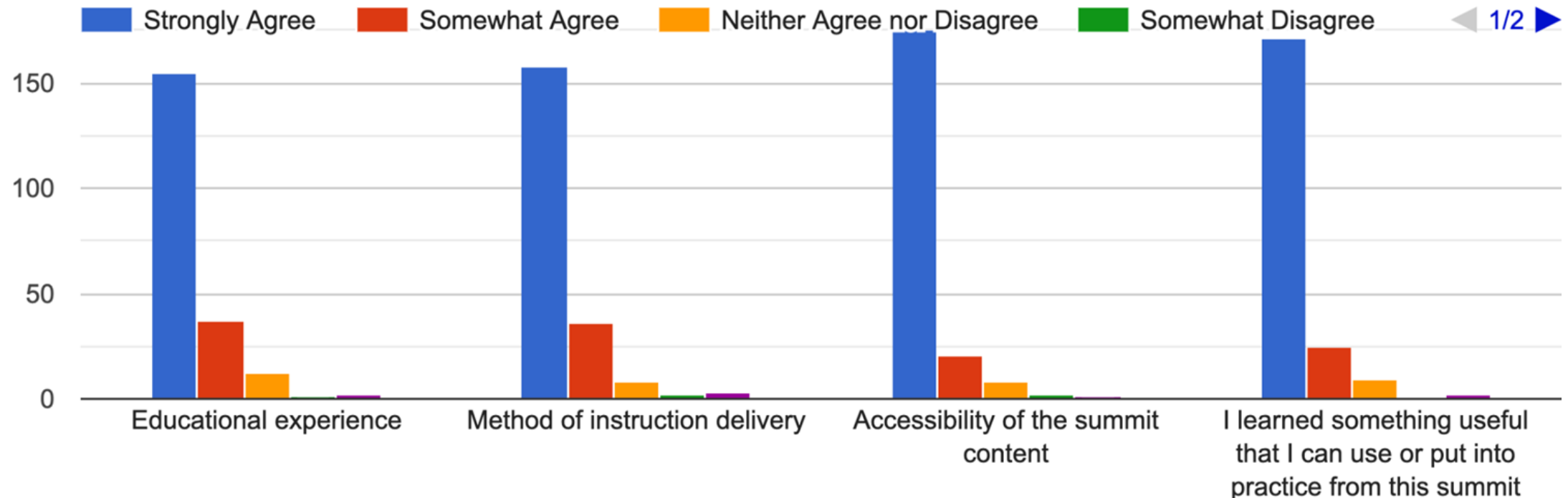
Image title



Your first name: *

Short answer text

Overall, I was satisfied with:





11 years

11 years

SAVE THE DATE

2023 CAPTAIN SUMMIT

October 10-11, 2023 | Sacramento
Sheraton Grand Hotel



Making Implementation Happen. Bridging the Research to Practice Gap

NEW CAPTAIN LOGO and RESPECTFUL LANGUAGE HONORING THE NEURODIVERSITY MOVEMENT



The new CAPTAIN logo:



- Reflects feedback from the autistic community who shared that the puzzle piece could be negatively interpreted by some with autism so we removed the puzzle piece.

- Is inclusive of the neurodiversity perspective and is respectful of identity.

On the front page of the CAPTAIN website it states:

CAPTAIN is dedicated to:

*“Promoting the acceptance, support and quality of life for individuals on the autism spectrum; using appropriate language to be respectful of varied perspectives; and employing the term “person/individual on the autism spectrum” rather than Autism Spectrum **Disorder**”*

- We encourage you to read the article, *First Do No Harm: Suggestions Regarding Respectful Autism Language*, linked on the front page of the CAPTAIN website.

www.captain.ca.gov

NEW AFIRM MODULE



Autism Focused Intervention
Resources & Modules



Autism Focused Intervention
Resources & Modules

Login | Sign Up

AFIRM Modules Timely Toolkits Earn CE Credits Selecting EBPs

AA A

Selecting an Evidence-Based Practice

Selecting an Evidence-Based Practice

EBP

With a number of potential evidence-based practices to choose from, it is important to follow a process to select the most appropriate practice for your learner. This module describes the process for selecting an evidence-based practice to use with autistic learners.

What Will I Learn?

The AFIRM model guides the learner through:

- The evidence-based practice selection process.
- Activity based scenarios that promote real-world application.

The Selecting an Evidence-Based Practice module will take approximately 1 to 2 hours to complete.

ACKNOWLEDGEMENTS

IEP TO EBP TOOL
Select an Evidence-Based Practice

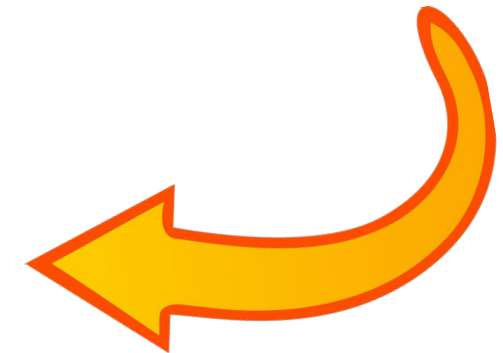
AFIRM UNC FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

BEGIN

Behavior Support Plans (BSPs) and Autism EBPs



- Gathered 135+ BSPs for students with autism (in partnership with PENT)
- Created a “code book” of definitions
- Coding team independently reviews and codes BSPs
- Use outcome data to determine:
 - The most commonly recommended EBPs within BSPs
 - The average amount of EBPs indicated in a BSP
- Potential impacts:
 - Consider feasibility of implementing plans with many EBPs
 - Offering proactive/preventative trainings on EBPs most commonly recommended



The CARE Project:

Adaptation of EBP Training Resources for Transition and Adult Service Providers

CARE Project

CAPTAIN Adult Resources Evaluation Project

WORKFORCE

50,000 individuals with autism turn 18 every year, placing an increasing demand on disability service systems. Challenges faced by these systems:

- Lack of well-trained and supervised workforce
- Insufficient use of evidence-based practices



NEED

Tailored training resources for adult service providers

PURPOSE OF CARE

- Address the growing need to support those working with autistic adults
- The CARE project adapted the NPDC training resources and piloted the program in community care facilities.



SUPPORT PROVIDED

- Visual supports start-up kit
- Didactic training on evidence-based practices
- Client goal development and monitoring
- Weekly coaching sessions



By the end of the 5 week program
92% of client goals were met or exceeded

AGENCY OUTCOMES

- Increases in knowledge of evidence-based practices
- Improvement in program quality
- High engagement in training
- High satisfaction with training

CLIENT GOALS TARGETTED

Self-help skills
Social skills
Leisure activities



FOR MORE INFORMATION VISIT:

- Free Online Learning Modules at:
- CAPTAIN: <https://www.captain.ca.gov/rccresources.html>
- Questions? Email: captain@marinschools.org



LEA Requests for Assistance



CAPTAIN's Response Process

- ☐ Receiving requests for autism student/program support from LEAs, SIP, CDE, etc.
- ☐ Meeting with CAPTAIN State Coordinator (Ann or Patty), SELPA, LEA and Cadre
- ☐ APERS to assess overall program quality indicators
- ☐ Training and coaching plan developed related to identified need



New RFA: Potential Changes for 2023 - 2028



www.captain.ca.gov

Intensive Support:

Implementation
Specialists
Provide TA to LEAs in
Need of Systems Level
Support

NOTE:
Implementation
Specialists for TA
would be staff
positions

Targeted Support:

CAPTAIN Cadre Provide
Training and Coaching on
Autism EBPs to Providers
within their SELPA/County

Universal Support:

CAPTAIN Website, Social Media, Webinar and Conference
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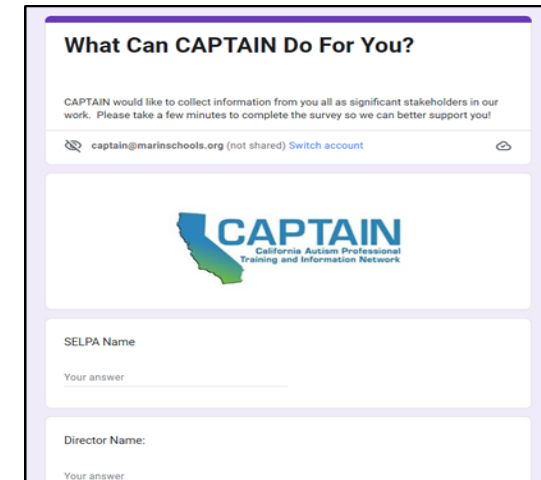
96

What can CAPTAIN do for you?

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LINK TO SURVEY:



The screenshot shows a Google Forms interface titled "What Can CAPTAIN Do For You?". The form includes a description of the survey's purpose, a user email address (captain@marlinschools.org), the CAPTAIN logo, and two text input fields labeled "SELPA Name" and "Director Name".

https://docs.google.com/forms/d/e/1FAIpQLScykhBETpjz9DysC2GIQOeNisNwF-ef9n5B1PjzLWzefqrDKQ/viewform?usp=share_link



Why Do This Work?

“Children and families cannot benefit from evidence-based practices that they do not get to experience.”

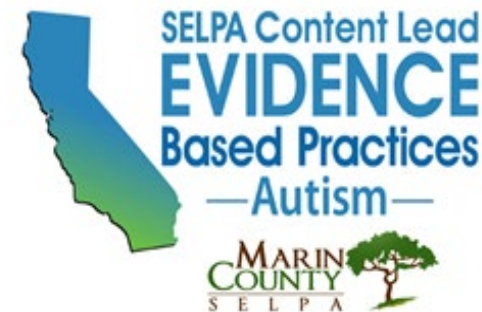
Dean Fixsen, Co-Director



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Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

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

MINUTES OF NOVEMBER 7, 2022, REGULAR MEETING

Due to the COVID-19 Crisis this meeting was held via Zoom

12:00 p.m.

Via ZOOM – Meeting ID: 848 6142 6358

Pursuant to SBCSELPA Resolution 22-23-09

***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 **12:01 p.m.** via Zoom (**Meeting ID: 848 6142 6358**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk (**arrived late, noted in agenda minutes**)

Holly Edds

Antonio Garcia (**arrived late, noted in agenda minutes**)

Anne Hubbard, Chairperson

Randal Haggard, Vice-Chairperson

Emilio Handall

Hilda Maldonado

Susan Salcido

Members Absent: None

Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board, and other SBCSELPA staff:

Lindsay MacDonald, SBCSELPA Office Manager

Jennifer Connolly, SBCSELPA Coordinator

Rachel Wigle, SBCSELPA Chief Business Official

Brian Helt, SBCSELPA Executive Assistant

Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO

Claudia Echavarria, Director of Special Education, SYVSEC

Meghan Davy, Manager, Alpha Resource Center

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Ray Avila began by welcoming our regular meeting attendees that are not on the Board or from SBCSELPA. Ray also introduced and welcomed Meghan Davy of the Alpha Resource Center who will be doing a presentation today. There were no other guests in attendance at the meeting.

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

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

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

Ray Avila began by sharing at last month's JPA meeting we saw a request for call out for mental health programs at SBCSELPA. Ray has since worked with the STATE SELPA Association on an article that has since been published. This article was published in the ACSA newsletter, which included a shoutout to the SBCSELPA mental health initiative. A link to this article has been provided to the members via the Padlet resources. The Board was satisfied; there were no questions or comments.

II. **PUBLIC COMMENTS**

There were no public comments.

**Antonio Garcia joined the meeting.*

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: Holly Edds **Second:** Randy Haggard

Vote: 7 – 0 The motion passed with JPA Board Members Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

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

A. **Minutes of October 3, 2022 Regular Meeting**

B. **Ratification of Payment of Claims:** 01-710059 - 01-710076, 01-7710879 – 01-710896, 01-711803 – 01-711814, 01-712951 – 01-712965, 01 – 713965 – 01-713981, 01-714968 – 01-714985.

C. **2022-23 Nonpublic School (NPS) Individual Service Agreements (ISAs)**

1. Individual Service Agreement: Lava Heights Academy

D. **Eide Bailly 2022 Planning and Engagement Letters**

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

Motion to Approve: Susan Salcido **Second:** Holly Edds

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

Vote: 7 – 0 The motion passed with JPA Board Members Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

**Amy Alzina joined the meeting.*

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

VI. PRESENTATIONS

A. Alpha Family Empowerment Center Presentation

Presenter: Meghan Davy, Manager, Alpha Resource Center

Meghan Davy introduced herself, she is the manager of the newly established Alpha Resource Family Empowerment Center, which provides information to families of young adults with disabilities as well as training. The center assists parents in understanding student needs pertinent to education and development. It also actively communicates with providers, as well as serves as a resource in IEPs. The Center also provides Alternative Dispute Resolution and supports positive relationships between parents and school partners.

In 2001, Family Empowerment Centers were established across twelve regions. 2006 observed the addition of two more FECS. Finally, in 2022, the Santa Barbara Alpha Resource Center was awarded FEC status.

Alpha Resource Center in Santa Barbara was established in the 1950s and provides lifespan support services for individuals with disabilities. The general focus of Alpha Resource Center is student-centered. This mission manifests in the forms of offering trainings and information for parents across various contexts of Special Education to better empower parents. It also works towards building relationships, facilitating improved communication, defusing high conflict situations, and more.

Upcoming events to be held by Alpha Resource Center include IEP Basics and Parent Rights on November 15, as well as IEP Chalk Talk Series, Inclusion Training, Transition to Adulthood, Future Planning, and Community Resources.

Anne Hubbard asked if there was a single page, bilingual brochure or pamphlet that can be provided to parents to refer them to Alpha Resource. Meghan mentioned that there is no current document that exists for this purpose, but rather a multitude of materials. She added that these materials could potentially be boiled down to a user-friendly document for the purpose of sharing with parents. Meghan will work on putting something together to share with the JPA Board to provide to their Districts.

Hilda Maldonado asked if family engagement liaisons at the district office could connect with Alpha Resource Center to disseminate information covered in the presentation out to families. Meghan said that yes, a collaborative effort would be more than welcomed. Hilda also asked if the sessions provided would be in both English and Spanish at the time of the training, or if they would be translated after the training was held. Meghan indicated that each training will be offered in both languages, Spanish being offered first, and English being offered afterwards. The board was satisfied; there were no further questions or comments.

Links Shared –

- <https://alphasb.org/>
- Padlet – <https://padlet.com/alphafrc/welcome>

B. Regional Program Presentation

Presenters: Ray Avila, SBCSELPA Executive Director, & Rachel Wigle, SBCSELPA CBO

Ray Avila introduced this item, reminding the Board that this presentation comes at the Board's request from last month's meeting and it's around the various regional programs, and various operators that operate the programs around Santa Barbara County. Ray shared that Rachel Wigle, SBCSELPA CBO, will be joining him in sharing this presentation with a concise PowerPoint she prepared to share with the group.

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

VI. **PRESENTATIONS** *(continued)*

Rachel began by reviewing what this presentation contains, specifically it will review who operates the program; what the programs are; who pays for the program; and who will be affected by a request for a change in a program. Rachel shared a list of who the Regional Program Operators and the Programs, with SBCEO being the largest district operator across the County. Rachel further shared that the costs of regional programs are shared by districts of residence for students receiving services in the same regional service program by the same operator. Lastly, Rachel shared that included on the padlet is a list of the 22-23 Regional Program Classes, that identifies the operator, service offered, staff, location, and FTE information.

Randall Haggard asked a programmatic question regarding the continuum of services districts must offer to students throughout the County, and for clarification of how regional and non-regional program statuses affect district operations. Ray responded that the continuum is something the county is obligated to supply County wide with SELPA support. Support from regional programs allows districts to refer a student into any program in that region. Non-regional programs are proprietary to the district itself and is not beholden to accept referrals from other districts, although this is not strictly forbidden in and of itself. It was noted that regional program needs were historically low, which then has established a trend of non-regional programs with high impact. Additionally, it was also noted that if a student with disability that is otherwise served by a regional/non-regional program, enrolls in a district without a non-regional program, that it puts a greater demand on the regional programs.

When a request to change to a regional program is made, the LEAs that it affects depends on which regional operator is bringing the request, and which regional program the request is for. Finally, the last inquiry to determine the above is if the LEA has any students in that program provided by the operator. If the answer is yes, the LEA would be directly affected by the change. If not, then the LEA would only be affected if the students enrolled in the program later.

Ray highlighted the population that is currently served by our GROW programs because that has been the most challenging one currently, we have more non-regional classrooms that serve that population, and they are packed and with the limited space it doesn't allow for a referral to a non-regional class. The SBCSELPA is constantly working with all the LEAs to try and emphasize the need and the hope that we can eventually have more regional programs. Most recently Lompoc created regional programs to serve the needs of this population and we so appreciate that. The next population that we will need to look at and hone in on is our dear and hard of hearing (DHH) population, which is a unique population with their needs.

Lastly Rachel reviewed the final slide of the presentation which looks at which LEA is going to be affected by requested change to a Regional Program. Ray had an afterthought and commented that 3 years ago we created an Ad Hoc Committee to specifically look at incentives to encourage our LEAs to regional program operators. In terms of funding that would go their credit if they were a regional host to support administrative work, extra FTE support for service providers, paraprofessionals and so forth. Those incentives are still there, they are still embedded in our Local Plan and we do share those when we do have discussions with LEAs when we discuss them possibly becoming regional providers. Rachel adds in that there is also an incentive of what SELPA will contribute to legal costs that is not available to non-regional programs.

Anne Hubbard asked if north county districts are facing similar challenges with placement of students in therapeutic programs. Ray responded by referring to Santa Maria Bonita's regional program which is unable to make placements at this time and how they are struggling and so they are working to come up with a solution. The board was satisfied; there were no further questions or comments.

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. SBCEO Regional Program Operator Request for Funding of Additional Support Staff for Ontiveros Elementary School, Severe Profound, Pre-K Autism (LEAP) for the 2022-2023 School Year

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO regional program request for funding of additional paraprofessional support time for Ontiveros Elementary School for the 2022-2023 school year as presented.

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

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

B. Santa Barbara County Education Office (SBCEO) Request from Preschool Expansion of the Lompoc Preschool SDC class for the 2022-2023 School Year

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO request for Preschool Expansion of Lompoc Preschool SDC class for the 2022-2023 school year as presented.

Motion to Approve: Holly Edds **Second:** Emilio Handall

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

Ray Avila introduced this item, sharing that the next 3 action items are for preschool expansion. He turned it over to Kirsten Escobedo, SBCEO Assistant Superintendent of Special Education, who review the item. Hilda Maldonado asked if SBUSD would know if the impacting factors would be detected by the districts. Kirsten informed Hilda that SBCEO attend meetings between district staff and Tri Counties Regional Center, and that staff in the district would most likely have information pertinent to this topic. Ray did mention that the SBUSD program is non-regional, and the SBUSD board would be the agency to approve expansion, as JPA would only approve regional program expansion. The board was satisfied; there were no further questions or comments.

C. Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion of the Santa Maria/Orcutt Preschool SDC class for the 2022-2023 School Year

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO request for Preschool Expansion of the Santa Maria/Orcutt Preschool SDC class for the 2022-2023 school year as presented.

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

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

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

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

D. **Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion of the Santa Ynez Valley Preschool SDC class for the 2022-2023 School Year**

1. SBCEO School Request

Recommendation: The JPA Board approve the SBCEO request for Preschool Expansion of the Santa Ynez Valley Preschool SDC class for the 2022-2023 school year as presented.

Motion to Approve: Holly Edds **Second:** Hilda Maldonado

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

VIII. **ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION**

A. **Announcement of New SBCSELPA Staff Member, Tania Nunez, SBCSELPA WRAP Bilingual Youth Support Specialist (YSS)**

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

B. **Santa Barbara Countywide Special Education Instructional Assistant/Paraprofessional Training**

1. Instructional Assistant/Paraprofessional Training Options
2. Instructional Assistant/Paraprofessional Training Flyer

Jennifer Connolly, SBCSELPA Coordinator, shared a new five-day, 4-6 hour a day training series for paraprofessionals. Staff internal to the SBCSELPA, Rosy Bucio, Phil Pandac, Alison Lindsey, and Jennifer Connolly will be conducting the training series. Topics include Supporting Students Unique Behaviors, Documents and Tracking Student Behavior, Mental Health, and Staff Wellness, and finally a five-day training with CPI. The trainings will most likely be held in a combination of in-person and virtual modality. The trainings are currently in development and are anticipated to be available to the districts within the next several months, potentially rolling out in the summer. This training series was developed in response to a previous request from the JPA Board members. The Board was satisfied; there were no questions or comments.

C. **SBCSELPA Procedural Handbook Revisions**

1. Section 12, Alternative Dispute Resolution (marked-up version)
2. Section 12, Alternative Dispute Resolution (finalized updated version)

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

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

VIII. ITEMS SCHEDULED INFORMATION AND DICUSSION *(continued)*

D. SBCSELPA Professional Development

1. SBCSELPA 22-23 Professional Development Offerings Booklet (Updated October 2022)
2. Alpha Resource Center Flyer for Family Empowerment Center Upcoming Training Events

Ray Avila reviewed this item and shared that the SELPA recently hosted Jan Tomsy for Hot Topics in SPED. Jennifer Connolly, SBCSELPA Coordinator, added that Jan has been a long-time collaborative partner with the SBCSELPA. Highlights from the training included guidance and legislation regarding compensatory education services and AB 181, Alternative Diploma. Other topics covered by Jan were the extended school year, because ESY has a minimum time frame of twenty days, however, Independence Day reduces this volume to nineteen days. Similarly, the newly added Juneteenth functions in the same manner, further reducing ESY volume. Lastly, Jan provided information on Prior Written Notice, as well as Dyslexia. The recording of this training can be accessed via the district access page of the SBCSELPA website. The Board was satisfied; there were no questions or comments.

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

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

F. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

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

VIII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

It was requested that Ray and Rachel provide developed information in regard to low incidence funds and local plan language per previous discussions surrounding low incidence. There were no additional requests for future agenda items.

Next Scheduled JPA Board Meeting:

Date: December 5, 2022

Time: 12:00 p.m.

Location: Jonata School Library, Buellton

IX. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM

There were no public comments.

X. CLOSED SESSION: The JPA Board adjourned to Closed Session at 1:15 p.m.

A. Confidential Nonpublic School (NPS) Student Updates

XI. RECONVENE TO PUBLIC SESSION: Anne Hubbard called the meeting back into Public Session at 1:21 p.m. The Board took no action.

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

XII. **ADJOURNMENT**

The meeting was adjourned at 1:21 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

Checks Dated 10/26/2022 through 11/16/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-715792	11/01/2022	Lindsey, Alison	01-5200		103.28
01-715793	11/01/2022	ACSA	01-5300		123.62
01-715794	11/01/2022	Cassandra Silvola	01-4310		158.37
01-715795	11/01/2022	Devereux Florida	01-5890		16,275.00
01-715796	11/01/2022	Frontier	01-5910		257.15
01-715797	11/01/2022	Mack's Canvas & Awning	01-5860		5,182.99
01-715798	11/01/2022	Rachel Bidinost	01-5200		951.88
01-715799	11/01/2022	Santa Barbara Charter School	01-7281		3,986.64
01-715800	11/01/2022	Stephanie Guertin	01-5200		217.29
01-715801	11/01/2022	VISA	01-4300	727.71	
			01-5200	977.33	
			01-5800	203.80	1,908.84
01-716726	11/08/2022	Connolly, Jennifer	01-5200		884.06
01-716727	11/08/2022	Facio-Leon, Natalie	01-5200		571.25
01-716728	11/08/2022	Foote, Lisa A	01-5200		420.00
01-716729	11/08/2022	Barbara Katic	01-5200		645.13
01-716730	11/08/2022	Big Green Cleaning Company	01-5860		1,825.00
01-716731	11/08/2022	Christina Teich	01-4310		31.17
01-716732	11/08/2022	Frontier	01-5910		168.46
01-716733	11/08/2022	Goleta Union School District	01-5860		13,350.37
01-716734	11/08/2022	Guadalupe Union School Dist.	01-7281		34,998.91
01-716735	11/08/2022	Lava Heights Academy	01-5890		3,282.00
01-716736	11/08/2022	Monica Santana	01-4310		12.63
01-716737	11/08/2022	Sage Communications, Inc.	01-5910		1,484.59
01-716738	11/08/2022	Stephanie Guertin	01-5200		811.56
01-716739	11/08/2022	Tania Nunez De La Torre	01-5200		603.75
01-716740	11/08/2022	Verizon Wireless	01-5910		245.03
01-716741	11/08/2022	X Tech Laser Printing Inc.	01-5860		439.29
01-717631	11/15/2022	Avila, Ray S	01-5200		1,697.57
01-717632	11/15/2022	ALD Telecom	01-5910		62.82
01-717633	11/15/2022	CalPERS Financial Reporting	01-3202		3,995.33
01-717634	11/15/2022	County Education Office	01-4300		8.33
01-717635	11/15/2022	Crisis Prevention Institute	01-5800		5,550.00
01-717636	11/15/2022	Crystal Ramos	01-5800		522.00
01-717637	11/15/2022	Frontier	01-5910		22.11
01-717638	11/15/2022	Hope School District	01-7281		698.00
01-717639	11/15/2022	Linguabee	01-5860		3,888.75
01-717640	11/15/2022	School Services of California	01-5800		2,200.00
01-717641	11/15/2022	VISA	01-4300	350.16	
			01-4400	2,185.99	
			01-5200	567.79	
			01-5800	30.00	
			01-5860	108.33	
			01-5910	907.17	4,149.44
01-717642	11/15/2022	West Shield Adolescent Service	01-5890		5,605.80
Total Number of Checks			38		117,338.41

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 10/26/2022 through 11/16/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
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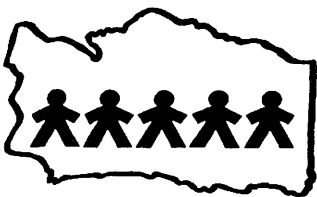
Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	38	117,338.41
	Total Number of Checks	38	117,338.41
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		117,338.41

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

ESCAPE ONLINE

Page 2 of 2



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2022-2023 Nonpublic School (NPS) Individual Service Agreement (ISA)

BACKGROUND:

- The following ISA for services provided to an NPS student currently in placement reflect the rates negotiated in the JPA Board approved **2022-2023** Nonsectarian, Nonpublic School/Agency Master Contract.

<i>Nonpublic School</i>	<i>Case Number</i>	<i>100% Contract Cost</i>	<i>Effective Dates</i>
Devereux Advanced Behavioral Health	NPS 2022-23-73	\$147,585.10	11/28/2022 – 06/30/2023
Total		\$147,585.10	

FISCAL IMPACT: The contracted cost for this SBCSELPA NPS placement for 2022-2023 is \$147,585.10.

RECOMMENDATION: The JPA Board approve the above 2022-2023 NPS ISA as presented.

RA:lm

EXHIBIT B: 2022-2023 ISA**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**

(Education Code Sections 56365 et seq.)

This agreement is effective on November 28, 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, 2023, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Santa Barbara County Special Education Local Plan Area Nonpublic School: Devereux Advanced Behavioral Health

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

Pupil Name ██████████ **NPS 2022-23-73** ██████████ L Sex: ☐ M ☒ F Grade: 7
(Last) (First) (M.I.)

Address ██████████ Street City Santa Maria State/Zip CA 93454

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

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

Address ██████████ [Mailing Address] City Santa Maria State/Zip CA 93456
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: 112 during the regular school year
18 during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: during the regular school year
 during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: \$210.34

Estimated Number of Days 130 **x Daily Rate** \$210.34 **= PROJECTED BASIC EDUCATION COSTS** \$27,344.20

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				
Basic Education Program/SPED Instruction		X		Education Day	\$210.34	130	\$27,344.20
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)		X		Indicated in IEP	*	*	*Included in Related Services Rate.
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Residential Room and Board		X		Daily	\$299.26	215	\$64,340.90
Mental Health Services		X		Daily	\$260 (max)	215	\$55,900
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \$120,240.90

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ 147,585.10

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON June 6, 2022

6. Progress Reporting Requirements: _____ Quarterly _____ Monthly X 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-

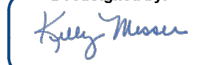
Devereux Advanced Behavioral HealthSanta Barbara County SELPA

(Name of Nonpublic School/Agency)

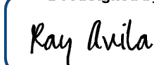
(Name of LEA/SELPA)

DocuSigned by:

DocuSigned by:



11/14/22



11/14/22

(Signature)

(Signature)

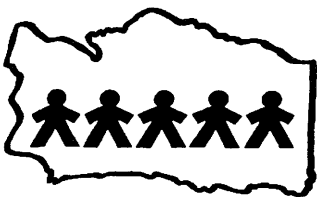
(Date)

(Date)

Kelly Messer, Director of FinanceDr. Ray Avila, Executive Director

(Name and Title)

(Name of Superintendent or Authorized Designee)



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

Date: December 5, 2022
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: 2022-2023 Nonpublic Agency (NPA) Master Contract Rates

BACKGROUND:

The attached Exhibit A Rate sheet for the following nonpublic agency (NPA) contractor is an attachment to the NPA master contract for the 2022-2023 school year and is being presented for JPA Board approval:

- Youth Care of Utah, Inc.

FISCAL IMPACT: There are no costs to 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 2022-2023 NPA Master Contract rate sheet for contractor services as presented.

RA:lm

EXHIBIT A: 2022-2023 RATES

REF: V-D.1

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Youth Care of Utah, Inc.

The CONTRACTOR CDS NUMBER: 77-76422-6131262

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:14

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate: _____

2) Inclusive Education Program

(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Basic Education</u>	<u>\$202.00</u>	<u>Per Diem</u>
<u>Room, Board, Supervision</u>	<u>\$300.00</u>	<u>Per Day</u>
<u>Mental Health Services</u>	<u>\$142.00</u>	<u>Per Day</u>

Return completed form to: School Business Advisory Services



GOVERNING BOARD MEETING SCHEDULE

Today's date: 12 / 05 / 2022

District: Santa Barbara County SELPA (SBCSELPA)

Completed by: Lindsay MacDonald

Title: SBCSELPA Office Manager

BOARD MEETING LOCATION

Site Name: Virtual via Zoom,

Room Name/No.: Via Zoom

Address: N/A - Virtual Meetings

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

Day(s): 1st Monday of Each Month

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

PLEASE NOTE ANY MEETING EXCEPTIONS:

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

Alternate times: Special Meeting - January 8, 2023 - Virtual

Alternate locations: Jonata Middle School Library or SBCSELPA Office



**Return completed original "wet" ink signature form to:
School Business Advisory Services**

GOVERNING BOARD MEMBER ORGANIZATION

DISTRICT: Santa Barbara County Special Education Local Plan Area (SBCSELPA)

Name: <u>Dr. Anne Hubbard, Hope School District</u>	Title: Board President
Address: <u>3970 La Colina Road, Santa Barbara, CA</u>	Zip: <u>93110</u>
Phone No.: <u>(805) 682-2564</u> Year term expires: <u>6/30/23</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Dr. Randal Haggard, Buellton Union School District</u>	Title: Vice President
Address: <u>301 Second Street, Buellton, CA</u>	Zip: <u>93427</u>
Phone No.: <u>(805) 686-2767</u> Year term expires: <u>6/30/24</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Dr. Amy Alzina, Cold Spring School District</u>	Title: Clerk
Address: <u>2243 Sycamore Canyon Road, Santa Barbara, CA</u>	Zip: <u>93108</u>
Phone No.: <u>(805) 969-2678</u> Year term expires: <u>6/30/23</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Dr. Hilda Maldonado, Santa Barbara Unified School District</u>	Title: Board Member
Address: <u>720 Santa Barbara St., Santa Barbara, CA</u>	Zip: <u>93101</u>
Phone No.: <u>(805) 928-1783</u> Year term expires: <u>6/30/24</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Mr. Antonio Garcia, Santa Maria Joint Union High School District</u>	Title: Board Member
Address: <u>2560 Skyway Drive, Santa Maria, CA</u>	Zip: <u>93455</u>
Phone No.: <u>(805) 922-4573</u> Year term expires: <u>6/30/24</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Dr. Holly Edds, Orcutt Union School District</u>	Title: Board Member
Address: <u>500 Dyer Street, Orcutt, CA</u>	Zip: <u>93455</u>
Phone No.: <u>(805) 938-8900</u> Year term expires: <u>6/30/24</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Dr. Emilio Handall, Guadalupe Union School District</u>	Title: Board Member
Address: <u>4465 Ninth St., P.O. Box 788, Guadalupe, CA</u>	Zip: <u>93434</u>
Phone No.: <u>(805) 343-2114</u> Year term expires: <u>6/30/23</u>	Trustee area # (if applicable) <u> </u>

Name: <u>Dr. Susan Salcido, SBCEO Superintendent of Schools</u>	Title: Board Member
Address: <u>4400 Cathedral Oaks Road, P.O. Box 6307, Santa Barbara, CA</u>	Zip: <u>93110</u>
Phone No.: <u>(805) 964-4711</u> Year term expires: <u>No Expiration</u>	Trustee area # (if applicable) <u> </u>

The below named individual is the Secretary to the Board.

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

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

Board President's Signature: _____ Date: 12 / 05 / 2022

Return completed form to: School Business Advisory Services



SCHOOL BOARD REPRESENTATIVE TO THE COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION

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

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

Today's date: 12/05/22

District: Santa Barbara County SELPA (SBCSELPA)

Completed by: Lindsay MacDonald

Title: SBCSELPA Office Manager

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

Home Address: _____

E-mail address: ahubbard@hopeschooldistrict.org

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

Home Address: _____

E-mail address: rhaggard@buelltonusd.org



Return completed original “wet” ink signature form to:
School Business Advisory Services

GOVERNING BOARD AUTHORIZED SIGNATURE FORM

Today's date: 12/05/22 Number of Board Members: 8
 District: Santa Barbara County SELPA (SBCSELPA)
 Completed by: Lindsay MacDonald
 Title: SBCSELPA Office Manager

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

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

ATTACHMENT D
(Page 1 of 2)



Return completed original "wet" ink signature form to:
School Business Advisory Services

GOVERNING BOARD AUTHORIZED SIGNATURE FORM

Today's date: 12/05/2022 Number of Board Members: 8
 District: Santa Barbara County SELPA (SBCSELPA)
 Completed by: Lindsay MacDonald
 Title: SBCSELPA Office Manager

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

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

ATTACHMENT D (CONTINUED)
(Page 2 of 2)

Return completed original "wet" ink signature form to:
School Business Advisory Services



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

DISTRICT: Santa Barbara County Special Education Local Plan Area (SBCSELPA)

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

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

Superintendent's Signature: _____ Date: 12 / 05 / 2022

Return completed original "wet" ink signature form to:
School Business Advisory Services



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

DISTRICT: Santa Barbara County Special Education Local Plan Area (SBCSELPA)

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

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

Board President Signature: _____ Date: 12 / 05 / 2022

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

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

Return completed original “wet” ink signature form to:
School Business Advisory Services

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

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

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

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

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

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

Rachel Wigle, SBCSELPA Chief Business Official

Authorized District Employee/Officer

Ray Avila, SBCSELPA Executive Director

Authorized District Employee/Officer

Authorized District Employee/Officer

Authorized District Employee/Officer

Passed and adopted this 5th day of December, 2022 by the following vote:

Ayes:

Noes:

Absent:

Abstain:

Board President’s Signature: _____ Date: 12 / 05 / 2022

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

Presentation to JPA Board

First Interim Report for Fiscal Year 2022-23

12-5-22

By Rachel Wigle
SBCSELPA Chief Business Official



Schedule of SELPA Budgets Reviews

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

Budget Reviews throughout the year are as follows:

- ❖ June — 22-23 Adopted Budget
- ❖ September — 21-22 Unaudited Actuals & Ending Fund Balance Allocation
- ❖ December — 22-23 First Interim Budget
- ❖ March — 22-23 Second Interim Budget
- ❖ May/June — Next year's 23-24 Adopted Budget (includes 22-23 Estimated Actuals)



First Interim — What is it?

First Interim is the mid-year budget test.

- ❑ Pursuant to ED Code (sections 41023 and 42131), the governing board of the JPA reviews the current projections and certifies whether or not the SELPA will meet its financial obligations for the current year and subsequent two years.
- ❑ Positive Certification — The SELPA **will** meet its financial obligations.
- ❑ Qualified Certification — SELPA **may not** meet its financial obligations.
- ❑ Negative Certification — SELPA **will be unable to** meet its financial obligations.

SELPA is reporting a **positive certification**. 😊



22-23 First Interim

What is in it?	What has changed?
<p>Changes from Adopted Budget and Unaudited Actuals:</p> <ul style="list-style-type: none"> • Beginning Balances • Revenues • Expenditures (More below) 	<p>Reverted to PLAN A (from Plan B)</p> <p>Beginning Balances</p> <ul style="list-style-type: none"> • Adjusted based on Unaudited Actuals • Changes for Anticipated Audit Adjustments to Unaudited Actuals*
<p>Updated Multi-Year Projections (MYP) for two subsequent years</p>	<p>Revenues</p> <ul style="list-style-type: none"> • 22-23 Budget Act and 21-22 P-2 ADA
<p>New Expenditures based on:</p> <ul style="list-style-type: none"> • 21-22 Ending Fund Balance Designations • New expenses approved by the board since adopted 	<p>Expenditures</p> <ul style="list-style-type: none"> • Ending Fund Balance Designations • Added Mental Health Specialist • WRAP Contract adjustment Salary & Benefit Increases for MYP, and savings for vacancy in 22-23 • Plan B to Plan A - increased NPS Pool



Board Approved FY21-22 Ending Fund Balance items added to FY22-23 Budget at First Interim

SBCSELPA Ending Fund Balance Designations

For the Fiscal Year Ended June 30, 2022

Total 2021-22 SBCSELPA Ending Fund Balance **\$ 4,091,907**

Non-Mental Health **\$ 2,439,888**

Designated Ending Fund Balance:

Special Ed: Alt. Dispute Resolution	177,686
Regional Program Facilities Deferred Maintenance	75,000
Potential MTU Site Replacement (Lompoc area)	250,000
Low Incidence equipment, materials, services funding carryover	227,372
LEA/District legal fees carryover balance from 2009-10	99,672
SELPA-Wide Staff Development Carryover--recommended to use to make most PD's free to LEAs	31,449
CPI-SELPA-Wide Staff Development for 21-22 recert for CPI trainers	3,677
SELPA Legal Reserve	325,000
MAA Funding for SELPA	41,119
SIPE Rebate for SELPA	35,246
Economic Uncertainty - Cash Reserve	150,000
Legal Fee Allocation for LEAs	300,000
Allocate & Distribute to LEAs	723,666

Subtotal \$ 2,439,888

Mental Health - Allocate to LEAs **\$ 1,652,020**



FY 22-23 First Interim Compared to Adopted Budget

			22-23	22-23	Change from Prior	Explanations and Notes
			Plan B Adopted Budget	Plan A First Interim		
Beginning Balance			3,533,525	4,091,908	558,383	
Revenue:						
Fund 01	Federal Revenue	8100-8299	33,360	802,401	769,041	Carryover Federal Grants/Adjustment for Federal Grant GANs received; ADR
	State Revenue	8300-8599	5,105,994	5,708,185	602,191	Increase in State Funding for Plan A
	Local Revenue	8600-8799	528,745	420,253	(108,492)	Shifted \$160,000 SB-PIC Intern to State Revenue (Plan A); Increase in UCSB Contract
	s/total Revenue Fund 01		5,668,099	6,930,839	1,262,740	
Fund 10	Federal Revenue	8100-8299	13,670,137	17,808,674	4,138,537	Increases for Carryover Federal Grant Funding
	State Revenue	8300-8599	36,498,101	39,583,047	3,084,946	Revenue increases based on 22-23 Revenue Act & Advanced Apportionment
	Local Revenue	8600-8799				
	s/total Revenue Fund 10		50,168,238	-	(50,168,238)	
Expenditures:						
Fund 01	Certificated	1000-1999	357,889	357,889	-	
	Classified	2000-2999	730,583	822,035	91,452	Added MH Specialist Position \$84,882; \$5000 RIL Stipend; \$1570 Clinical Psychologist
	Benefits	3000-3999	389,470	428,080	38,610	\$10,230 Retiree Benefits + Benefits for above increases
	Books & Supplies	4000-4999	198,710	198,710		
	Services & Other	5000-5999	2,126,033	4,103,763	1,977,730	Restored NPA Pool +\$1,310,000; UCSB Contract +\$50,722; \$50,000 Deferred Maintenance; \$400,000 Legal
	Capital outlay	6000-6999	-	-		
	Other Outgo	7000-7399	1,774,674	4,299,075	2,524,401	Increases to Low Incidence and Out of Home Care Funding, and 21-22 EFB distributions
	s/total Expenditures Fund 01		5,577,359	10,209,552	4,632,193	
Fund 10	Transfer for Fed & State Expenditures		50,168,238	57,391,721	7,223,483	
Ending Balance June 30			3,624,265	813,195	(2,811,070)	Ending Fund Balance distributions
Reserves:						
	Regional Deferred Maintenance reserve		50,000	-		Included in Expenses above.
	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		
	MAA Reserve		20,882	31,619		
	Set aside for Economic Contingencies		150,000	155,000		
	SELPA-Wide Staff Development Carryover					
	s/total Designated		781,128	796,865	-	
	Unassigned		2,843,137	16,330	(2,826,807)	

Multi-Year Projection

► Revenue:

- Federal funding flat, no cola, removed 1x ADR in 22-23
- AB602 projected to increase 5.38% in 23-24 & 4.02% in 24-25
- Fluctuation in funding for CPI Training (every 2 years) (decrease in 22-23, increase in 23-24)
- 1x Grant revenue/expenditures excluded from 23-24 & 24-25

► Expenses:

- No Salary and step-column increases (not negotiated)
- 5% increase to benefits each year up to employee CAP
- Increased cost of supplies & applicable services according to Consumer Price Index



FY 22-23 First Interim with Multi-Year Projection

130

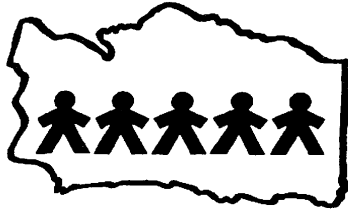
			FY 20-21				FY 21-22				FY 22-23			
			Adopted Budget	First Interim	Second Interim	Unaudited Actuals	Adopted Budget	First Interim	Second Interim	Unaudited Actuals	Adopted Budget "B"	First Interim	Multi-Year Projection 23-24 24-25	
Beginning Balance			2,807,444	4,006,240	4,006,240	4,006,240	2,747,052	4,353,741	4,353,741	4,353,741	3,533,525	4,091,908	813,195	835,280
Revenue:														
Fund 01	Federal Revenue	8100-8299	773,807	779,603	779,603	782,997	862,683	877,284	877,284	863,656	33,360	802,401	802,401	802,401
	State Revenue	8300-8599	2,204,841	2,021,191	2,021,191	2,120,168	2,063,763	5,865,417	5,985,406	5,300,003	5,105,994	5,708,185	5,992,999	6,177,758
	Local Revenue	8600-8799	3,050,678	3,479,355	3,853,328	3,861,258	3,948,143	527,466	632,101	641,599	528,745	420,253	420,253	420,253
	s/total Revenue Fund 01		6,029,326	6,280,149	6,654,122	6,764,423	6,874,589	7,270,167	7,494,791	6,805,258	5,668,099	6,930,839	7,215,653	7,400,412
Fund 10	Federal Revenue	8100-8299				20,560,705	13,054,980	19,770,017	23,085,085	21,725,587	13,670,137	17,808,674	13,670,137	13,670,137
	State Revenue	8300-8599				30,385,632	28,458,328	37,636,139	38,698,860	35,704,299	36,498,101	39,583,047	34,484,639	36,157,947
	Local Revenue	8600-8799								1,910				
	s/total Revenue Fund 10					50,946,337	41,513,308	57,406,156	61,783,945	57,429,886	50,168,238	57,391,721	48,154,776	49,828,084
Expenditures:														
	Certificated	1000-1999	341,128	341,128	341,128	341,128	344,058	354,352	354,352	354,353	357,889	357,889	357,889	357,889
	Classified	2000-2999	725,126	732,282	739,168	757,468	737,539	806,599	776,663	781,346	731,906	822,035	832,038	840,936
	Benefits	3000-3999	368,968	366,149	366,861	373,762	372,194	375,012	394,133	398,018	389,470	428,080	430,836	433,623
	Books & Supplies	4000-4999	283,614	174,589	174,589	94,697	190,353	228,771	228,771	39,351	198,710	198,710	200,225	201,052
	Services & Other	5000-5999	3,246,017	3,681,561	3,681,561	1,635,597	3,403,360	4,167,122	4,259,460	1,798,215	2,124,710	4,103,763	3,359,829	3,357,615
	Capital outlay	6000-6999	3,500	3,500	3,500	-	5,390	18,760	18,760	-	-	-	-	-
	Other Outgo	7000-7399	960,115	3,892,407	4,257,337	3,214,271	1,682,903	4,625,295	4,849,152	3,695,809	1,774,674	4,299,075	2,012,752	2,083,117
	s/total Expenditures Fund 01		5,928,468	9,191,615	9,564,144	6,416,923	6,735,797	10,575,911	10,881,291	7,067,091	5,577,359	10,209,552	7,193,568	7,274,231
Fund 10	Transfer for Fed & State Expenditures					50,946,337	41,513,308	57,406,156	61,783,945	57,431,796	50,168,238	57,391,721	48,154,776	49,828,084
Ending Balance June 30			2,908,302	1,094,774	1,096,218	4,353,741	2,885,844	1,047,997	967,241	4,091,908	3,624,265	813,195	835,280	961,461
Designated from Fund Balance:														
Board Approved Reserves:														
	Regional Deferred Maintenance reserve		50,000	50,000	50,000	75,000	50,000	50,000	50,000	75,000	50,000	-		
	MTU Site Improvement Fund Reserve		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
	SIPE Rebate		37,246	37,246	37,246	35,246	37,246	35,246	35,246	35,246	35,246	35,246	35,246	35,246
	MAA Reserve										20,882	31,619	20,000	10,000
	5% Set aside for Economic Contingencies		106,534	123,256	123,557	150,000	105,648	150,000	150,000	150,000	150,000	155,000	155,000	155,000
	Non-MH EFB Reserve			100,000	98,503	100,000		100,000	100,000					
	MH EFB Reserve			100,000	100,000	100,000		100,000	100,000					
						20-21 EFB Board Approved increases 21-22 First Interim:				21-22 EFB Board Approved increases 22-23 First Interim:				
	Low Incidence Carryover					1,106,195								
	MAA Carryover					31,138								
	LEA Legal fees carryover					118,990								
	LEA Legal fees					300,000								
	SELPA-Wide Staff Development Carryover					16,952								
	SIRAS carryover to pay for SEIS													
	Non-MH EFB to districts					387,404					723,666			
	MH EFB carryover to districts					1,339,553					1,652,020			
	CPI carryover to reduce costs in 21-22			23,219	23,219	18,263	23,219	-			3,677			
	Sped Alternative Dispute Resolution										177,686			
	total designated		768,780	985,502	984,306	4,353,741	767,894	1,010,246	1,010,246	4,091,908	831,128	796,865	785,246	775,246
	Unassigned		2,139,522	109,272	111,912	0	2,117,950	37,751	(43,005)	0	2,793,137	16,330	50,034	186,215



QUESTIONS? COMMENTS?

Thank you!





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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Certification of First Period Interim Report for the Fiscal Year 2022-2023

BACKGROUND:

The proposed first interim budget for 2022-2023 includes the following information:

➤ **Revenue Accounts**

- **8100-8299** – Federal Preschool Staff Development, Preschool Regionalized Services, ADRE, and Federal Mental Health Funding, Federal Local Assistance Entitlements
- **8300-8599** – AB 602 Funding, State Mental Health Funding, STRS On-Behalf
- **8600-8799** - Interest and District payments for services provided
- 6.56% COLA, 2.48% in 22-23, 3.11% in 23-24.

➤ **Expenditure Accounts**

- 1% COLA was applied to Certificated and/or Classified salaries in 22-23; 0% in 22-23 and 23-24 for the multi-year projections. Step and Column was applied where appropriate.
- 5% was applied to health and welfare benefits for the multi-year projections based on prior history of increases in this area.
- Consumer Price Index (CPI) was applied to the two subsequent years for applicable supplies
- One-time increases from 2021-22 ending fund balances were made in the 4000s & 5000s in 2022-23 budget to be spent in full with no carryover except as may be designated by the board from 2022-23 ending fund balances:
 - \$399,672 – District Legal Carryover and Allocation
 - \$40,949 – PD, MAA Carryover
 - \$53,456 – Alternative Dispute Resolution

- One-time increases from 2021-22 ending fund balances were made in the 7000's in 2022-2023 budget to be spent in full with no carryover in subsequent years:
 - \$ 227,372 – Low Incidence Allocation to LEAs
 - \$ 723,666 – Non-MH Allocation to LEAs
 - \$165,2020 – MH Allocation to LEAs
- Changes to budget to shift from Plan B to Plan A
 - \$1,300,000 NPS Pool Increased
 - Moved MH expenses from AB602 to Mental Health

➤ **Fund Balance**

- The Ending Fund Balance for 2022-2023 and two subsequent years show the SBCSELPA meeting the required 5% minimum reserve for Economic Uncertainties. The SBCSELPA 5% Economic Uncertainties calculation is based on expenditures in the SBCSELPA budget excluding mental health expenditures and 7000 transfers as these funds do not have a requirement for economic uncertainties.
- Ending Fund Balance Components:

▪ 5% Economic Uncertainties:	\$ 155,000
▪ MTU Site improvement (prior to reduction):	\$ 250,000
▪ SELPA Legal Reserve:	\$ 325,000
▪ SIPE Reserve	\$ 35,246
▪ MAA Reserve	\$ 31,619

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

- Salaries and Benefits – First Interim expenditures include prior year carryover items such as \$723,666 paid to districts for Non-Mental Health Special Education and \$1,652,020 for Mental Health, \$399,672 in district legal allocation and other carryovers. Recognition of JPA Board approved one-time expenses cause the current year total expenditures to increase. This also makes the percentage of salaries/benefits to be different than the two subsequent years that do not include carryovers.
- Revenues & Expenditures – First Interim increases for Educational Related Mental Health Services. Additional Expenditures for one-time allocated ending fund balances.
- Deficit Spending – Recognition of prior year carryover items (as referenced above) for expenditures causes the SELPA to appear to be deficit spending. These items were all identified in the Unaudited Actuals report as part of the ending fund balance to be budgeted at First Interim for expenditure.
- Reserves – The SELPA does meet its reserve requirement for the current and two subsequent years. The SACS software does not allow for use of funds in Resource 6500, Special Education, to be used to meet this requirement. SELPA AB602 funding is all accounted for in Reserve 6500 and is therefore used to meet reserve requirements.

RECOMMENDATION: The JPA Board certify the First Period Interim Report for the Fiscal Year 2022-23 as presented.

RA:rw

Santa Barbara County SELPA
FY 22-23 First Interim Budget Compared to FY 22-23 Adopted Budget

			22-23	22-23	Change from Prior	Explanations and Notes
			Plan B Adopted Budget	Plan A First Interim		
Beginning Balance			3,533,525	4,091,908	558,383	
Revenue:						
Fund 01	Federal Revenue	8100-8299	33,360	802,401	769,041	Carryover Federal Grants/Adjustment for Federal Grant GANs received; ADR
	State Revenue	8300-8599	5,105,994	5,708,185	602,191	Increase in State Funding for Plan A
	Local Revenue	8600-8799	528,745	420,253	(108,492)	Shifted \$160,000 SB-PIC Intern to State Revenue (Plan A); Increase in UCSB Contract
	s/total Revenue Fund 01		5,668,099	6,930,839	1,262,740	
Fund 10	Federal Revenue	8100-8299	13,670,137	17,808,674	4,138,537	Increases for Carryover Federal Grant Funding
	State Revenue	8300-8599	36,498,101	39,583,047	3,084,946	Revenue increases based on 22-23 Revenue Act & Advanced Apportionment
	Local Revenue	8600-8799				
	s/total Revenue Fund 10		50,168,238	-	(50,168,238)	
Expenditures:						
Fund 01	Certificated	1000-1999	357,889	357,889	-	
	Classified	2000-2999	730,583	822,035	91,452	Added MH Specialist Position \$84,882; \$5000 RIL Stipend; \$1570 Clinical Psychologist
	Benefits	3000-3999	389,470	428,080	38,610	\$10,230 Retiree Benefits + Benefits for above increases
	Books & Supplies	4000-4999	198,710	198,710		
	Services & Other	5000-5999	2,126,033	4,103,763	1,977,730	Restored NPA Pool +\$1,310,000; UCSB Contract +\$50,722; \$50,000 Deferred Maintenance; \$400,000 Legal
	Capital outlay	6000-6999	-	-		
	Other Outgo	7000-7399	1,774,674	4,299,075	2,524,401	Increases to Low Incidence and Out of Home Care Funding, and 21-22 EFB distributions
	s/total Expenditures Fund 01		5,577,359	10,209,552	4,632,193	
Fund 10	Transfer for Fed & State Expenditures		50,168,238	57,391,721	7,223,483	
Ending Balance June 30			3,624,265	813,195	(2,811,070)	Ending Fund Balance distributions
Reserves:						
	Regional Deferred Maintenance reserve		50,000	-		Included in Expenses above.
	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		
	MAA Reserve		20,882	31,619		
	Set aside for Economic Contingencies		150,000	155,000		
	SELPA-Wide Staff Development Carryover					
	s/total Designated		781,128	796,865	-	
	Unassigned		2,843,137	16,330	(2,826,807)	

**Multi-Year Projections Assumptions
2022-23 First Interim Budget**

				Change from prior year	
				\$	\$
				23-24	24-25
REVENUE					
Fund 01					
8100-8299	Kept Federal funding flat			0	0
8300-8599	AB602 Funding		State COLA	5.38%	4.02%
	Off-the-Top to SELPA			52,726	41,517
	SELPA COLA increase (Regionalized Services)			21,209	16,700
	Off-the-Top to SELPA (Mental Health)			105,510	86,800
	AB602 change every two years to pay for CPI with off the top AB602 funds			24,184	(24,184)
	Low Incidence Funding & Out of Home Care			81,185	63,926
			s/total	284,814	184,759
			Fund 01 Total	284,814	184,759
Fund 10					
8100-8299	Kept Federal funding flat; 23-24 reduced for 1x funds & 21-22 carryover			(4,138,536)	0
8300-8599	State COLA to districts			2,125,074	1,673,308
			Fund 10 to I Fund 10 Total	(2,013,462)	1,673,308
EXPENSES					
Fund 01					
		Check this			
1xxx's	salary step-column increase, no salary increases projected			0	0
2xxx's	salary step-column increase, no salary increases projected			10,003	8,898
3xxx's	+5% to H&W both years, adjusted for % increase to step-column; no change in other costs			2,756	2,787
4xxx's	Increase for cost of supplies CA CPI				
	for 23-24	6.11%	for 24-25	3.14%	
5xxx's				1,515	826
	Changes in ADR Expenditures due to grants			(177,686)	0
	Removal of 1x Ending Fund Balance Expenditures			(630,721)	0
	Added CA CPI increase in applicable expenses for both years			40,289	21,970
	Prof Dev			24,184	(24,184)
	CPI Expenses change every other year				
			s/total	(743,934)	(2,214)
6xxx's	Capital	Repairs to MTUs		0	0
7xxx's				-	-
	Ending Fund Balan	2,375,686		(2,375,686)	-
	Out of Home Care	745,344		40,100	31,575
	Low Incidence with	915,673		49,263	38,790
		4,036,703			
			s/total	(2,286,323)	70,365
			Fund 01 Total	(3,015,984)	80,663
Fund 10					
	Outgoes match Revenues		Fund 10 to I Fund 10 Total	(2,013,462)	1,673,308

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

Signed: _____
JPA Administrator or Designee

Date: _____

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

To the County Superintendent of Schools:

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

Meeting Date: December 05, 2022

Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

- ☒ **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: rachelwigle@gmail.com

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	This criterion is not checked for JPAs.	n/a	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	This criterion is not checked for JPAs.	n/a	
3	ADA to Enrollment	This criterion is not checked for JPAs.	n/a	
4	Local Control Funding Formula (LCFF) Revenue	This criterion is not checked for JPAs.	n/a	
5	Salaries and Benefits	Projected ratio of total salaries and benefits to total general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	This criterion is not checked for JPAs.	n/a	
8	Deficit Spending	Deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.		X
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	

First Interim
JPA CERTIFICATION OF INTERIM REPORT
For the Fiscal Year 2022-23

S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have transfers to or from the general fund to cover operating deficits changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the JPA have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2021-22) annual payment?	n/a	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the JPA provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since budget adoption in OPEB liabilities?	n/a	
S7b	Other Self-insurance Benefits	Does the JPA operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)		
S9	Status of Other Funds	Management/supervisor/confidential? (Section S8C, Line 1b)	X	
		Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the JPA will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	n/a	
A4	New Charter Schools Impacting JPA's Enrollment	Are any new charter schools operating in JPA boundaries that are impacting the JPA's enrollment, either in the prior or current fiscal years?	n/a	
A5	Salary Increases Exceed COLA	Has the JPA entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the JPA's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the JPA have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of JPA Director or Financial Official	Have there been personnel changes in the JPA director or financial official positions within the last 12 months?	X	

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	33,360.00	33,360.00	0.00	802,401.00	769,041.00	2,305.3%
3) Other State Revenue		8300-8599	5,105,994.00	5,105,994.00	1,939,307.00	5,708,185.00	602,191.00	11.8%
4) Other Local Revenue		8600-8799	528,745.00	528,745.00	32,173.24	420,253.00	(108,492.00)	-20.5%
5) TOTAL, REVENUES			5,668,099.00	5,668,099.00	1,971,480.24	6,930,839.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	357,890.00	357,890.00	131,790.48	357,887.88	2.12	0.0%
2) Classified Salaries		2000-2999	730,584.00	730,584.00	248,196.56	822,034.19	(91,450.19)	-12.5%
3) Employee Benefits		3000-3999	389,470.03	389,470.03	125,764.73	428,080.16	(38,610.13)	-9.9%
4) Books and Supplies		4000-4999	198,710.00	198,710.00	14,208.65	198,710.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,126,032.76	2,126,032.76	546,579.45	4,103,763.00	(1,977,730.24)	-93.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299,7400-7499		1,774,674.00	1,774,674.00	1,429,820.88	4,299,075.00	(2,524,401.00)	-142.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,577,360.79	5,577,360.79	2,496,360.75	10,209,550.23		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			90,738.21	90,738.21	(524,880.51)	(3,278,711.23)		
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		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			90,738.21	90,738.21	(524,880.51)	(3,278,711.23)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,091,907.34	3,634,571.00		4,091,907.34	457,336.34	12.6%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,091,907.34	3,634,571.00		4,091,907.34		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,091,907.34	3,634,571.00		4,091,907.34		
2) Ending Balance, June 30 (E + F1e)			4,182,645.55	3,725,309.21		813,196.11		
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	3,936,820.81	3,714,809.21		567,371.37		

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)
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	245,824.74	10,500.00		245,824.74		
FEDERAL REVENUE								
Special Education Discretionary Grants		8182	33,360.00	33,360.00	0.00	802,401.00	769,041.00	2,305.3%
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			33,360.00	33,360.00	0.00	802,401.00	769,041.00	2,305.3%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	4,939,191.00	4,939,191.00	796,916.00	3,557,480.00	(1,381,711.00)	-28.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	331,036.00	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	166,803.00	166,803.00	811,355.00	2,150,705.00	1,983,902.00	1,189.4%
TOTAL, OTHER STATE REVENUE			5,105,994.00	5,105,994.00	1,939,307.00	5,708,185.00	602,191.00	11.8%
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	8,201.05	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								

Santa Barbara County SELPA JPA
Santa Barbara County

2022-23 First Interim
General Fund / County School Service Fund
Expenditures by Object

4240378000000
Form 011
D81EYCGTCW(2022-23)

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)
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	508,745.00	508,745.00	23,972.19	400,253.00	(108,492.00)	-21.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.00	0.00	0.00	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			528,745.00	528,745.00	32,173.24	420,253.00	(108,492.00)	-20.5%
TOTAL, REVENUES			5,668,099.00	5,668,099.00	1,971,480.24	6,930,839.00		
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	296,454.00	296,454.00	98,817.36	296,452.08	1.92	0.0%
Other Certificated Salaries		1900	61,436.00	61,436.00	32,973.12	61,435.80	.20	0.0%
TOTAL, CERTIFICATED SALARIES			357,890.00	357,890.00	131,790.48	357,887.88	2.12	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	122,388.00	122,388.00	40,980.00	122,940.00	(552.00)	-0.5%
Other Classified Salaries		2900	608,196.00	608,196.00	207,216.56	699,094.19	(90,898.19)	-14.9%
TOTAL, CLASSIFIED SALARIES			730,584.00	730,584.00	248,196.56	822,034.19	(91,450.19)	-12.5%
EMPLOYEE BENEFITS								
STRS		3101-3102	110,930.00	110,930.00	22,785.56	110,929.60	.40	0.0%
PERS		3201-3202	103,126.63	103,126.63	36,361.81	110,788.65	(7,662.02)	-7.4%
OASDI/Medicare/Alternative		3301-3302	15,691.52	15,691.52	5,467.96	17,104.35	(1,412.83)	-9.0%
Health and Welfare Benefits		3401-3402	148,132.00	148,132.00	57,110.61	176,623.97	(28,491.97)	-19.2%
Unemployment Insurance		3501-3502	5,410.86	5,410.86	1,885.51	5,898.02	(487.16)	-9.0%
Workers' Compensation		3601-3602	6,179.02	6,179.02	2,153.28	6,735.57	(556.55)	-9.0%
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			389,470.03	389,470.03	125,764.73	428,080.16	(38,610.13)	-9.9%
BOOKS AND SUPPLIES								

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)
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	192,910.00	192,910.00	14,208.65	192,910.00	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			198,710.00	198,710.00	14,208.65	198,710.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	73,988.00	73,988.00	0.00	124,710.00	(50,722.00)	-68.6%
Travel and Conferences		5200	84,980.00	84,980.00	27,365.75	87,980.00	(3,000.00)	-3.5%
Dues and Memberships		5300	3,500.00	3,500.00	3,633.76	3,500.00	0.00	0.0%
Insurance		5400-5450	6,100.00	6,100.00	5,961.42	6,100.00	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	74,388.00	74,388.00	22,322.38	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	1,850,076.76	1,850,076.76	483,440.73	3,774,085.00	(1,924,008.24)	-104.0%
Communications		5900	33,000.00	33,000.00	3,855.41	33,000.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,126,032.76	2,126,032.76	546,579.45	4,103,763.00	(1,977,730.24)	-93.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	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			0.00	0.00	0.00	0.00	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%

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)
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	1,744,674.00	1,744,674.00	1,429,820.88	4,269,075.00	(2,524,401.00)	-144.7%
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)			1,774,674.00	1,774,674.00	1,429,820.88	4,299,075.00	(2,524,401.00)	-142.2%
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			5,577,360.79	5,577,360.79	2,496,360.75	10,209,550.23		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Santa Barbara County SELPA JPA
Santa Barbara County

2022-23 First Interim
General Fund / County School Service Fund
Restricted Detail

42403780000000
Form 011
D81EYCGTCW(2022-23)

Resource	Description	2022-23 Projected Totals
6500	Special Education	542,522.08
6536	Special Ed: Dispute Prevention and Dispute Resolution	.48
6546	Mental Health- Related Services	24,848.81
Total, Restricted Balance		567,371.37

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	13,670,138.00	13,670,138.00	14,376,890.22	17,808,674.00	4,138,536.00	30.3%
3) Other State Revenue		8300-8599	36,498,101.00	36,498,101.00	13,985,152.00	39,583,047.00	3,084,946.00	8.5%
4) Other Local Revenue		8600-8799	0.00	0.00	(5,352.90)	0.00	0.00	0.0%
5) TOTAL, REVENUES			50,168,239.00	50,168,239.00	28,356,689.32	57,391,721.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499		50,168,239.00	50,168,239.00	28,363,650.38	57,391,721.00	(7,223,482.00)	-14.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			50,168,239.00	50,168,239.00	28,363,650.38	57,391,721.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	(6,961.06)	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(6,961.06)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		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)
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
LCFF Transfers								
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Pass-Through Revenues From Federal Sources		8287	13,670,138.00	13,670,138.00	14,376,890.22	17,808,674.00	4,138,536.00	30.3%
TOTAL, FEDERAL REVENUE			13,670,138.00	13,670,138.00	14,376,890.22	17,808,674.00	4,138,536.00	30.3%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	36,498,101.00	36,498,101.00	10,335,542.00	36,962,569.00	464,468.00	1.3%
Prior Years	6500	8319	0.00	0.00	2,665,375.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	984,235.00	2,620,478.00	2,620,478.00	New
TOTAL, OTHER STATE REVENUE			36,498,101.00	36,498,101.00	13,985,152.00	39,583,047.00	3,084,946.00	8.5%
OTHER LOCAL REVENUE								
Interest		8660	0.00	0.00	(5,352.90)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
From Districts or Charter Schools		8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	(5,352.90)	0.00	0.00	0.0%
TOTAL, REVENUES			50,168,239.00	50,168,239.00	28,356,689.32	57,391,721.00		
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	13,377,134.00	13,377,134.00	15,124,116.80	19,861,167.00	(6,484,033.00)	-48.5%
To County Offices		7212	293,004.00	293,004.00	240,978.58	567,985.00	(274,981.00)	-93.8%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								

Santa Barbara County SELPA JPA
Santa Barbara County

2022-23 First Interim
Special Education Pass-Through Fund
Expenditures by Object

42403780000000
Form 101
D81EYCGTCW(2022-23)

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)
To Districts or Charter Schools	6500	7221	33,896,391.00	33,896,391.00	11,999,937.00	34,181,717.00	(285,326.00)	-0.8%
To County Offices	6500	7222	2,601,710.00	2,601,710.00	998,618.00	2,780,852.00	(179,142.00)	-6.9%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			50,168,239.00	50,168,239.00	28,363,650.38	57,391,721.00	(7,223,482.00)	-14.4%
TOTAL, EXPENDITURES			50,168,239.00	50,168,239.00	28,363,650.38	57,391,721.00		

Santa Barbara County SELPA JPA
Santa Barbara County

2022-23 First Interim
Special Education Pass-Through Fund
Restricted Detail

42403780000000
Form 101
D81EYCGTCW(2022-23)

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		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)

1,608,002.23

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.

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)	5,730,805.23
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)	21,960.00
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)	33,000.00
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)	5,785,765.23

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 2024-25 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B19)	0.00%
--------------------------------	-------

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect

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

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

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

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

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
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Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 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	802,401.00	0.00%	802,401.00	0.00%	802,401.00
3. Other State Revenues	8300-8599	5,708,185.00	4.99%	5,992,990.00	3.08%	6,177,758.00
4. Other Local Revenues	8600-8799	420,253.00	0.00%	420,252.00	0.00%	420,253.00
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)		6,930,839.00	4.11%	7,215,643.00	2.56%	7,400,412.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				357,887.88		357,887.88
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	357,887.88	0.00%	357,887.88	0.00%	357,887.88
2. Classified Salaries						
a. Base Salaries				822,034.19		832,037.19
b. Step & Column Adjustment				10,003.00		8,898.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	822,034.19	1.22%	832,037.19	1.07%	840,935.19
3. Employee Benefits	3000-3999	428,080.16	.64%	430,836.00	.65%	433,623.00
4. Books and Supplies	4000-4999	198,710.00	.76%	200,225.00	.41%	201,052.00
5. Services and Other Operating Expenditures	5000-5999	4,103,763.00	(18.13%)	3,359,829.00	(.07%)	3,357,615.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,299,075.00	(53.18%)	2,012,752.00	3.50%	2,083,117.00
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)		10,209,550.23	(29.54%)	7,193,567.07	1.12%	7,274,230.07
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(3,278,711.23)		22,075.93		126,181.93
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,091,907.34		813,196.11		835,272.04
2. Ending Fund Balance (Sum lines C and D1)		813,196.11		835,272.04		961,453.97
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	567,371.37		835,272.04		952,555.97
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00		0.00		
d. Assigned	9780	0.00				

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	245,824.74		0.00		8,898.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		813,196.11		835,272.04		961,453.97
E. AVAILABLE RESERVES						
1. General Fund)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	245,824.74		0.00		8,898.00
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				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		245,824.74		0.00		8,898.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F2)		2.41%		0.00%		.12%
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)						
2. Total Expenditures and Other Financing Uses (Line B11)		10,209,550.23		7,193,567.07		7,274,230.07
3. Less: Special Education Pass-through (Not applicable for JPAs)		N/A		N/A		N/A
4. Sub-Total (Line F2 minus F3)		10,209,550.23		7,193,567.07		7,274,230.07
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)		510,477.51		359,678.35		363,711.50
7. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		75,000.00		75,000.00		75,000.00
8. Reserve Standard (Greater of Line F6 or F7)		510,477.51		359,678.35		363,711.50
9. Available Reserves (Line E3) Meet the Reserve Standard (Line F8)		NO		NO		NO
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.						

2022-23 First Interim – Cash Flow Notes

All estimates are very conservative.

Revenues:

Mental Health funds are now apportioned monthly. AB602 and Mental Health funding are distributed per the apportionment schedule.

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

Expenditures:

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

Payment of 21-22 Ending fund balance of regular and MH funding will be paid in October, January, and March. The JPA Board has already approved this schedule of payments.

Out of Home Care data is collected by the districts at the end of the year and calculated once the data is received. This is conservatively estimated to be paid in June.

All expenses are entered to be paid by the end of the year.

Santa Barbara County SELPA JPA
Santa Barbara County

First Interim
2022-23 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
D81EYCGTCW(2022-23)

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	October									
A. BEGINNING CASH			4,452,271.27	4,990,142.96	3,630,651.97	3,770,746.57	2,564,993.01	2,258,368.01	1,951,743.01	1,321,198.01
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599		795,806.00	248,585.00	447,458.00	447,458.00	471,110.00	471,110.00	471,110.00	471,110.00
Other Local Revenue	8600-8799		7,329.29	4,892.98	2,935.94	17,015.03				
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			803,135.29	253,477.98	450,393.94	464,473.03	471,110.00	471,110.00	471,110.00	471,110.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		32,581.62	32,581.62	34,045.62	32,581.62	28,262.00	28,262.00	28,262.00	28,262.00
Classified Salaries	2000-2999		58,170.84	58,170.84	66,659.00	65,195.88	71,730.00	71,730.00	71,730.00	71,730.00
Employee Benefits	3000-3999		24,849.08	38,421.48	42,792.96	19,701.21	37,789.00	37,789.00	37,789.00	37,789.00
Books and Supplies	4000-4999		4,145.66	6,936.20	1,536.16	1,590.63	23,063.00	23,063.00	23,063.00	23,063.00
Services	5000-5999		75,923.42	192,525.36	125,377.55	152,753.12	444,648.00	444,648.00	444,648.00	444,648.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499			1,265,352.80	39,332.45	125,135.63	172,243.00	172,243.00	496,163.00	926,577.00
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			195,670.62	1,593,988.30	309,743.74	396,958.09	777,735.00	777,735.00	1,101,655.00	1,532,069.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199		12,087.80							
Accounts Receivable	9200-9299	1,155,125.00	105,089.94	38,046.40	(555.60)	9,579.29				
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		1,155,125.00	117,177.74	38,046.40	(555.60)	9,579.29	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(1,526,645.58)	186,770.72	57,027.07		1,282,847.79				
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		(1,526,645.58)	186,770.72	57,027.07	0.00	1,282,847.79	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		2,681,770.58	(69,592.98)	(18,980.67)	(555.60)	(1,273,268.50)	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			537,871.69	(1,359,490.99)	140,094.60	(1,205,753.56)	(306,625.00)	(306,625.00)	(630,545.00)	(1,060,959.00)
F. ENDING CASH (A + E)			4,990,142.96	3,630,651.97	3,770,746.57	2,564,993.01	2,258,368.01	1,951,743.01	1,321,198.01	260,239.01
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Barbara County SELPA JPA
Santa Barbara County

First Interim
2022-23 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
D81EYCGTCW(2022-23)

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	October								
A. BEGINNING CASH		260,239.01	294,728.01	138,103.01	31,477.85				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019					0.00		0.00	0.00
Property Taxes	8020-8079							0.00	0.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299					802,401.00		802,401.00	802,401.00
Other State Revenue	8300-8599	471,110.00	471,110.00	471,110.00	471,108.00			5,708,185.00	5,708,185.00
Other Local Revenue	8600-8799		150,000.00	200,000.00	38,080.24			420,253.48	420,253.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		471,110.00	621,110.00	671,110.00	509,188.24	802,401.00	0.00	6,930,839.48	6,930,839.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	28,262.00	28,262.00	28,262.00	28,262.40	0.00		357,886.88	357,887.88
Classified Salaries	2000-2999	71,730.00	71,730.00	71,730.00	71,727.63			822,034.19	822,034.19
Employee Benefits	3000-3999	37,789.00	37,789.00	37,789.16	37,792.27			428,080.16	428,080.16
Books and Supplies	4000-4999	23,063.00	23,063.00	23,063.00	23,063.00			198,712.65	198,710.00
Services	5000-5999	444,648.00	444,648.00	444,648.00	444,647.55			4,103,763.00	4,103,763.00
Capital Outlay	6000-6599							0.00	0.00
Other Outgo	7000-7499	585,249.00	172,243.00	172,243.00	172,293.12			4,299,075.00	4,299,075.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00

Santa Barbara County SELPA JPA
Santa Barbara County

First Interim
2022-23 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
D81EYCGTCW(2022-23)

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		1,190,741.00	777,735.00	777,735.16	777,785.97	0.00	0.00	10,209,551.88	10,209,550.23
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							12,087.80	
Accounts Receivable	9200-9299	754,120.00			248,844.88			1,155,124.91	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		754,120.00	0.00	0.00	248,844.88	0.00	0.00	1,167,212.71	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							1,526,645.58	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	1,526,645.58	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		754,120.00	0.00	0.00	248,844.88	0.00	0.00	(359,432.87)	
E. NET INCREASE/DECREASE (B - C + D)		34,489.00	(156,625.00)	(106,625.16)	(19,752.85)	802,401.00	0.00	(3,638,145.27)	(3,278,711.23)
F. ENDING CASH (A + E)		294,728.01	138,103.01	31,477.85	11,725.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								814,126.00	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	N/A									
A. BEGINNING CASH			11,725.00	73,089.00	134,453.00	236,977.00	339,501.00	242,025.00	144,549.00	47,073.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019									
Property Taxes	8020- 8079									
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299									
Other State Revenue	8300- 8599		299,650.00	299,650.00	539,370.00	539,370.00	539,370.00	539,370.00	539,370.00	539,370.00
Other Local Revenue	8600- 8799									
Interfund Transfers In	8910- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			299,650.00	299,650.00	539,370.00	539,370.00	539,370.00	539,370.00	539,370.00	539,370.00
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999		30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Classified Salaries	2000- 2999		70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
Employee Benefits	3000- 3999		36,000.00	36,000.00	36,000.00	36,000.00	36,000.00	36,000.00	36,000.00	36,000.00
Books and Supplies	4000- 4999		10,011.00	10,011.00	18,020.00	18,020.00	18,020.00	18,020.00	18,020.00	18,020.00
Services	5000- 5999		79,991.00	79,991.00	159,985.00	159,985.00	359,985.00	359,985.00	359,985.00	359,985.00
Capital Outlay	6000- 6599									
Other Outgo	7000- 7499									
Interfund Transfers Out	7600- 7629		12,284.00	12,284.00	122,841.00	122,841.00	122,841.00	122,841.00	122,841.00	122,841.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			238,286.00	238,286.00	436,846.00	436,846.00	636,846.00	636,846.00	636,846.00	636,846.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(802,401.00)								
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(802,401.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(802,401.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			61,364.00	61,364.00	102,524.00	102,524.00	(97,476.00)	(97,476.00)	(97,476.00)	(97,476.00)
F. ENDING CASH (A + E)			73,089.00	134,453.00	236,977.00	339,501.00	242,025.00	144,549.00	47,073.00	(50,403.00)
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Barbara County SELPA JPA
Santa Barbara County

First Interim
2022-23 Budget
Cashflow Worksheet - Budget Year (2)

42 40378 0000000
Form CASH
D81EYCGTCW(2022-23)

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	N/A								
A. BEGINNING CASH		(50,403.00)	654,522.00	557,046.00	459,570.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299					802,401.00		802,401.00	802,401.00
Other State Revenue	8300-8599	539,370.00	539,370.00	539,370.00	539,369.00			5,992,999.00	5,992,999.00
Other Local Revenue	8600-8799				420,253.00			420,253.00	420,253.00
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		539,370.00	539,370.00	539,370.00	959,622.00	802,401.00	0.00	7,215,653.00	7,215,653.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	30,000.00	30,000.00	30,000.00	27,889.00			357,889.00	357,889.00
Classified Salaries	2000-2999	70,000.00	70,000.00	70,000.00	62,038.00			832,038.00	832,038.00
Employee Benefits	3000-3999	36,000.00	36,000.00	36,000.00	34,836.00			430,836.00	430,836.00
Books and Supplies	4000-4999	18,020.00	18,020.00	18,020.00	18,023.00			200,225.00	200,225.00
Services	5000-5999	359,985.00	359,985.00	359,985.00	359,982.00			3,359,829.00	3,359,829.00
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499							0.00	2,012,752.00
Interfund Transfers Out	7600-7629	122,841.00	122,841.00	122,841.00	882,617.00			2,012,754.00	2,012,752.00
All Other Financing Uses	7630-7699							0.00	

Santa Barbara County SELPA JPA
Santa Barbara County

First Interim
2022-23 Budget
Cashflow Worksheet - Budget Year (2)

42 40378 0000000
Form CASH
D81EYCGTCW(2022-23)

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		636,846.00	636,846.00	636,846.00	1,385,385.00	0.00	0.00	7,193,571.00	9,206,321.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	802,401.00						802,401.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		802,401.00	0.00	0.00	0.00	0.00	0.00	802,401.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		802,401.00	0.00	0.00	0.00	0.00	0.00	802,401.00	
E. NET INCREASE/DECREASE (B - C + D)		704,925.00	(97,476.00)	(97,476.00)	(425,763.00)	802,401.00	0.00	824,483.00	(1,990,668.00)
F. ENDING CASH (A + E)		654,522.00	557,046.00	459,570.00	33,807.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								836,208.00	

2022-23 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 FY21-22 ending fund balances are included in the expenditures in the current year only. It is assumed that in subsequent years there will be no carryovers from prior years to expend at First Interim.

6) Revenue and Expenditures:

The federal revenue in 22-23 Adopted Budget was based on Educationally Related Mental Health Dollars going directly to districts. There is a \$754,119 Federal Mental Grant that was not included in Adopted Budget and is now included in 1st Interim.

The state revenue in 22-23 Adopted Budget was based on Educationally Related Mental Health Dollars going directly to districts. Since this did not happen, State Mental Funds and corresponding expenditures (increase in NPS pool) were not included in Adopted Budget and are now included in 1st Interim.

Local Revenues reduced because SB-PIC program was funded from Local Revenue in Adopted, but since Mental Health funds are part of 1st Interim, this program is being funded by State Mental Health funds instead.

Services and Other Operating Expenses have increased in current and subsequent years as compared to Adopted. In all years this is for the increase in expenses for Educationally Related Mental Health services. Additionally in 22-23 there is one-time 21-22 ending fund balance expenditures which are not in subsequent years.

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 21-22. The Board approved one-time allocations include \$399,672 for legal fees, \$723,666 of regular Special Education balance to LEAs and a \$1,652,020

payment of Mental Health balance back to districts, and additional smaller one-time carryovers.

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

Additionally for 22-23 there is \$177,686 in Alternative Dispute Resolution expenditures based on planned carryover from 21-22 revenues and \$227,372 in Carryover Low Incidence Funds. These funds are not included in 23-24 expenditures.

10) Reserves:

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

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

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

CRITERIA AND STANDARDS

1. **CRITERION: Average Daily Attendance**
This criterion is not checked for JPAs.
2. **CRITERION: Enrollment**
This criterion is not checked for JPAs.
3. **CRITERION: ADA to Enrollment**
This criterion is not checked for JPAs.
4. **CRITERION: Local Control Funding Formula (LCFF) Revenue**
This criterion is not checked for JPAs.

5. CRITERION: Salaries and Benefits

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

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

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

Fiscal Year	Unaudited Actuals		Ratio of Salaries and Benefits to Total Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2019-20)	1,335,244.29	5,941,687.72	22.5%
Second Prior Year (2020-21)	1,472,357.46	6,416,922.28	22.9%
First Prior Year (2021-22)	1,533,716.72	7,067,091.19	21.7%
	Historical Average Ratio:		22.4%

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
JPA's Reserve Standard Percentage (Criterion 10B, Line 4):	5%	5%	5%
JPA's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the JPA's reserve standard percentage):	17.4% to 27.4%	17.4% to 27.4%	17.4% to 27.4%

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		Ratio of Salaries and Benefits to Total Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)	(Form 01I, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2022-23)	1,608,002.23	10,209,550.23	15.7%	Not Met
1st Subsequent Year (2023-24)	1,620,761.07	7,193,567.07	22.5%	Met
2nd Subsequent Year (2024-25)	1,632,446.07	7,274,230.07	22.4%	Met

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

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

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

Explanation:
(required if NOT met)

Salaries and Benefits - First Interim expenditures include prior year carryover and ending fund balance distributions such as \$723,666 paid to districts for Non-Mental Health Special Education and \$1,652,020 for Mental Health, \$399,672 in district legal allocation and other carryovers, \$227,372 low Incidence and \$177,686 one-time Alternate Dispute Resolution. Recognition of JPA Board approved one-time expenses cause the current year total expenditures to increase. This also makes the percentage of salaries/benefits to be different than the two subsequent years that do not include carryovers.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption. Changes that exceed five percent in any major object category must be explained.

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

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

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column. Explanations must be entered for each category if the percent change for any year exceeds the JPA's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption	First Interim		
	Budget	Projected Year Totals	Change Is Outside	
	(Form 01CS, Item 6B)	(Fund 01) (Form MYPI)	Percent Change	Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2022-23)	33,360.00	802,401.00	2,305.3%	Yes
1st Subsequent Year (2023-24)	33,360.00	802,401.00	2,305.3%	Yes
2nd Subsequent Year (2024-25)	33,360.00	802,401.00	2,305.3%	Yes

Explanation

(required if Yes)

Adopted Budget was based on Educationally Related Mental Health Dollars going directly to districts. There is a \$754,119 Federal Mental Grant that was not included in Adopted Budget and is now included in 1st Interim.

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

Current Year (2022-23)	5,105,994.00	5,708,185.00	11.8%	Yes
1st Subsequent Year (2023-24)	5,415,693.00	5,992,990.00	10.7%	Yes
2nd Subsequent Year (2024-25)	5,616,327.00	6,177,758.00	10.0%	Yes

Explanation

(required if Yes)

The state revenue in 22-23 Adopted Budget was based on Educationally Related Mental Health Dollars going directly to districts. Since this did not happen, State Mental Funds and corresponding expenditures (increase in NPS pool) were not included in Adopted Budget and are now included in 1st Interim.

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

Current Year (2022-23)	528,745.00	420,253.00	-20.5%	Yes
1st Subsequent Year (2023-24)	528,745.00	420,252.00	-20.5%	Yes
2nd Subsequent Year (2024-25)	528,745.00	420,253.00	-20.5%	Yes

Explanation

(required if Yes)

Local Revenues reduced because SB-PIC program was funded from Local Revenue in Adopted, but since Mental Health funds are part of 1st Interim, this program is being funded by State Mental Health funds instead.

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

Current Year (2022-23)	198,710.00	198,710.00	0.0%	No
1st Subsequent Year (2023-24)	200,760.00	200,225.00	-.3%	No
2nd Subsequent Year (2024-25)	201,878.00	201,052.00	-.4%	No

Explanation

(required if Yes)

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

Current Year (2022-23)	2,126,032.76	4,103,763.00	93.0%	Yes
1st Subsequent Year (2023-24)	2,041,904.00	3,359,829.00	64.5%	Yes
2nd Subsequent Year (2024-25)	2,026,399.00	3,357,615.00	65.7%	Yes

Explanation
(required if Yes)

Services and Other Operating Expenses have increased in current and subsequent years as compared to Adopted. In all years this is for the increase in expenses for Educationally Related Mental Health services. Additionally in 22-23 there is one-time 21-22 ending fund balance expenditures which are not in subsequent years.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Explanation Range
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Total Federal, Other State, and Other Local Revenues (Section 6A)

Current Year (2022-23)	5,668,099.00	6,930,839.00	22.3%	Not Met
1st Subsequent Year (2023-24)	5,977,798.00	7,215,643.00	20.7%	Not Met
2nd Subsequent Year (2024-25)	6,178,432.00	7,400,412.00	19.8%	Not Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)

Current Year (2022-23)	2,324,742.76	4,302,473.00	85.1%	Not Met
1st Subsequent Year (2023-24)	2,242,664.00	3,560,054.00	58.7%	Not Met
2nd Subsequent Year (2024-25)	2,228,277.00	3,558,667.00	59.7%	Not Met

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

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

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

Explanation:
Federal Revenue
(linked from 6A
if NOT met)

Adopted Budget was based on Educationally Related Mental Health Dollars going directly to districts. There is a \$754,119 Federal Mental Grant that was not included in Adopted Budget and is now included in 1st Interim.

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

The state revenue in 22-23 Adopted Budget was based on Educationally Related Mental Health Dollars going directly to districts. Since this did not happen, State Mental Funds and corresponding expenditures (increase in NPS pool) were not included in Adopted Budget and are now included in 1st Interim.

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

Local Revenues reduced because SB-PIC program was funded from Local Revenue in Adopted, but since Mental Health funds are part of 1st Interim, this program is being funded by State Mental Health funds instead.

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

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

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

Services and Other Operating Expenses have increased in current and subsequent years as compared to Adopted. In all years this is for the increase in expenses for Educationally Related Mental Health services. Additionally in 22-23 there is one-time 21-22 ending fund balance expenditures which are not in subsequent years.

7.

CRITERION: Facilities Maintenance

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

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

This criterion is not checked for JPAs.

8. CRITERION: Deficit Spending

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

¹Available reserves are the amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund. ²A JPA that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
JPA's Available Reserve Percentage (Criterion 10C, Line 9)	2.4%	0.0%	.1%
JPA's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	.8%	0.0%	0.0%

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			
	Net Change in Fund Balance (Form 01I, Section E)	Total Expenditures and Other Financing Uses (Form 01I, Objects 1000-7999)	Deficit Spending Level (If Net Change in Fund Balance is negative, else N/A)	Status
	(Form MYPI, Line C)	(Form MYPI, Line B11)		
Current Year (2022-23)	(3,278,711.23)	10,209,550.23	32.1%	Not Met
1st Subsequent Year (2023-24)	22,075.93	7,193,567.07	N/A	Met
2nd Subsequent Year (2024-25)	126,181.93	7,274,230.07	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)

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 21-22. The Board approved one-time allocations include \$399,672 for legal fees, \$723,666 of regular Special Education balance to LEAs and a \$1,652,020 payment of Mental Health balance back to districts, and additional smaller one-time carry overs. SELPA allocates any prior year carryovers based on the guidance of the JPA Board. Additionally for 22-23 there is \$177,686 in Alternative Dispute Resolution expenditures based on planned carryover from 21-22 revenues and \$227,372 in Carryover Low Incidence Funds. These funds are not included in 23-24

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 011, Line F2) (Form MYPI, Line D2)	Status
Current Year (2022-23)	813,196.11	Met
1st Subsequent Year (2023-24)	835,272.04	Met
2nd Subsequent Year (2024-25)	961,453.97	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		
Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2022-23)	11,725.00	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 \$75,000 (greater of)	0	to 300
4% or \$75,000 (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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
JPA ADA (Form MYPI, Line F1, if available; else defaults to zero and may be overwritten)	0.00	0.00	0.00
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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Total Expenditures and Other Financing Uses (Criterion 8, Item 8B)	10,209,550.23	7,193,567.07	7,274,230.07
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)	10,209,550.23	7,193,567.07	7,274,230.07
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	510,477.51	359,678.35	363,711.50
6. Reserve Standard - by Amount (\$75,000 for JPAs with less than 1,001 ADA, else 0)	75,000.00	75,000.00	75,000.00
7. JPA's Reserve Standard (Greater of Line B5 or Line B6)	510,477.51	359,678.35	363,711.50

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		
	Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	0.00	0.00	0.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	245,824.74	0.00	8,898.00
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		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. JPA's Available Reserve Amount (Lines C1 thru C7)	245,824.74	0.00	8,898.00
9. JPA's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	2.41%	0.00%	.12%
JPA's Reserve Standard (Section 10B, Line 7):	510,477.51	359,678.35	363,711.50
Status:	Not Met	Not Met	Not 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)

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.

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

S3. Temporary Interfund Borrowings

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

No

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

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

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

JPA's Contributions and Transfers Standard:

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

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

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

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
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1a. Contributions, Unrestricted General Fund

This item is not applicable for JPAs.

1b. Transfers In, General Fund *

Current Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)		0.00	0.0%	0.00	Not Met
2nd Subsequent Year (2024-25)		0.00	0.0%	0.00	Not Met

1c. Transfers Out, General Fund *

Current Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

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

No

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

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

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

- | | |
|-----|---|
| 1a. | This item is not applicable for JPAs. |
| 1b. | NOT MET - The projected transfers in to the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the JPA's plan, with timeframes, for reducing or eliminating the transfers. |

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced. ¹Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

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

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

1. a. Does your JPA have long-term (multiyear) commitments?

(If No, skip items 1b and 2 and sections S6B and S6C)

No

- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption?

n/a

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

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2022
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB)

TOTAL:				0

Type of Commitment (continued)	Prior Year (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2021-22)	No	No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

n/a

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

S7. Unfunded Liabilities

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

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

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

1	<p>a. Does your JPA provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)</p>	No
	<p>b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?</p>	n/a
	<p>c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?</p>	n/a

2	<p>OPEB Liabilities</p> <p>a. Total OPEB liability</p> <p>b. OPEB plan(s) fiduciary net position (if applicable)</p> <p>c. Total/Net OPEB liability (Line 2a minus Line 2b)</p> <p>d. Is total OPEB liability based on the JPA's estimate or an actuarial valuation?</p> <p>e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Budget Adoption (Form 01CS, Item S7A)</th> <th style="text-align: center;">First Interim</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">0.00</td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	Budget Adoption (Form 01CS, Item S7A)	First Interim			0.00	0.00				
Budget Adoption (Form 01CS, Item S7A)	First Interim											
0.00	0.00											

3	<p>OPEB Contributions</p> <p>a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method</p> <p>Current Year (2022-23)</p> <p>1st Subsequent Year (2023-24)</p> <p>2nd Subsequent Year (2024-25)</p> <p>b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)</p> <p>Current Year (2022-23)</p> <p>1st Subsequent Year (2023-24)</p> <p>2nd Subsequent Year (2024-25)</p> <p>c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)</p> <p>Current Year (2022-23)</p> <p>1st Subsequent Year (2023-24)</p> <p>2nd Subsequent Year (2024-25)</p> <p>d. Number of retirees receiving OPEB benefits</p> <p>Current Year (2022-23)</p> <p>1st Subsequent Year (2023-24)</p> <p>2nd Subsequent Year (2024-25)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Budget Adoption (Form 01CS, Item S7A)</th> <th style="text-align: center;">First Interim</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">0.00</td> <td style="text-align: right;">0.00</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	Budget Adoption (Form 01CS, Item S7A)	First Interim							0.00	0.00																
Budget Adoption (Form 01CS, Item S7A)	First Interim																											
0.00	0.00																											

4. Comments:

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

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

1	<p>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)</p>	No
	<p>b. If Yes to Item 1a, have there been changes since budget adoption in self-insurance liabilities?</p>	n/a
	<p>c. If Yes to Item 1a, have there been changes since budget adoption in self-insurance contributions?</p>	n/a

2	<p>Self-Insurance Liabilities</p> <p>a. Accrued liability for self-insurance programs</p> <p>b. Unfunded liability for self-insurance programs</p>	Budget Adoption (Form 01CS, Item S7B)	First Interim

3	<p>Self-Insurance Contributions</p> <p>a. Required contribution (funding) for self-insurance programs</p> <p>Current Year (2022-23)</p> <p>1st Subsequent Year (2023-24)</p> <p>2nd Subsequent Year (2024-25)</p> <p>b. Amount contributed (funded) for self-insurance programs</p> <p>Current Year (2022-23)</p> <p>1st Subsequent Year (2023-24)</p> <p>2nd Subsequent Year (2024-25)</p>	Budget Adoption (Form 01CS, Item S7B)	First Interim

4	<p>Comments:</p>	
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S8. Status of Labor Agreements

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

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

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

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

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

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

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

n/a

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) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full-time-equivalent (FTE) positions	.6	.6	.6	.6

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

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 Budget Adoption

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

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

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

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

6. Amount included for any tentative salary schedule increases

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes

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

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

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

If Yes, explain the nature of the new costs:

No		

Certificated (Non-management) Step and Column Adjustments

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes
	10,003	8,898

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

Certificated (Non-management) - Other

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

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

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

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

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

If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified (non-management) FTE positions	7.3	6.3	6.3	6.3

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

No

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

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

If No, complete questions 5 and 6.

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

If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

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

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

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

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

1. Are costs of H&W benefit changes included in the interim and MYPs?

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

4. Percent projected change in H&W cost over prior year

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

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

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

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

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

Classified (Non-management) - Other

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

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

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

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

Were all managerial/confidential labor negotiations settled as of budget adoption?

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) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	3.0	4.0	4.0	4.0

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

If Yes, complete question 2.

If No, complete questions 3 and 4.

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

If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

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

Total cost of salary settlement

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

Negotiations Not Settled

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

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

4. Amount included for any tentative salary schedule increases

--	--	--

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

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

1. Are costs of H&W benefit changes included in the interim and MYPs?

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

4. Percent projected change in H&W cost over prior year

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

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

1. Are step & column adjustments included in the interim and MYPs?

2. Cost of step & column adjustments

3. Percent change in step & column over prior year

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

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

1. Are costs of other benefits included in the interim and MYPs?

2. Total cost of other benefits

3. Percent change in cost of other benefits over prior year

S9. Status of Other Funds

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

S9A. Identification of Other Funds with Negative Ending Fund Balances

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

1.

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

No

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.
2.

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

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9 except items A3 and A4, which are not applicable for JPAs; Item A1 is automatically completed based on data from Criterion 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?	No

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

Comments:
(optional)

End of Joint Powers Agency First Interim Criteria and Standards Review

2022-23 First Interim – Technical Review Checks

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

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

SACS Web System - SACS V2

11/22/2022 3:58:41 PM

42-40378-0000000

First Interim
 Projected Totals 2022-23
Technical Review Checks
 Phase - All
 Display - Exceptions Only

Santa Barbara County

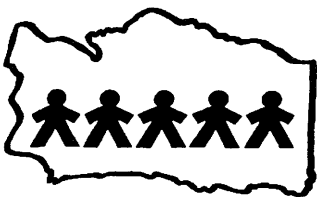
Following is a chart of the various types of technical review checks and related requirements:

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 VALIDATION CHECKS**



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Request to Close Hollister Regional Program in the 2023-2024 School Year

BACKGROUND:

- This request was originally presented to the JPA Board at the August 29, 2022 board meeting. After thorough discussion it was decided to table this item and to have it return for an update and decision.
- According to the SBCSELPA Local Plan when a regional program enrollment is projected to fall below 60% of the established class size of 8-10 students (Local Plan 9-30, #3), it must be brought to the JPA Board for discussion.
- SBCEO operates a regional program at Hollister Elementary School, in Goleta Union School District (GUSD), that serves TK to grade 6 students with severe/profound needs.
- This program has primarily served students attending Montecito Union School District, Cold Spring School District, Carpinteria Unified School District, Santa Barbara Unified School District, Hope School District, and Goleta Union School District.
- SBCEO is projecting one (1) student in the program for the 2023-2024 school year, this student is a 6th grader from Santa Barbara Unified School District (SBUSD). SBCEO has discussed this projected low enrollment and proposed closure with the Special Education Administrators of the districts the program primarily serves, and none are expecting to refer any students to the program during the 2022-23 or 2023-24 school year.
- SBUSD has communicated that they will be able to offer FAPE in one of the district programs beginning in the 2023-24 school year to serve the one (1) student who is expected to be enrolled in the program.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: This closure should not have a negative impact since there are no students expected to be enrolled in the next two (2) years.

RECOMMENDATION: The JPA Board approve the closure of the regional program at Hollister Elementary School at the end of the 2022-2023 school year as presented.



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

August 2022

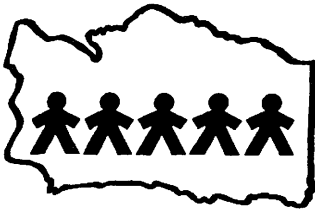
To: Ray Avila, Executive Director, Santa Barbara County SELPA and JPA Board
From: Kirsten Escobedo, Assistant Superintendent, SBCEO
Re: Projected low enrollment for the Hollister Regional Program in the 23-24 school year

SBCEO operates a regional program serving TK to grade 6 students with severe/profound needs located at Hollister Elementary School in the Goleta Union School District. Historically, this program has served students attending Montecito Union School District, Cold Spring School District, Carpinteria Unified School District, Santa Barbara Unified School District, Hope School District and Goleta Union School District. **SBCEO is projecting one student in the program for the 2023-24 school year.** SBCEO has communicated with the Special Education Administrators of the districts listed, and none of them are expecting to refer any students to the program during the 2022-23 school year or 2023-24 school year. When a regional program enrollment is projected to fall below 60% of the established class size of 8-10 (Local Plan 9-30 #3), it must be brought to the JPA board for discussion.

The following information is provided for review.

- In 2022-23, the program staff includes a 1.0 FTE teacher, three .8125 FTE paraprofessionals, one .8125 LVN, and related services staff as per the Local Plan.
- In 2021-22, the program enrollment was six students.
- In 2022-23, the current enrollment is five students. Four students are sixth graders who will matriculate to seventh grade for the 2023-24 school year. The remaining student will be a sixth grader whose district is Santa Barbara Unified School District (SBUSD).
- For the sixth grade student, SBUSD has communicated that it will be able to offer FAPE in one of the district programs beginning in the 2023-24 school year. Parent input will be included as part of the spring 2023 IEP team meeting and transition process to determine an appropriate placement for the student.
- The current program cost is \$315,757.00.

Due to projected low enrollment, it is recommended that the classroom is closed at the end of the 2022-23 school year.



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Request for Regional Occupational Therapy (OT) Expansion for the 2022-2023 School Year

BACKGROUND:

- SBCEO provides regional OT services to several districts and preschools throughout Santa Barbara County.
- The current Local Plan staffing recommendation is an average caseload of 20-30 students per 1.0 FTE (2 consults count the same as 1 direct service). SBCEO currently has 3.0 FTE serving all the LEAs in the county that utilize regional OT.
- There are approximately 84 students currently receiving OT services, and an additional 11 new students who have been referred for OT assessment.
- To continue to meet the needs of the students and support the current number of assessments, SBCEO is requesting 0.4 FTE OT for the regional program for the remainder of the current school year.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: Estimated increase in cost for expansion ranges from \$33,984.35 - \$54,990.09 for the remainder of the 2022-2023 school year. For the upcoming 2023-24 school year the estimated cost is to be \$49,144.73 - \$79,295.26, to be funded by the participating LEA's.

RECOMMENDATION: The JPA Board approve the SBCEO request for Regional OT Expansion for the 2022-2023 school year as presented.

RA:lm



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

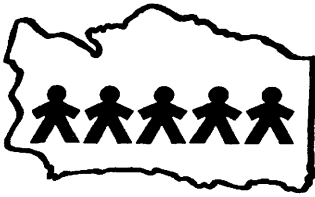
Date: November 2022
 To: Ray Avila, SELPA Executive Director and the JPA Board
 From: Kirsten Escobedo, Assistant Superintendent, Special Education
 Re: SBCEO Request for Regional Occupational Therapy (OT) Expansion for the 2022-23 School Year

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

LEA	# Students with Direct OT Services	# Students with OT Consultation
Santa Ynez Valley Consortium	22	2
Zaca/Santa Ynez Valley Preschools	7	0
Cold Spring SD	5	2
Montecito Union SD	11	2
Hollister ESN Program	3	1
Carpinteria Unified SD	31	3
Total	79	10

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.) SBCEO current has 3.0 FTE serving the LEAs listed. In addition to the number of students who are currently receiving OT services, there are also an additional 11 new students who have been referred for OT assessment. To meet the needs of the students and support the current number of assessments, SBCEO is requesting an additional .4 FTE OT for the regional program.

The estimated fiscal impact for the remainder of the 2022-23 school year is \$33,984.35-\$54,990.09. The estimated fiscal impact for the 2023-24 school year is \$49,144.73-\$79,295.26



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

REF: VII-D

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Request to Close Alice Shaw Elementary School SDC Regional Program in the 2023-2024 School Year

BACKGROUND:

- According to the SBCSELPA Local Plan when a regional program enrollment is projected to fall below 60% of the established class size of 8-10 students (Local Plan 9-30, #3), it must be brought to the JPA Board for discussion.
- In north Santa Barbara County, SBCEO operates 3 regional programs serving students with severe/profound disabilities in grades 4-8. They are located at Alice Shaw Elementary, Arellanes Junior High, and Olga Reed Elementary.
- SBCEO is projecting the 2023-24 enrollment among the 3 classes to be 12 students. The students in these programs have significant needs and require high levels of support with all activities of daily living.
- SBCEO is proposing to close the Alice Shaw Elementary School Program for the 2023-2024 school year and transition the students scheduled to attend Alice Shaw to Arellanes Jr. High School Program. Shaw is the smallest of the three classrooms and is unable to accommodate as many students as Olga Reed or Arellanes.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: This closure should not have a negative impact since the current students are all able to be accommodated in the other 2 classrooms, Olga Reed or Arellanes.

RECOMMENDATION: The JPA Board approve the closure of Alice Shaw Elementary School SDC regional program at the end of the 2022-2023 school year as presented.

RA:lm



Santa Barbara County Education Office

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

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

Susan C. Salcido, Superintendent of Schools

November 2022

To: Ray Avila, SELPA Executive Director and JPA Board

From: Kirsten Escobedo, Assistant Superintendent, SBCEO

RE: Alice Shaw Elementary School and Arellanes Jr. High SDC Programs, 2023-2024 School Year

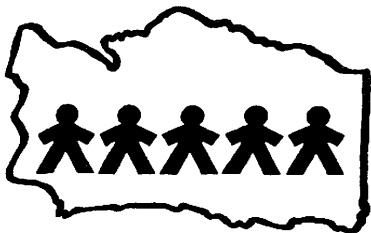
SBCEO has reviewed the anticipated 2023-2024 class sizes for the regional programs serving students with severe/profound disabilities located at Alice Shaw Elementary School in the Orcutt Union School District and Arellanes Junior High located in the Santa Maria Bonita School District. Alice Shaw Elementary School is expecting three students in the program next year. Arellanes Junior High is expecting four students in the program next year. The Local Plan requires that when a program enrollment is projected to fall below 60% of the established class size of 8-10 (Local Plan 9-30 #3), it must be brought to the JPA board for discussion.

SBCEO currently operates three regional programs for students grades 4-8 serving students in north Santa Barbara County. One program is located at Arellanes Junior High School in the Santa Maria-Bonita School District, and two are in the Orcutt School District: one at Alice Shaw Elementary School and one at Olga Reed Elementary School. **The 2023-2024 projected enrollment among the three classes is 12 students and is outlined in the chart below.** The students in these programs have significant needs including support with behavior, support with g-tubes, seizures, use of wheelchairs and standers, and they require support with all activities of daily living.

SBCEO is proposing to close the Alice Shaw Elementary School Program for the 2023-24 school and transition the students scheduled to attend Alice Shaw to the Arellanes Junior High School program. As outlined in the chart below, SBCEO is proposing to move three students from Alice Shaw to Arellanes. This proposal would provide an enrollment at Arellanes of six students and an enrollment at Olga Reed of six students.

SECEO is proposing to close Shaw and keep Reed open to allow for the greatest level of placement flexibility in the future. Olga Reed is able to accommodate third through eighth grade students in the program and Shaw is only able to accommodate third through sixth grade students. Shaw is also the smallest of the three classrooms and is unable to accommodate as many students as Olga Reed or Arellanes.

School	Number of Students in 2023-24 With No Changes	Number of Students in 2023-24 with Proposed Changes
Shaw		
4	0	
5	1	
6	2	
7	0	
	3	
Reed		
5	0	1
6	0	
7	2	2
8	3	3
	5	6
Arellanes		
	0	
6	0	2
7	3	3
8	1	1
	4	6
Total	12	12



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Request for an Additional 0.85 FTE Regional Computer Network Technician to Support

BACKGROUND:

- SBCEO provides Regional Program services to students in Santa Maria-Bonita School District, Orcutt Union School District, Lompoc Unified School District, the Santa Ynez Valley Consortium and Carpinteria Unified School District.
- Currently the SBCEO Special Education Division has a 1.0 FTE for a Computer Technician II. The individual in this position provides support to all the staff and students in all programs in the Special Education Division, approximately 963 individuals.
- The job duties of this position are extensive and continue to grow as programs expand. This individual also supports any technology needs that are required because of due process filing and resolution or decision, settlement agreements and compliance complaints.
- SBCEO is requesting Regional Program funding for an additional 0.85 FTE Computer Network Technician to provide additional support to SBCEO's Regional Programs.
- LEA/district special education administrators support the proposed request.

FISCAL IMPACT: The estimated cost for the remainder of the 2022-23 school year ranges from \$54,535.15 - \$92,116.20. For the 2023-24 school year the estimated cost ranges from \$96,157.10 - \$140,627.40.

RECOMMENDATION: The JPA Board approve the SBCEO request for an additional 0.85 FTE Regional Program Computer Network Technician as presented.

RA:lm



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Date: November 18, 2022
 To: SEAM and JPA Board
 From: Kirsten Escobedo, Assistant Superintendent, SBCEO
 Re: Request for an additional .85 FTE Regional Computer Network Technician to support

Background

SBCEO provides Regional Program services to students in Santa Maria-Bonita School District, Orcutt Union School District, Lompoc Unified School District, the Santa Ynez Valley Consortium, and Carpinteria Unified School District.

The chart below provides data on the locations and numbers of staff and students served in our Regional Programs. A chart with more details is included at the end of the memo.

	Number of Regional Program Classrooms/Sites	Regional Program Certificated Staff	Regional Program Classified Staff	Regional Program Students Served
Totals	32	84	92	755

The SBCEO Special Education Division has a 1.0 FTE position for a Computer Technician II. (85% of this position is funded through Regional Program indirect costs.) The individual in this position provides support to all of the staff and students in all programs in the Special Education Division. The remaining .15 FTE of her position supports non-regional special education programs and is funded through those programs.

The duties of this position include workstation support, new device setup, software installation, new user orientation, troubleshooting user problems, assisting with resetting passwords, help staff connect to WiFi at their work location, wiping data/reformatting drives for computers being reused by someone else, assisting users with databases, managing iPads, setting up email on various devices for one person, setup/troubleshooting printers, fax, copiers, etc. working with various vendors over the phone, quoting and recommending computers or other devices, purchasing/receiving computers, scheduling appointments with users to work on their machine, upgrading operating systems and keeping up on the latest version of other software installed on all machines to ensure there are no security vulnerabilities on old versions running. This position

also provides all the audio/visual needs to the division at meetings, trainings, Back to School events and Professional Development Days. Additional duties include troubleshooting Assistive Technology and Augmentative and Alternative Communication devices and ensuring TOMS information is accurate.

In addition, any technology needs that are required as a result of a due process filing and resolution or decision, settlement agreement or compliance complaint are established and supported by this individual.

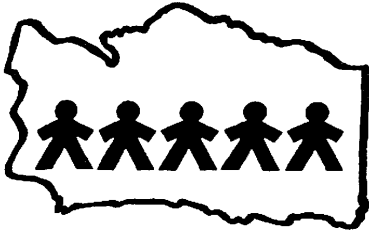
SBCEO is requesting Regional Program funding for an additional .85 FTE Computer Network Technician to provide additional support to SBCEO's Regional Programs.

Fiscal Impact:

The anticipated fiscal impact for the remainder of the 2022-23 school year is \$54,535.15–\$92,116.20. For the 2023-24 school year, the anticipated fiscal impact is \$96,157.10–\$140,627.40.

Program Type	Locations	Number of Sites	Certificated Staff	Classified Staff	Students Served
Preschool SDC	Santa Maria/Orcutt	10	9	19	171
Preschool SDC	Lompoc	5	5	12	114
Preschool SDC	Santa Ynez Valley	2	1	2	20
ESN TK-12	Santa Maria/Orcutt	3	3	9	15
ESN TK-12	Lompoc	2	2	9	15
ESN TK-12	Santa Barbara	1	1	3	5
DHH SDC	Santa Maria/Orcutt	4	4	13	28
DHH Itinerant	Santa Maria, Orcutt, Santa Ynez Valley	0	3	2	46
Vision/O&M Itinerant	Santa Maria, Orcutt, Lompoc	0	6	5	29
Juvenile Court & Community	Santa Maria	1	1	2	10
Psychologists	County-wide	0	12	0	0
SLPs	County-wide	0	21	0	302
OT	County-wide	0	0	4	0
APE	County-wide	0	4	0	0
Nurses	County-wide	0	3	2	0
Itinerant Preschool Staff	County-wide	0	4	0	0
Administrative/Clerical staff not included above	Santa Barbara	1	1	4	0
Administrative/Clerical staff not included above	Santa Maria	1	4	5	0
Administrative/Clerical staff not included above	Lompoc	1	0	1	0
Administrative/Clerical staff not included above	McClelland	1	0	0	0
Regional Program Totals		32	84	92	755
Direct Service	Montecito (Cold Spring and MUS)	2	4	17	68
Direct Service	Cuyama	2	2	5	29

Early Start	County-wide	0	8	7	125



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Funding of Additional Support Staff at Alice Shaw Elementary School
 for the 2022-23 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 one (1) teacher and three (3) paraeducators per every eight (8) students. The current class size is currently 7 students, however, 4 of these students require high levels of one-on-one supports with tasks including toileting, g-tube feeding and some Diastat procedures. Additionally, one of the students has a gait belt and require that 2 adults be in close proximity at all times incase of a seizure. When staff is out assisting any of the other high level needs students this leaves student unattended to support two-to-one close supervision.
- The students in this class are all need high levels of support, including the student with 1 to 1 paraeducator needs to meet health and safety needs. To meet the needs of this classroom effectively the regional program operator, SBCEO, is requesting funding for 6.2 hours of additional paraprofessional support time per day. The request for additional aide time support for the 2022-2023 school year is outlined on the attached request (**REF: VII-F.1**).
- An observation team recently visited the classroom and deemed the request for additional support staff necessary as requested.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: The estimated cost for requested additional support staff ranges from \$35,793.00 - \$51,107.00 for the 2022-2023 school year.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding of the additional support staff for Alice Shaw Elementary School for the 2022-2023 school year as presented.

RA:lm

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO		
Regional Program Type: Severe/Profound K-8		
District: SMBSD/OUSD	School: Alice Shaw Elementary School	For 2022-2023 School Year
Teacher Name: Halima Hammel	Current Class Size: 7	Age Range: 5-13
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 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"/> Additional 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: 6.2		Estimated cost for requested support staff: Low: \$35,793 High: \$51,107

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

Student First Initial : B	Last Initial: M	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	Age: 11	Grade: 6
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: One teacher and three paraeducators for 8 students.

Current Support Staff (ex: program aide, additional aide, one on one, etc)	<i>Total Hours/Schedule</i> <small>(ex. 15hrs/Mon-Fri 9-12)</small>	Duties
Program Aide	6.20hrs/M- F 8:15-2:57	Assist all student with severe health and safety needs.
Program Aide	6.20hrs/M-F 8:15-2:57	Assist all students with severe health and safety needs.
Program Aide	6.20hrs/M-F 8:15-2:57	Assist all student with severe health and safety needs.

Regional Program Operator Request for Funding of Additional Support Staff

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

The classroom has three classroom paraeducators. There are currently 4 students in the classroom that require high levels of supports with toileting, g-tube feeding, and some with Diastat procedures. The student has a gait belt to help her if she has a seizure and were to drop. She requires that 2 adults be in close proximity to her in case of a seizure so that she does not drop and hurt her head. When staff are out supporting other students with procedures, toileting, or feeding, this leaves student unattended to support the two to one close supervision in case of seizure.

Per SCIA, the student's health and safety need require that she be supported by a 1 to 1 paraeducator to meet such health and safety needs.

The student was referred for a SCIA evaluation after several requests by the parent. Her mother is concerned with staffing for the student due to her increased seizures (drop seizures) and specialized health care needs with staff needing to administer emergency medications of Rectal Diastat. Further, parent is concerned with her choking risk and her lack of safety awareness (elopement, frequent falling and frequent choking when eating).

II. Background Information and Educational Seating

The student is a 6th grade student who is identified with multiple handicaps which includes an intellectual disability, speech and language impairment, orthopedic impairment, and other health impairment. The student's cognitive evaluation indicates that she is functioning a one-year-old age level.

The student is diagnosed with 21q monosomy and followed by a number of medical specialists. She has a history of cluster seizures and drop seizures. She has a specialized health care plan and is prescribed Clonazepam for cluster seizures and Rectal Diastat for drop seizures.

Due to her high level of need she requires a staff member in close proximity to her to support her one-on-one throughout her day. Due to her high level of need the county has been providing a Maxim para support to ensure she is safe and in preclude the risk of the student being injured.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: (Students health needs will be considered and revisited at the annual to determine and or adjust continued level of need).

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 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 adults at close proximity due to possible seizures she may experience and fall. <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, 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. X	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. X	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 75% of the time. Requires adult to facilitate social interaction with peers and to remain in proximity at all times. X

Regional Program Operator Request for Funding of Additional Support Staff

School Day Description: (check day(s) that pertain to chart below) **X MONDAY X TUESDAY X WEDNESDAY X THURSDAY X 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 - 9:00 am	Arrival/Transition/Toileting	Dropping during outside transition, elopement risk, Pushing or leaving desired area;	6	All staff are supporting students in transition from the bus, 3 students in wheelchairs Breakfast prep	The student will push other students/staff or leave designated area; she will lose a balance and fall or climb on objects due to lack of safety awareness
9:00 am - 9:30am	Breakfast	The student will drop her spoon or dump food/drinks over. She has difficulty with loading her spoon independently.	6	1-2 paras are g tube feeding, 2/3 staff and teacher are with other students for feeding assistance	The student's food is pureed. She is working on feeding herself She requires 1-1 throughout feeding time. She is a choking/aspiration risk. She needs prompting to load her spoon. Continuous monitor for safety due to choking risk and 1-1 for instruction. The student's feeding can take up to 45 min
9:30 am - 9:50am	Large group instruction Individual boxes for goal work	The student is monitored for elopement. Hands in her mouth trying to provide sensory input to work on goals	6	3 paras rotations for breaks. Teacher is teaching large group 2 staff left to support students for group participation	The student needs redirection with verbal cues and physical prompting to remain seated and monitor for leaving the area. The student is monitored for choking and gagging risk with hands sensory items provided by 1-1 staff for access to instruction
9:50 am - 10:30 am	G-Tube Feeding Free choice	The student is monitored for elopement, hands in her mouth and other small items.	6	1 para g tube feeding; 1 para assist with The student	Staff need to assist The student with appropriate choices, monitor for balance/choking risks; monitor for safe interactions with peers (will hit or get very close to peers/ other students will hit her)
10:30 am - 11:00 am	Outside recess APE (Thurs)	The student drops frequently due to gait instability and changes in the ground surfaces. The student will wander and walk away	6	1 teacher 3 paras; 3 paras assist with students in wheelchairs (2 or 3 when present); other person with 3 students and has to assist with The student 1 to 1	The student needs 1 to one continuous monitoring for elopement, gait instability and dropping due to seizures. Prevent injury and falls as the outside environment has changes

Regional Program Operator Request for Funding of Additional Support Staff

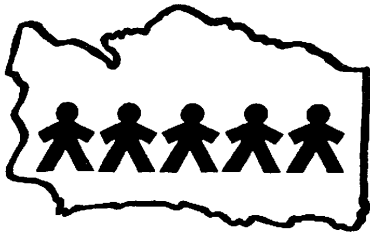
		(elopement risk) from staff in the large recess/yard area.			in surfaces and can create more challenges.
11:00 am - 11:10 am	Toileting/ hand washing	The student will put hands in her mouth. She is monitored for safety while waiting given sensory items and monitored for falling	6	1 para for ambulatory students (3 students including The student). 2 staff needed to toilet students in wheelchairs.	The student needs 1 to 1 assistance for toileting and throughout the bathroom routine. Requires support in the classroom while others are being toileted. She is monitored for hands in mouth
11:10 am - 11:55 am	Get/prep lunch 11:10-11:20 Lunch	The student will drop her spoon or dump food/drinks over. She has difficulty with loading her spoon independently.	6	2 paras work with ambulatory students 1 para or teacher works with The student Teacher supports non ambulatory students (staff rotate on lunch beginning at 11:30)	The student's food is pureed. She is working on feeding herself She requires 1-1 throughout feeding time. She is a choking/aspiration risk. She needs prompting to load her spoon. Continuous monitor for safety due to choking risk and 1-1 for instruction. The student's feeding can take up to 45 min
11:55 am - 12:45 pm	Large Group /Individual goal work boxes Speech on Weds	The student is monitored for elopement. Hands in her mouth trying to provide sensory input to work on goals. Continuous. Monitor for choking and seizures	6	Students are working 1 to 1 or 2 to 1 during teacher led instruction. (staff rotate on lunch 1 out for lunch)	Staff required to ensure that The student attends. Monitor and redirect The student as she will leave the area.
12:45 pm - 1:10 pm	Recess outside Activity	The student drops frequently due to gait instability and changes in the ground surfaces. The student will wander and walk away (elopement risk) from staff in the large recess/yard area.	6	1 teacher 3 paras; 3 staff assist with students in wheelchairs (2 or 3 when present); other person with 3 students and has to assist with The student (1 staff rotating out on lunch 1 out for lunch until 1:00)	The student needs 1 to one continuous monitoring for elopement, gait instability and dropping due to seizures. Prevent injury and falls as the outside environment has changes in surfaces and can create more challenges.
1:10 pm - 1:45 pm	G Tube feeding (3) Toileting	The student needs 1 to one continuous monitoring for elopement, gait instability and dropping due to seizures. Prevent injury and falls as the outside environment has changes in surfaces and can create more challenges. In the bathroom, full assistance to follow the toileting routine.	6	3 Staff supporting G tube 1 para with ambulatory students (3 students including The student). 2 staff needed to toilet each non-ambulatory student	The student needs one to one assistance for personal care and toileting. She is continuously monitored.

Santa Barbara County

Special Education Local Plan Area..... A Joint Powers Agency

Regional Program Operator Request for Funding of Additional Support Staff

1:45 pm - 2:30 pm	Art sensory activities	The student sticks paint, materials, and hands in her mouth. Will throw work items.	6	Staff is working 1 to 1 rotating from student to student at a group table	The student requires 1 to 1 monitoring for throwing items or sticking them in her mouth.
2:30 pm - 2:45 pm	Toilet check	The student needs 1 to one continuous monitoring for elopement, gait instability and dropping due to seizures. Prevent injury and falls as the outside environment has changes in surfaces and can create more challenges.	6	2 staff for needed for any Non ambulatory student needing toileting.	The student needs one to one assistance for personal care and toileting. She is continuously monitored.
2:30 pm-3:00 pm	Prepare for bus departure at 2:45	The student will wander away, falls frequently in the outside space. The student needs a harness placed for the bus ride home.	6	3 staff with wheelchairs students 1 staff with 3 ambulatory students.	The student needs 1 to 1 support for putting on her harness and is continuously monitor in the outside space for elopement, potential falling/tripping and seizures.



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Funding of Additional Support Staff for Central Avenue Preschool for
 the 2022-23 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 one (1) teacher and three (3) paraeducators per every eight (8) students. The staffing guidelines for the Moderate Severe Self-Contained preschool program is one (1) teacher and two (2) paraeducators for eight (8) to nine (9) students for a half day program. Currently there is one (1) teacher and two (2) paraeducators in the classroom with nine (9) students. As of November 15, 2022, for the 2022-23 school year, there will be eleven (11) students enrolled in the program thus the request for additional paraprofessional time support for the school year.
- The students in this class have a variety of intensive needs requiring a high level of monitoring. Three (3) of the students demonstrate aggressive behavior towards peers and staff. Four (4) of the students regularly attempt elopement out of the classroom. Two (2) students are climbers, they climb classroom furniture. To meet the needs of this classroom effectively the regional program operator, SBCEO, is requesting funding for 3 hours of additional paraprofessional support time per day. The request for additional aide time support for the 2022-2023 school year is outlined on the attached request (**REF: VII-G.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 additional support staff ranges from \$15,957.01 - \$30,296.04 for the 2022-2023 school year.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding of the additional support staff for Central Avenue Preschool for the 2022-2023 school year as presented.

RA:lm

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO		
Regional Program Type: Moderate-Severe Disabilities, Mod-Severe Autism		
District: Lompoc Unified School District	School: Central Avenue Preschool	For 2022-2023 School Year
Teacher Name: Sandra Sousa	Current Class Size: 11	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 type="checkbox"/> The need is associated with legal issues <input type="checkbox"/> To assist a student with severe behavioral problems <input checked="" type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> Additional 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 hr.		Estimated cost for requested support staff: Low: \$15,957.01 High: \$30,296.04

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

Student First Initial :	Last Initial:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Age: NA	Grade: NA
Does Student live in a group home?		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Current Local Plan staffing ratio guidelines for this program: One teacher and three paraeducators for 8 students.

Current Support Staff (ex: program aide, additional aide, one on one, etc)	Total Hours/Schedule (ex.15hrs/Mon-Fri 9-12)	Duties
Program aide	7hr T-F 8:00-3:30	Bilingual, Assist all students in class
Program aide	6.75hrs/T-F 8:00 -3:15	Assist all students in class

Regional Program Operator Request for Funding of Additional Support Staff

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

The SELPA staffing guidelines for the Moderate Severe Self-Contained preschool program is one teacher and two paraeducators for eight to nine students for a half day program. Starting the week of November 15, our AM class will go from 9 to 11 students. Currently, there is 1 teacher and 2 paraeducators in the classroom. Currently our PM class currently has 8 but will be growing as the numbers of students qualifying is increasing. One additional program paraeducator is requested to meet the staff ratio guidelines, provide a safe learning environment for the students, and provide support to address the student's IEP goals. We anticipate adding additional students over the remainder of the school year.

The students in the class have a variety of intensive needs requiring a high level of monitoring including elopement, extreme sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support. This intensive level of support needed includes the use of positive reinforcement strategies, tangible reinforcers, visual schedules, and the use of picture exchange communication systems.

Three of the students in the class demonstrate aggressive behavior towards peers and staff. Four of the students attempt to elope out of the classroom environment (including outdoors) frequently throughout the day. Two students are climbers-they climb the classroom furniture (tables, chairs and bookshelves) if not closely monitored. These students do not respond when their name is called by an adult. These students require close monitoring and constant supervision in order to keep all students and staff safe and to teach appropriate social skills. When the students become aggressive (hitting, biting, throwing objects, kicking) and/or attempt to elope it requires a staff member to monitor them which reduces the supervision for all the students in the classroom.

All the students in the classroom continue to wear diapers (11/11 children) and are being toilet trained. These students require a minimum of one-two daily changes. The high level of staff support during the times of diaper changes also reduces the staff supervision for other students.

The use of evidenced-based practices (EBP) for students with ASD and moderate –severe disabilities have been implemented in the class and students continue to make progress. Successful implementation of evidenced-based practices requires staff training and a high level of planning and organization. This needs to be done regularly and prior to student's arrival in the classroom so that when students are present, staff can fully monitor and support the students, provide the consistency and structured routines and interventions necessary to facilitate academic progress for student while decreasing inappropriate behaviors. Some of the interventions and strategies used include visual schedules, keeping available tangible reinforcers that are unique to each child, creating lesson activities with modifications and accommodations that are unique to each child's individual developmental needs.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Additional staff would not be required if the class enrollment reduces to eight students.

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 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, 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 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 type="checkbox"/>

Regional Program Operator Request for Funding of Additional Support Staff

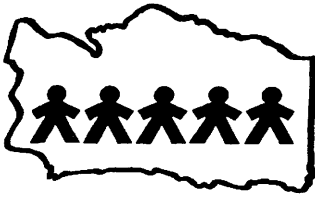
School Day Description: (check day(s) that pertain to chart below) _ MONDAY X TUESDAY X WEDNESDAY X THURSDAY X FRIDAY

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...
8:00-8:15	Set up classroom/prep for teacher directed activity/change materials		0		
8:15-8:30	Students arrive-assist with helping students of the bus, putting backpacks in cubby, directing them to the table and begin teacher directed activity	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials They can be a distraction to peers.	11	Each staff members support students	Students need additional support to complete directions, follow through on activity provided and maintain attention to the task
8:30-9:00	Free play/toileting	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	11	1 staff is toileting students, 2 staff are supporting the remaining students in the classroom	Students need additional supervision and support to engage with peers and materials appropriately.
9:00-9:20	Clean up and Large Group	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	11	All the staff are assisting students in cleaning up toys/materials and transitioning to circle time area. The teacher is leading the circle time and 2 staff are providing support to 11 students.	Students need additional support to attend to large group.
9:20-9:40	Centers that work on specific and individual goals	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials. They can protest by tantrums and destructive behavior.	11	Each staff member is supporting and directing a center and supporting students.	Students need additional support to complete directions, follow through on activity provided and maintain attention to the task so the centers can be run smoothly.

Regional Program Operator Request for Funding of Additional Support Staff

9:40-10:05	Free Play/toileting/wash hands	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	11	1 staff is toileting students, 2 staff are supporting the remaining students in the classroom	Students need additional supervision and support to engage with peers and materials appropriately. Students need additional support to wash hands and teach appropriate hand washing techniques.
10:05-10:20	Snack time	Students need support sitting and eating snack appropriately. 3 students require more than moderate supervision while eating.	11	Staff support all students during snack time.	3 students require more than moderate supervision while eating.
10:20-11:00	Outdoor play time	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	11	Each staff member supports students during transition to outdoors and supervises their safety while teaching appropriate play skills, gross motor skills and peer engagement.	Students need additional supervision and support to engage with peers and materials appropriately.
11:00-11:15	Transition to indoor and closing group time	Students elope, can demonstrate aggressive behavior towards staff, peers and themselves.	11	Each staff member supports students during transition to indoors and supervises their safety; The teacher is leading the circle time and 2 staff are providing support to 11 students.	Students need additional support to attend to large group.
11:15	Students leave by bus or by parent pick up	Students elope, can demonstrate aggressive behavior towards staff, peers and themselves.	11	Each staff member supports students during transition to bus (putting on backpacks and walking to the bus safely) Helping parents retrieve their children	Students need additional supervision and support.
11:15	Clean up	Staff are cleaning used materials/toys, putting them away and preparing for the next class.	0		Staff are cleaning/disinfecting used materials/toys, putting them away and preparing for the next class.



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Regional Program Update

BACKGROUND:

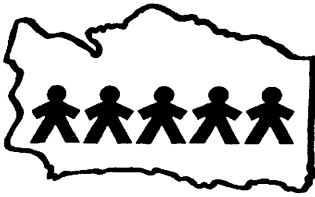
- Staff presented a regional program update to the JPA Board at the November 7, 2022 meeting. There was discussion regarding concern for SB County to be able to offer a full Continuum of Services, specifically in support of our students who benefit from Therapeutic Learning Programs (G.R.O.W. classrooms).
- G.R.O.W. classrooms have decreased from 18 to 16 from the 2021-2022 to the 2022-2023 school year. There are specific grade level needs in both the North and South part of our county to serve this population.
- The SBCSELPA Executive Director shared this Regional Program Update with SB County Special Education Administrators at the November 18, 2022 SEAM meeting. **(SEE REF: VIII-A.1).**
- The SBCSELPA Executive Director and Mental Health Manager will be contacting targeted LEAs to discuss with the Superintendent and Special Education Director the potential opportunities for developing a Regional and/or Non-Regional G.R.O.W. classroom within their school district. The targeted LEAs are Carpinteria Unified School District, Santa Maria-Bonita Elementary School District, and Orcutt Union School District.
- Staff will follow up with feedback to the JPA Board at a future meeting.

FISCAL IMPACT: None.

RA/lm

GROW CLASSROOMS WITHIN SBCSELPA, REGIONAL & NON-REGIONAL

<u>Non-Regional</u>				<u>Regional</u>		
<u>SYVC</u>	<u>LUSD</u>	<u>GUSD</u>	<u>SBUSD</u>	<u>SMJUHSD</u>	<u>LUSD</u>	<u>SBUSD</u>
Oak Valley Elementary	Vandenberg Middle School	Ellwood Elementary (2-4)	San Marcos High School	Santa Maria High School	Clarence Ruth Elementary	Goleta Valley Junior High
Santa Ynez Elementary		Ellwood Elementary (5-6)	Dos Pueblos High School II	Ernest Righetti High School	Cabrillo High School	Dos Pueblos High School I
Santa Ynez High School				Santa Maria High School (Level 2)		Santa Barbara High School



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County SELPA Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan (*First Reading*)

BACKGROUND:

- Beginning in Fall 2021 a Low Incidence (LI) Ad Hoc Committee was convened to review Low Incidence Local Plan Language.
- The committee developed proposed local plan language to clarify current practice, and to provide equitable distribution of Low Incidence funds and support for small LEAs with LI pupils.
- Proposed Plan Language changes to clarify current practice:
 - SBCSELPA will retain the funds to reimburse districts.
 - Off-the-Top Low Incidence amounts are approved by the JPA Board.
 - LEAs may request access to a SELPA off-the-top set aside pool base on extraordinary circumstances. Requests must be approved by JPA.
 - LEAs will report their estimate Supplemental Aids and Services and Low Incidence Expenditures for the following year for inclusion in the Annual Budget Plan.
 - Removed duplicative language, and reorganized to be concise and contiguous
- Proposed Change to current practice:
 - Every small LEA with LI pupils will now have \$5,000 off-the-top allocation.
 - Low Incidence Ending Fund Balance (LI-EFB):
 - Only the SBCSELPA allocation of the LI-EFB is available for LEAs with a shortage of LI funding to request at the end of the year. (Current and outdated language pools portions of unused allocations to districts, and this language was not being implemented.)
 - Requests must be approved by the JPA Board
- Proposed revisions have been made to Section 9 of the Local Plan. (**SEE attachment, Local Plan, Section 9, AB 602 Special Education Fiscal Allocation Plan**)

FISCAL IMPACT: None.

RECOMMENDATION: The JPA Board approve the *first reading* of the revisions to Local Plan, Section 9, AB 602 Special Education Fiscal Allocation Plan and recommends that this item return as an action item for the *second reading/approval* on the February 6, 2023, JPA Board meeting agenda.

RA/RW:lm

SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION
- 3200 BUDGET PLANNING PROCESS
- 3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

XV. LOW INCIDENCE MATERIALS AND EQUIPMENT FUNDS

Low Incidence (LI) Materials and Equipment funding will continue to allocated to LEAs within the SBCSELPA based upon the CALPADS Fall 1 with Low Incidence Disabilities as specified in SBCSELPA policy.

Low Incidence (LI) Funding will be retained at SBCSELPA for Off-the-Top expenditures and to reimburse districts for expenditures based on their allocated amounts.

Off-the-Top amounts will be approved by the SBCSELPA JPA Board. LEAs may request access to funds from a SELPA off-the-top set aside pool based on extraordinary circumstances, such as new LI pupils. Requests must be approved by the JPA board.

Every Small LEA with LI pupils, defined as LEAs with less than 5,000 ADA, will be allocated \$5,000 after off-the-top expenses. Each district in SBCEO and SYVSEC will count individually. The remaining LI funds will be distributed to all LEAs in proportion to current year CALPADS Fall 1 LI pupil counts.

By September first of each fiscal school year, SBCSELPA will review LI expenditures. **Ending balances from SBCSELPA's LI prior year allocation shall go into a shared pool.** by LEA from the prior year. Any LEA annual allocation LI funding remaining from the prior year above 25% shall go into a SBCSELPA shared pool to fund any other LEA unfunded LI costs from the prior year. Any LEA that can demonstrate they have a shortage of LI funding in a given year to cover LI student needs (as per specified priorities listed below) may submit a request with documentation to the SBCSELPA by June first of the current school year in order to access shared pool LI funding that may become available the following September. **Requests must be approved by the JPA Board.** If there is SBCSELPA level shared pool LI funding remaining after all prior year LEA expenses are funded, it will be allocated out to SBCSELPA member LEAs by based on numbers/percentages of students identified as low incidence (LI) in the current year.

The following excess cost funding priorities will apply:

- 1st priority—specialized equipment and materials expenses
- 2nd priority—direct services
- 3rd priority—transportation to direct services

SPECIAL EDUCATION LOCAL PLAN AREA

9-24

COPIED/Moved from Page 9-39 Section 3207

If a student with a low incidence disability, receives services from an LEA other than the district of residence (DOR), the non-district of residence LEA that provides the service shall collaborate with the special education administrator of the DOR in order to access low incidence funding to purchase needed equipment, materials, or services. The special education administrator of the DOR shall ~~sign in~~ consent *in writing* all requests to purchases or to seek reimbursement for low incidence equipment, materials, or services, ~~via the SBCSELPA Low Incidence Request Form.~~ *The purchasing district may submit for reimbursement from SBCSELPA utilizing the Low Incidence allocation of the DOR.*

The non-district of residence providing low incidence service to a pupil shall be responsible for assisting the DOR with purchasing any IEP designated low incidence equipment, materials, or services and maintaining the inventory of any low incidence equipment purchased on behalf of a student.

The Annual Budget Plan asks for estimated expenditures for:

1) Supplemental Aides and Services in a regular classroom (SACS Function 1130)

2) Low Incidence Expenditures

LEAs will report their estimated expenditures for the following fiscal year. LEAs should consider utilizing codes to specify Low Incidence expenditures for services or personnel in order to have estimates for the Annual Budget Plan. There is no specific SACS code for Low Incidence, so it would need to be LEA defined.

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

REMOVED THIS SECTION FROM APPENDIX – Deleted duplicate language and moved non-duplicative language to Part XV.

~~3207 Methodology for Counting Students with Low Incidence Disabilities and Allocating Low Incidence Funds~~

~~The district of residence (DOR) of the student shall receive the low incidence funding allocated. Low incidence funds generated by pupils with low incidence disabilities shall be maintained at the SBCSELPA and allocated to DORs annually to reimburse any low incidence expenditure made on behalf of pupils with low incidence disabilities.~~

~~Low incidence funds are allocated annually to SBCSELPA district of residence (DOR) of pupils with low incidence disabilities on a per pupil dollar amount basis based on the total number of pupils with low incidence disabilities reported on the CALPADS Fall 1. The per pupil dollar amount is derived by dividing the number~~

SPECIAL EDUCATION LOCAL PLAN AREA

~~of low incidence pupils reported SBCSELPA-wide into the SBCSELPA total amount of low incidence service funds received.~~

Moved this section out of Appendix and to Low Incidence Section XV above:

~~If a student with a low incidence disability, receives services from an LEA other than the district of residence (DOR), the non-district of residence LEA that provides the service shall collaborate with the special education administrator of the DOR in order to access low incidence funding to purchase needed equipment, materials, or services. The special education administrator of the DOR shall sign in consent all requests to purchases or to seek reimbursement for low incidence equipment, materials, or services via the SBCSELPA Low Incidence Request Form. ***The purchasing district may submit for reimbursement from SBCSELPA utilizing the Low Incidence allocation of the DOR.***~~

~~The non-district of residence providing low incidence service to a pupil shall be responsible for assisting the DOR with purchasing any IEP designated low incidence equipment, materials, or services and maintaining the inventory of any low incidence equipment purchased on behalf of a student.~~

EDUCATION CODE 56206

DATE APPROVED: September 5, 1997
 DATE REVISED: December 9, 2002
 DATE REVISED: June 6, 2016

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION
- 3200 BUDGET PLANNING PROCESS
- 3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

XV. LOW INCIDENCE MATERIALS AND EQUIPMENT FUNDS

Low Incidence (LI) Funding will be retained at SBCSELPA for Off-the-Top expenditures and to reimburse districts for expenditures based on their allocated amounts.

Off-the-Top amounts will be approved by the SBCSELPA JPA Board in the Annual SBCSELPA Adopted Budget. LEAs may request access to funds from the set aside pool based on extraordinary circumstances, such as new LI pupils. Requests must be approved by the JPA board.

Every Small LEA with LI pupils, defined as LEAs with less than 5,000 ADA, will be allocated \$5,000 after off-the-top expenses. The remaining LI funds will be distributed to all LEAs in proportion to current year CALPADS Fall 1 LI pupil counts.

By September first of each fiscal school year, SBCSELPA will review LI expenditures. Ending balances from SBCSELPA's LI prior year allocation shall go into a shared pool. Any LEA that can demonstrate they have a shortage of LI funding in a given year to cover LI student may submit a request with documentation to the SBCSELPA by June first of the current school year in order to access shared pool LI funding that may become available. Requests must be approved by the JPA Board. If there is SBCSELPA level shared pool LI funding remaining after all prior year LEA expenses are funded, it will be allocated out to SBCSELPA member LEAs by based on numbers/percentages of students identified as low incidence (LI) in the current year.

If a student with a low incidence disability, receives services from an LEA other than the district of residence (DOR), the non-district of residence LEA that provides the service shall collaborate with the special education administrator of the DOR in order to access low incidence funding to purchase needed equipment, materials, or services. The special education administrator of the DOR shall consent in writing all requests to purchases or to seek reimbursement for low incidence equipment, materials, or services. The purchasing district may submit for reimbursement from SBCSELPA utilizing the Low Incidence allocation of the DOR.

The non-district of residence providing low incidence service to a pupil shall be responsible for assisting the DOR with purchasing any IEP designated low

SPECIAL EDUCATION LOCAL PLAN AREA

incidence equipment, materials, or services and maintaining the inventory of any low incidence equipment purchased on behalf of a student.

The Annual Budget Plan asks for estimated expenditures for:

- 1) Supplemental Aides and Services in a regular classroom (SACS Function 1130)
- 2) Low Incidence Expenditures

LEAs will report their estimated expenditures for the following fiscal year. LEAs should consider utilizing codes to specify Low Incidence expenditures for services or personnel in order to have estimates for the Annual Budget Plan. There is no specific SACS code for Low Incidence, so it would need to be LEA defined.

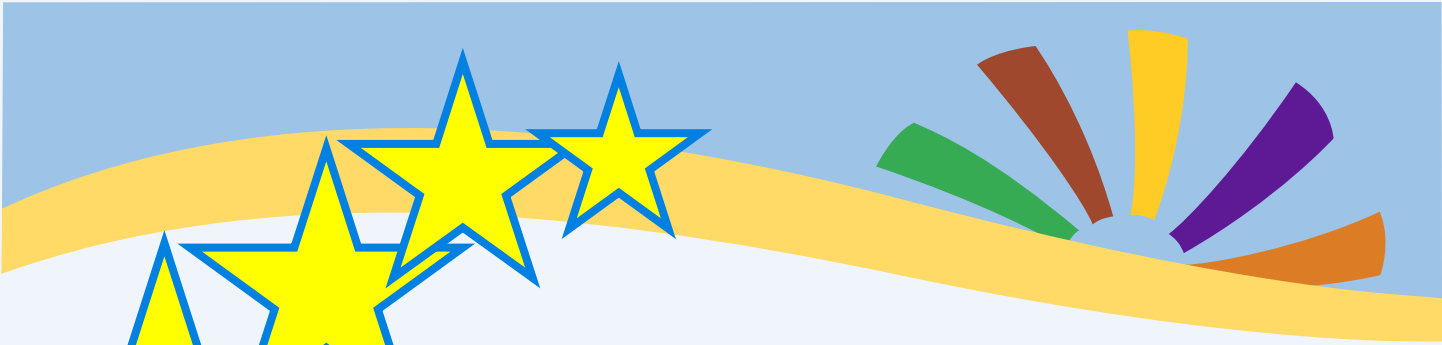
EDUCATION CODE 56206

DATE APPROVED: September 5, 1997

DATE REVISED: December 9, 2002

DATE REVISED: June 6, 2016

DATE REVISED: TBD



Santa Barbara County SELPA-bration



Honoring Exceptional

Educational Staff and Agencies

Supporting Special Education Students and Families

in Santa Barbara County

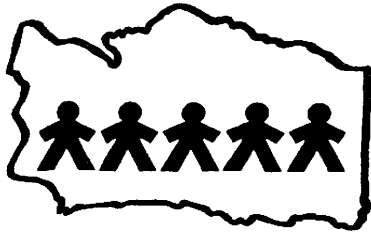
May 11, 2023, 5:00-8:00 p.m.

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: December 5, 2022

To: SBCSELPA JPA Board

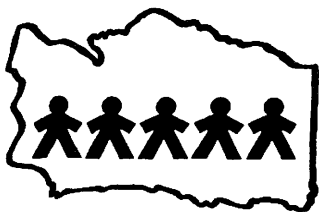
From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA “Winter Break” Closure

BACKGROUND:

- The SBCSELPA Office will be closed, **from Monday, December 19, 2022, through Monday, January 2, 2023, for “Winter Break.”**
- The SBCSELPA Office will reopen on **Tuesday, January 3, 2023.**
- The office will be closed to the public during these dates and there will be no office support staff available. There will be a few individuals that have chosen to work during this time and will physically be in the office. So should an emergency arrive, you should be able to contact a SBCSELPA staff member if necessary.
- We will be posting notice of the office closure on the SBCSELPA website, the display board in the front of our physical office and sending out email blasts to the LEAs/Districts to let them know of the closure.
- We hope everyone has a relaxing and nice holiday season and we look forward to seeing everyone next year in 2023!

RA:lm



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

Date: December 5, 2022

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: December 2022 & January 2023 Professional Development Calendar

BACKGROUND:

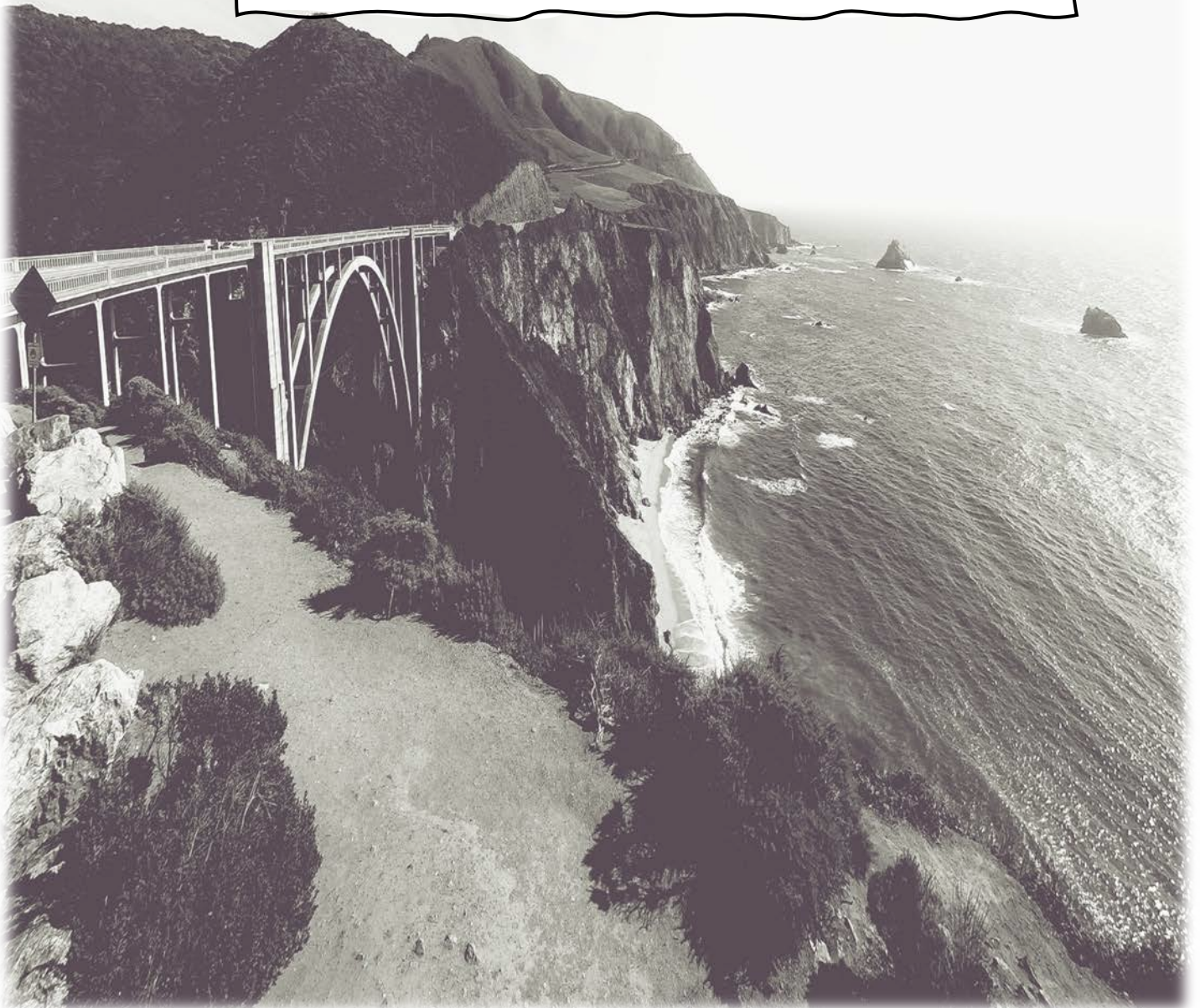
- December 2022 & January 2023 Professional Development Offerings to Santa Barbara County.
- To Register for events, go to <https://sbcsepa.k12oms.org>

December 2022				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
December 1, 2022 1.25 Hours Virtual	Diagnostic Center of Southern California Multisensory Math! What is it & Why is it Important?	Heather Barakat	Virtual Audience: General Education & Special Education teachers, Administrators, Paraeducators	Free
December 5, 2022 3-4pm Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
December 8, 2022 8:30am-3:30pm SMB Souza Center	Assistive Technology Day 4 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/SMB Souza Center Audience: Leadership teams, School Psychologists, Education Specialists	Free
December 9, 2022 8:30am-9:30am Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
December 12 or December 14, 2022 4-5pm Virtual	Engaging in Challenging Relationships (Coaching)	Greg Abell and Carlo Rossi	Virtual Audience: All Staff	Free

December 13, 2022 8:30-9am Virtual	School Psychologist Network	Jennifer Conolly	Virtual Audience: CCASP, School Psychologists, Leadership	Free
December 15, 2022 2-3pm Virtual	Speech and Language Network	Jennifer Connolly	Virtual Audience: Speech & Language, Leadership	Free
TBD	Adapted P.E. Training			Free
January 2023				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
January 10, 2023 1:30 – 3:30 p.m. Guadalupe	Trauma & the Brain/Body Connection, Part 2	Alison Lindsey, SBCSELPA	In Person Guadalupe	Free
January 11, 2023 1 – 3 p.m. Virtual	SIRAS Updates with Michael Brown Updates, State Testing, Accommodations, Transition	Michael Brown	Virtual Audience: All Staff, Junior High, and High School for Transition Topic	Free
January 18, 2023 8:30 a.m. – 12:30 p.m. Virtual Live	ADR Abell & Rossi	Greg Abell & Carlo Rossi	Virtual In-Person South County SBCSELPA North County Zoom	Free
January 18, 2023 3:15 -4:45 p.m. Virtual SBCSELPA & SLO SELPA	Supporting Medically Fragile Students Network	SBCSELPA & SLO SELPA	Virtual Audience: Teachers & Related Services of Medically Fragile Students	Free
January 23 or January 25, 2023 4 -5 p.m. Virtual	Engaging in Challenging Relationships (Coaching)	Greg Abell and Carlo Rossi	Virtual Audience: All Staff	Free
January 24, 2023 4 -3 p.m. Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	
January 26, 2023 8:30 a.m. -3:30 p.m. SMB Souza Center	NCPI – Initial	David Ibsen Phil Pandac	In-Person / SMB Souza Center	

January 26, 2023 1:30 -3:00 p.m. Virtual	Behavior: Essential 10, Day 4: Teaching Strategies and Materials and Reinforcement	TBD, PENT Team	Virtual Audience: All Staff	Free
January 30, 2023 3:00 – 4:00 p.m. Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
January 31, 2023 3:00 – 4:00 p.m. Virtual	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free

Santa Barbara County SELPA
Professional Development Offerings
2022-2023
November 2022



Professional Development Offerings

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Santa Barbara County Special Education Local Plan Area SELPA

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

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

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

The Law

The Individuals with Disabilities Education Act (IDEA) and California special education laws guarantee all students with disabilities a Free, Appropriate Public Education (FAPE) in the least restrictive environment. The SBCSELPA and its member districts do not discriminate based on 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@sbcseelpa.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.
6. For Nonviolent Crisis Prevention Intervention (NCPI) contact Alison alindsey@sbcseelpa.org

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://sbcseelpa.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.

2022-2023 Professional Development Calendar of Events by the Month

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

August

August				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person / Audience	Free/ Cost
August 3, 2022 8:30-3:00 SMJUHSD	GROW	Alison Lindsey Rosy Bucio	SMJUHSD/In person	Free
August 5, 2022 8:30-3:00 Lompoc USD	GROW	Alison Lindsey Rosy Bucio	Lompoc/In Person	Free
August 10, 2022 10:00-3:30 SYVSEC	GROW	Alison Lindsey Rosy Bucio	Santa Ynez Valley Consortium/In Person	Free
August 11, 2022 8:30-10:30 Virtual	SIRAS MIS Clerk Training	Michael Brown SIRAS Systems	Virtual Audience: MIS Clerks working with data in IEPs. Beginners training	Free
August 15, 2022 8:30-3:00 SBUSD	GROW	Alison Lindsey Rosy Bucio	SBUSD/In person	Free
August 15, 2022 3:00-4:30 Virtual	SIRAS Beginners Training with Michael Brown	Michael Brown, SIRAS Systems	Virtual Audience: All Staff	Free
August 16, 2022 9:00-10:30 Virtual	A New Lens on Behavior	Rosy Bucio	Virtual Audience: All staff and NPA/S Certification	Free
August 16, 2022 1:30-3:00 Virtual	Diagnostic Center of Southern California	Margot Johnson	Virtual/Recorded Audience: General Education and Special Education teachers, Paraeducators, Behavior	Free

	Dynamic Duo! Terrific Trio! Effectively Teaming with Paraeducators to Support Students		Specialists, SLPS, Service Providers, Administrators 1.5 hours Watch with your teams	
August				
August 18, 2022 8:00-4:00 Goleta USD	GROW	Alison Lindsey Rosy Bucio	Goleta USD/In Person	Free
August 18, 2022 8:30-3:30 SMB Souza Center	NCPI- Initial	Bethany Schacherer Jennifer Connolly	SMB Souza Center/ In person Audience: All Staff	Free
August 23, 2022 8:30-11:30 Virtual	SIRAS Fall 1 for CALPADS/ MIS Clerks	Brian Marcontell, SIRAS Systems	Virtual Audience: CALPADS and MIS Clerks, Leadership	Free
August 24, 2022 8:30-3:30 Hope SD	NCPI- Refresher	Rosy Bucio Alison Lindsey	Hope/In Person	Free
August 24, 2022 9:00-10:30 Virtual	Behavior Data Collection	Phil Pandac	Virtual Audience: All staff and NPA/S Certification	Free
August 25, 2022 8:30-3:30 SBCSELPA	NCPI- Refresher	Alison Lindsey Natalie Facio-Leon	SBCSELPA/In Person Audience: All Staff	Free
August 26, 2022 9:00-10:30 SBCEO North	Managing Classroom Behavior	Phil Pandac	SBCEO North/In Person	Free
August 29, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual: Same link monthly Audience: All staff	Free
August 30, 2022 8:30-3:30 Virtual	MIGDAS-2: Autism Evaluations to	Marilyn Monteiro, PhD.	Registration: https://pages.wpspublish.com/live-training-august	Free

	Process Individualized School-Based Assessment Across Age and Ability Levels		Audience: School Psychologists, Education Specialists, Leadership	
August 30, 2022 2:00-3:00 Virtual	Transition Network Team (TNT) meeting	Jennifer Connolly	Virtual Audience: TNT Network	Free



Ballard School House
BACK 2 SCHOOL!!!

This Professional Development Offerings Booklet is updated monthly

2022-2023 Professional Development Calendar of Events by the Month

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

September

National Guide Dog Month

International Day of Sign Language, September 23

International Week of the Deaf, September 20-27

September				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
September 1, 2022 2:00-3:00 Virtual	SIRAS for Beginners	Jennifer Connolly	Virtual Audience: All Staff	Free
September 6, 2022 1:00-3:00 Virtual	SIRAS Updates with Michael Brown	Michael Brown, SIRAS Systems	Virtual Audience: All Staff	Free
September 8, 2022 8:30-3:30 SMB Souza Center	NCPI- Refresher	Billy Headrick David Ibsen	SMB Souza Center/ In Person Audience: All Staff	Free
September 8, 2022 3:00-4:00 Virtual	Building Systems that Support Struggling Readers and Students with Dyslexia	Sharon Vaughn, Ph.D- offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOPE https://scoe.gosignmeup.com/ public/Course/ browse?courseid=12236 *Participant may need to create a free account with SCOPE.	Free
September 8, 2022 5:30-7:30 Virtual	Refresh Summit: Early Start to Preschool Summit with Alpha Resource FRC and Community Partners	Part C to B Committee	Virtual Audience: Educators, Leadership, Agency Partners	Free

September				
September 13, 2022 2:30-3:30 Virtual	AT Orientation to the Open Access Flip Kit	Lisa Foote	Virtual Audience: All Staff, Gen Ed.	Free
September 14, 2022 9:00-10:30 Virtual	Proactive Behavior Strategies	Phil Pandac	Virtual/for all staff and NPA/S Cert.	Free
September 15, 2022 8:30-3:30 SBCSELPA	NCPI- Initial	Joe Isaacson Jermaine Powell	SBCSELPA/In Person Audience: All Staff	Free
September 15, 2022 9:00-10:30 SBCEO North	SBCEO Writing a BIP	Phil Pandac	SBCEO North/ In Person	Free
September 15, 2022 2:00-3:00 Virtual	Speech and Language Network Meeting	Jennifer Connolly	Virtual/ SLPs	Free
September 16, 2022 1:00-4:00 In Person SMBSD Souza Center	Patterns of Strengths and Weaknesses/ XBASS	Dr. Vincent Alfonso	Hosted by Santa Maria Bonita SD Contact: Kristen MaKena kmakena@smbds.net or Amber Walz awalz@smbds.net	Free
September 16, 2022 8:30-9:30 Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
September 19, 2022 2:45-4:00 Virtual	What are Evidence Based Practices for Autism?	Rosy Bucio, CAPTAIN RIL	Virtual Audience: All Staff	Free
September 19, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free

September 20, 2022 8:30-9:00 Virtual	School Psychologist Network Meeting	Jennifer Connolly	Virtual Audience: CCASP, Leadership, School Psychologists	Free
September				
September 20, 2022 9:00-12:00 SBCSELPA	Transition to Adulthood Day 1 of Series	Jeannine Forslund Kristy Van Horn Jennifer Connolly	In Person/SBCSELPA Audience: All Staff of Junior HS and HS.	Free
September 20, 2022 9:00-10:30 Virtual	Supporting Students with Behavioral Needs	Rosy Bucio	Virtual for all staff and NPA/S Cert.	Free
September 21, 2022 2:00-4:00 San Marcos High School Santa Barbara	South County Transition Fair	South County Agencies and Vendors	In Person/ San Marcos High School Audience: Staff and Parents of Transition Age Youth	Free
September 22, 2022 8:30-3:30 SBCSELPA	Assistive Technology Day 1 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/SBCSELPA Audience: Leadership teams, School Psychologists, Education Specialists	Free
September 22, 2022 6:00-8:00 Virtual	Refresh Summit: Early Start to Preschool Summit with Alpha Resource FRC and Community Partners	Part C to B Team	Virtual Audience: Educators, Leadership, Agency Partners	Free
September 26, 2022 8:30-3:30 virtual SLO SELPA and SBCSELPA	Emotional Disturbance/OHI/ Mental Health Assessment	Dr. Stephen Brock	Virtual, registration through SLO SELPA Audience: School Psychologists, Leadership, Educators	Free

September 27, 2022 8:30-3:00 SBCSELPA	Diagnostic Center of Southern California Inclusive Education for Students with Mild-Moderate Disabilities	Nicole Ward	In Person/ SBCSELPA Audience: All Educators and Leadership	Free
September				
September 27, 2022 3:00-4:00 Virtual	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free
September 28, 2022 8:30-3:00 SBCSELPA	Diagnostic Center of Southern California Inclusive Education for Students with Moderate-Severe Disabilities	Nicole Ward	In Person/ SBCSELPA Audience: All Educators and Leadership	Free
September 28, 2022 1:30-3:00 Guadalupe	Staff and Student Well-Being: The Impacts of COVID and where to go from here	Alison Lindsey	In Person/ Guadalupe USD	Free
September 28, 2022 3:15-4:45 Virtual	Supporting Medically Fragile Students Network	SLO SELPA and SBCSELPA	Virtual	Free
September 29, 2022 9:00-12:00 In Person SMJUHSD	Transition to Adulthood Day 1 of Series	Jeannine Forslund Kristy Van Horn	In Person/SMJUHSD Board Room Audience: All Staff of Junior HS and HS, Leadership	Free

		Jennifer Connolly		
September 29, 2022 1:30-3:00 Virtual	Behavior: Essential 10, Day 1: Challenging Behavior and Frequency, Intensity, Duration	Cody Jacobs, PENT Team	Virtual Audience: All staff	Free

2022-2023 Professional Development

Calendar of Events by the Month

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

October

Dyslexia Awareness Month, Learning Disability Awareness Month

ADHD Awareness Month

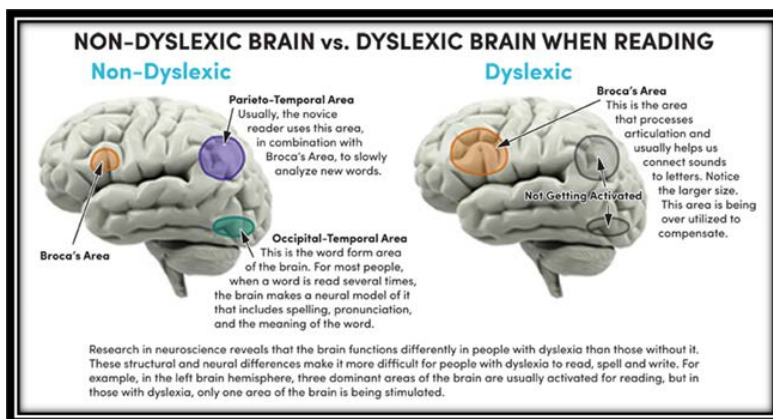
National Physical Therapy Month

AT/AAC Month

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
October 1, 2022 On demand, recorded event	ABCs of Preschool Assessment	Amy Taylor, Diagnostic Center of Southern California	Recorded training, register on SBCSELPA OMS for link to the two-hour event	Free
October 6, 2022, 8:30-3:30 SMB Souza Center	NCPI- Initial	Natalie Facio- Leon Phil Pandac	In Person/ SMB Souza Center Audience: All Staff	Free
October 6, 2022 8:30-3:30	Assistive Technology Day 2 of Series	SBCSELPA AT Team with	In Person/Lompoc USD	Free

In Person Lompoc USD		support of Placer County SELPA	Audience: Leadership teams, School Psychologists, Education Specialists	
October				
October 10, 2022 8:00-4:00 In Person SMBSD	A Hands-on Walkthrough of the XBASS Program	Jenny Ponzuric	Hosted by Santa Maria Bonita SD Contact: Kristen Makena kmakena@smbd.net or Amber Walz awalz@smbd.net	Free
October 10, 2022 3:00-4:15 Virtual	Note Taking in IEP Meetings	Dr. Margaret Saleh, Esq.	Virtual Audience: All staff	Free
October 11, 2022 8:30-3:00 SMB Souza Center	Diagnostic Center of Southern California I Don't Have Time! How to Make School- Based Interventions Work in the Elementary School	Scott Gutentag	In Person/ SMB Souza Center Audience: All Staff	Free
October 12, 2022 8:30-12:30	ADR with Abell and Rossi	Greg Abell and Carlo Rossi	Virtual Live South County SBCSELPA North County Zoom	Free
October 12, 2022 2:30-3:30 Virtual	Setting up an AAC Friendly Classroom	Lisa Foote	Virtual Audience: All Staff	Free
October 12, 2022 4:00-6:00 Santa Maria TCRC	North County Transition Fair	North County Agencies and Vendors	In Person/ Santa Maria Tri- County Regional Center Audience: Staff and Parents of Transition Age Youth	Free
October 18, 2022 8:30-9:00 Virtual	School Psychologist Network Meeting	Jennifer Connolly	Virtual Audience: CCASP, Leadership, School Psychologists	Free

October 18, 2022 3:00-4:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
October				
October 19, 2022 1:30-3:00 Guadalupe	Trauma and the Brain/Body Connection Part 1	Rosy Bucio	In Person	Free
October 20, 2022 8:30-3:30 SBCSELPA	NCPI- Refresher	Louisa Wood Rosy Bucio	In Person/ SBCSELPA Audience: All Staff	Free
October 20, 2022 2:00-3:00 Virtual	Speech and Language Network	Jennifer Connolly	Virtual Audience: SLPs, Leadership	Free
October 24, 2022	Getting Organized	Meghan Davy, Alpha Resource Center	Virtual, contact Meghan Davy mdavy@alphasb.org Audience: Parents	Free
October 27, 2022 Virtual	Behavior: Essential 10, Day 2: Antecedent Information, Environmental Factors	Phil Pandac, PENT Team	Virtual Audience: All Staff	Free
October 27, 2022 9:00-10:00 SBCEO North	FBA/BIP Day 1	Phil Pandac Rosy Bucio	In Person/ SBCEO	Free
October 31, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
TBD	Reading Trainings			
	Dyslexia Events			



2022-2023 Professional Development Calendar of Events by the Month

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November

Epilepsy Awareness Month

National School Psychology, November 14-18

November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
November 1, 2022 8:30-10:30 Virtual	Hot Topics in Special Education with Jan Tomsky	Jan Tomsky, Fagen, Friedman, and Fulfroost	Virtual Audience: All Staff	Free
November 1, 2022 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
November 3, 2022 8:30-3:30 In Person/ SMB Souza Center	NCPI Refresher	Chyelin Andreadakis Jennifer Connolly	In Person/ SMB Souza Center Audience: All Staff	Free
November 7, 2022 8:30-12:00 SBCSELPA	School Psychologist Network	Jennifer Connolly	In Person- SBCSELPA Audience: CCASP, Leadership, School Psychologists	Free

November 9, 2022 3:00-4:00 Virtual	Dyslexia, Structured Literacy and Equity	Kareem Weaver-offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/public/Course/browse?courseid=12238 *Participant may need to create a free account with SCOE.	Free
November				
November 10, 2022 8:00-4:00 In Person SMBSD Souza	Current Legal Topics in Special Education	Jennifer Nix	Hosted by Santa Maria Bonita SD Contact: Kristen MaKena kmakena@smbbsd.net or Amber Walz awalz@smbbsd.net	Free
November 10, 2022 8:30-3:30 SMB Souza Center	Assistive Technology Day 3 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/SMB Souza Center Audience: Leadership teams, School Psychologists, Education Specialists	Free
November 14, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
November 15, 2022 Virtual	IEP Basics and Parent Rights	Meghan Davy and Jennifer Connolly	Virtual Audience: Parents	Free
November 17, 2022 8:30-3:30 In Person/ SBCSELPA	NCPI- Initial	Ben Ingalls Chris Osborne	In Person/ SBCSELPA Audience: All Staff	Free
November 17, 2022 1:30-2:30 Virtual	Behavior: Essential 10, Day 3: Function and Replacement Behaviors	Carrie Hicinbothom Yolanda Horton, PENT Team	Virtual Audience: All Staff	Free

November 28, 2022 12:30-3:30 Virtual	The Neuropsychology of Reading Disorders: An Introduction to the FAR	Dr. Feifer	Virtual: Hosted by SLO and Santa Barbara SELPA Audience: School Psychologists, SLPS, Leadership	Free
November 29, 2022 3:00-4:00	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free
November 30, 2022 8:30-12:30 Virtual/ In person	ADR Abell and Rossi	Greg Abell and Carlo Rossi	Virtual Live, North County In person SMB Souza Center South County Zoom Audience: All staff, Parents	Free
TBD	DHH Training			

2022-2023 Professional Development Calendar of Events by the Month

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December

International Day of Persons with Disabilities

December				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
December 1, 2022 Virtual 1.25 Hours	Diagnostic Center of Southern California Multisensory Math! What is it and Why is it Important?	Heather Barakat	Virtual Audience: General Education and Special Education teachers, Administrators, Paraeducators Watch with your teams	Free
December				

December 5, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
December 8, 2022 8:30-3:30 SMB Souza Center	Assistive Technology Day 4 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/ SMB Souza Center Audience: Leadership teams, School Psychologists, Education Specialists	Free
December 9, 2022 8:30-9:30 Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
December 12 <u>or</u> December 14, 2022 4:00-5:00 Virtual	Engaging in Challenging Relationships (Coaching)	Greg Abell and Carlo Rossi	Virtual Audience: All Staff	Free
December 13, 2022 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly	Virtual Audience: CCASP, School Psychologists, Leadership	Free
December 15, 2022 2:00-3:00 Virtual	Speech and Language Network	Jennifer Connolly	Virtual Audience: Speech and Language, Leadership	Free
TBD	Adapted P.E. Training			

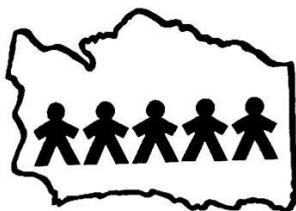
2022-2023 Professional Development Calendar of Events by the Month

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January

Chronic Traumatic Encephalopathy (CTE) Awareness

Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
January 10, 2023 1:30-3:30 Guadalupe	Trauma and the Brain/Body Connection, Part 2	Alison Lindsey	In person Guadalupe	Free
January 11, 2023 1:00-3:00 Virtual	SIRAS Updates with Michael Brown Updates, State Testing Accommodations, Transition	Michael Brown	Virtual Audience: All Staff, Junior High, and High School for Transition topic.	Free
January 18, 2023 8:30-12:30 Virtual Live	ADR Abell and Rossi	Greg Abell and Carlo Rossi	Virtual In Person South County SBCSELPA North County Zoom	Free
January 18, 2023 3:15-4:45 Virtual SLO SELPA and SBCSELPA	Supporting Medically Fragile Students Network	SLO SELPA and SBCSELPA	Virtual Audience: Teachers and Related Services of Medically Fragile Students	Free
January 23 OR January 25, 2023 4:00-5:00 Virtual	Engaging in Challenging Relationships (Coaching)	Greg Abell and Carlo Rossi	Virtual Audience: All Staff	Free



Santa Barbara County
Special Education Local Plan Area

January 24, 2023 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
January 26, 2023 8:30-3:30 SMB Souza Center	NCPI-Initial	David Ibsen Phil Pandac	In Person/ SMB Souza Center Audience: All Staff	Free
January				
January 26, 2023 1:30-3:00 Virtual	Behavior: Essential 10, Day 4: Teaching Strategies and Materials and Reinforcement	TBD, PENT Team	Virtual Audience: All Staff	Free
January 30, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meeting Audience: All Staff	Free
January 31, 2023 3:00-4:00 Virtual	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free

2022-2023 Professional Development Calendar of Events by the Month

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February

Vision Awareness Month

Heart Awareness Month

February				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
February 1, 2023 8:30-12:30 Virtual Live	ADR Abell and Rossi	Greg Abell and Carlos Rossi	Virtual Live In Person North County SMB Souza Center South County Zoom	Free

February 6 OR February 13, 2023 4:00-5:00 Virtual	Engaging in Challenging Relationships (Coaching)	Greg Abell and Carlo Rossi	Virtual Audience: All Staff	Free
February 7, 2023 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
February				
February 8, 2023 4:00-5:00 Virtual	Local Colleges Presentations	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
February 9, 2023 8:30-3:30 SBCSELPA	NCPI-Refresher	Jermaine Powell Chris Osborne	In Person/ SBCSELPA Audience: All Staff	Free
February 9, 2023 3:00-4:00 Virtual	Teaching Language Comprehension in a Structured Literacy Approach	Lillian Duran, Ph.D.- offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/public/Course/browse?courseid=12240 *Participant may need to create a free account with SCOE.	Free
February 13, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Audience: All staff	Free
February 15, 2023 4:00-5:00 Virtual	Local Colleges Presentations	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
February 16, 2023 8:30-3:30	Assistive Technology Day 5 of Series	SBCSELPA AT Team with	In Person/ Buellton	Free

In person Buellton tbd		support of Placer County SELPA	Audience: Leadership teams, School Psychologist, Education Specialists	
February 24, 2023 8:00-4:00 In Person SMBSD Souza	Identification of SLD with Multilingual Learners via PSW: A nondiscriminatory, evidence-based approach for all practitioners	Dr. Samuel Ortiz	Hosted by SMBSD Contact: Kristin MaKena kmakena@smbdsd.net or Amber Walz awalz@smbdsd.net	Free
February 28, 2023 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly and CCASP	Virtual Audience: Leadership, School Psychologists	Free
February 28, 2023 4:00-5:00 Virtual	Residential Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free

Heart Awareness Month



2022-2023 Professional Development Calendar of Events by the Month

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March

Developmental Disabilities Month

Brain Injury Awareness Month

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
March 1, 2023 1:30-3:30 Virtual- Watch Party	Diagnostic Center of Southern California Difference vs. Disorder: Demystifying the Assessment of English Language Learners	Melissa Zavala Arauz	Virtual Audience: Speech and Language Pathologists ASHA Verification for participants	Free
March 2, 2023 8:30-3:30 In Person SMB Souza Center	NCPI- Refresher	Alison Lindsey Phil Pandac	In person SMB Souza Center Audience: All Staff	Free
March 3, 2023 8:30-9:30 Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
March 7, 2023 4:00-5:00 Virtual	Residential Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free

March 9, 2023 3:00-4:00 Virtual	Teaching Word Recognition in a Structured Literacy Approach	Dr. Carol Tolman, Ph.D.- offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/public/Course/browse?courseid=12241 *Participant may need to create a free account with SCOE.	Free
March				
March 9, 2023 8:30-3:00 In Person SBCSELPA	AT Series Final Day	SBCSELPA AT Team with support of Placer County SELPA	In Person/ SBCSELPA Audience: Leadership teams, School Psychologist, Education Specialists	Free
March 14, 2023 4:00-5:00 Virtual	Residential Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
March 16, 2023 8:30-3:30 In Person SBCSELPA	NCPI- Initial	Alison Lindsey Rosy Bucio	In Person/ SBCSELPA Audience: All Staff	Free
March 20, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Audience: All Staff	Free
March 21, 2023 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly	Virtual Audience: CCASP, School Psychologists, Leadership	Free

March 21, 2023 4:00-5:00 Virtual	Residential Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
March				
March 23, 2023 1:30-3:00 Virtual	Behavior: Essential 10, Day 5: Response to Challenging Behaviors, Measurement and Monitoring	Billy Headrick, PENT Team	Virtual Audience: All Staff	Free
March 29, 2023 1:30-3:30 Guadalupe	Trauma Responsive Practices/ Instruction	Rosy Bucio	In Person Guadalupe	Free
TBD	Parent Events			

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



April

Autism

Awareness Month

Administrative Professionals Day, April 27

Administrative Assistants Day, April 27

April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
April 6, 2023 8:30-3:30 In Person SMB Souza Center	NCPI- Initial	Chyelin Andreadakis Billy Headrick	In Person/ SMB Souza Center Audience: All Staff	Free

April 14, 2023 8:30-9:30 Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
April 17, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Audience: All Staff	Free
April 18, 2023 1:30-3:30 Virtual	Hot Topics in Special Education with Jan Tomsy	Jan Tomsy, Fagen, Friedman, and Fulfro	Virtual Audience: All Staff	Free
April 25, 2023 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly	Virtual Audience: CCASP, School Psychologists, Leadership	Free
April 25, 2023 3:00-4:00 Virtual	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free
April 27, 2023 8:30-3:30 In Person SBCSELPA	NCPI-Refresher	Joe Isaacson Ben Ingalls	In Person/ SBCSELPA Audience: All Staff	Free
April				
April 27, 2023 2:00-3:00 Virtual	Speech and Language Network	Jennifer Connolly	Virtual Audience: Speech and Language, Leadership	Free
TBD	Autism Events			



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May

Mental Health Awareness, May 10-16

Teacher Appreciation, May 9

Nurses, May 6

May				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost

May 1, 2023 2:00-3:00 Virtual	Transition Network Team (TNT)	Jennifer Connolly	Virtual Audience: TNT	Free
May 2, 2023 8:30-11:30 Virtual	SIRAS Updates and End of Year Reminders with Brian Marcontell	Brian Marcontell, SIRAS Systems	Virtual/ Recorded Audience: CALPADS/ MIS Clerks, Leadership	Free
May 3, 2023 Time TBD In Person Location TBD	Nurses Symposium	SBCSELPA	In Person Audience: All SB County Nurses, Leadership	Free
May 4, 2023 8:30-3:30 In Person SBCSELPA	NCPI- Initial	Louisa Wood Jennifer Connolly	In Person/ SBCSELPA Audience: All Staff	Free
May 11, 2023 8:30-3:30 In Person SMB Souza Center	NCPI- Refresher	Alison Lindsey Bethany Schacherer	In Person/ SMB Souza Center Audience: All Staff	Free
May 11, 2023 3:00-4:00 Virtual	Teaching Writing in a Structured Literacy Approach	Joan Sedita, offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/ public/Course/browse? courseid=12242 *Participant may need to create a free account with SCOE.	Free
May				
May 11, 2023 5:00-8:00 In Person Glen Annie Golf Course	SELPA- Bration	SBCSELPA	In Person Audience: Invitation only	TBD
May 15, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Audience: All Staff	Free

May 17, 2023 3:15-4:45 Virtual SLO and SBCSELPAs	Supporting Medically Fragile Students Network	SLO and SBCSELPAs	Virtual Audience: Teachers and Related Services of Medically Fragile Students	Free
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Professional Development Event Descriptions by Topic



Adapted P.E. - TBD

Alternative to Dispute Resolution (ADR)

SBCSELPAs and member LEAs promote collaborative relationships with parents or guardians and community agencies ensuring students with disabilities receive free and appropriate education (FAPE). SBCSELPAs provide 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.

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.

Assessment

MIGDAS: Autism Evaluations: Using MIGDAS-2 Process to Individualize the School-Based Assessment Across Age and Ability Levels

This workshop teaches school psychologists how to use descriptive language and a visual framework to support culturally sensitive autism evaluations in the school setting. Instructional methods used by the presenter include lecture, guided video samples of diagnostic student interviews across age and ability levels, small group discussion and application of key concepts, large group discussion, and question and answer opportunities.

Participants will receive a comprehensive course manual in pdf form with original material to support their autism evaluation and report writing process.

Session Learner Objectives:

- Apply the MIGDAS-2 system and protocols to engage children and adolescents in interactive, culturally sensitive clinical interviews that highlight areas of strengths and differences using a multidisciplinary school evaluation team
- Identify essential tools to conduct a sensory-based diagnostic interview with individuals whose communication skills range from verbally fluent to functionally nonverbal using the MIGDAS-2 system and protocols
- Utilize the MIGDAS-2 system to organize diagnostic observations and describe students in positive and descriptive terms

- Integrate the use of the MIGDAS-2 process using at least two additional measures, such as autism-specific behavior rating scales
- Gain confidence in making differential diagnoses and recognizing co-occurring conditions in recommending special education eligibility categories
- Learn to develop individualized Brain Style Profiles across age and ability levels
- Prepare to discuss the autism spectrum diagnosis with parents and teachers using a visual framework and positive language
- Apply the strength-based descriptive language in writing narrative summary reports
- Link the diagnosis to individualized school-based goals and supports

ED/OHI/Mental Health Assessment

In partnership with San Luis Obispo SELPA and Santa Barbara SELPA Dr. Stephan Brock, PhD., NCSP, LEP, brings to participants a look at best practices in assessment for Emotional Disturbance, Other Health Impairment, and Mental Health.

Audience: Leadership, School Psychologists, Special Education staff.

Assistive Technology/ AAC

Setting up an AAC Friendly Classroom:

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.

Orientation to Placer County SELPA Open Access AT Flip Kit

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

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

Menu of event choices for LEA requested event:

1. What are EBPs
2. Antecedent Based Intervention
3. Prompting
4. Reinforcement
5. Self-Management
6. Social Narratives
7. Social Skills Training
8. Task Analysis
9. Time Delay
10. Video Modeling
11. Visual Supports



Behavior

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.

Essential 10: Essential Components of Behavior Intervention Plans presented by SBCSELPA PENT Team

SBCSELPA Positive Environments Network of Trainers (PENT) team provides five days of training in the essential ten components of Behavior Intervention Plans.

The Essential Ten Components include the following:

1. Evaluate the challenging behavior that is impeding learning.
2. Evaluate the frequency, intensity, and duration of the behavior, collecting baseline data.
3. Evaluate the antecedent information- what events lead to the challenging behavior.
4. Evaluate the environmental factors considering structure and supports needed to reduce the challenging behavior.
5. Evaluate the function of the behavior looking into why the behavior occurs.

6. Exploring replacement behaviors or what the team believes the student should do instead of the challenging behavior.
7. Teaching strategies and materials to support the replacement behaviors.
8. Reinforcement procedures for establishing and maintaining the replacement behaviors.
9. Response to challenging behavior explores how adults will support the challenging behavior.
10. Measurement and monitoring of student progress and effectiveness of the Behavior Intervention Plan.

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.



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>.

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.

Inclusive Education for Students with Moderate-Severe Disabilities

Focus on best practices for educating students with Moderate to Severe Disabilities in inclusive settings. Topics discussed will focus on 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 program models, gaining buy-in from key staff, understanding learner profiles, effective planning and collaboration, designing modifications based on individual needs while assessing the standards, and effective use of staff and peers.

Outcomes: Participants will:

- Increase awareness of the various working models for implementing inclusive education and understand how to effectively plan for

inclusion.

- Learn how to identify and then reduce or remove barriers that may hinder learning.
- Understand how to use research-based practices to support positive outcomes for students and staff

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

How to Make School-Based Interventions Work in the Elementary School

Focus on preschool and elementary students. This training will address those things that get in the way of implementing school-based interventions and more importantly approaches that enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of 1. building relationships to begin the implementation process, 2. ways to implement supports and strategies in natural settings, 3. implementation and effective outcome process may require non-traditional and out-of-the-box thinking.

Outcomes: Participants will:

1. Become familiar with typical intervention implementation approaches that do not work and why.
2. Learn strategies to build relationships necessary for successful implementation.
3. Develop simple approaches to implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.

Audience: Elementary School personnel involved in the process of implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels. Site administrators, Intervention Specialists, all staff invited to attend.

Dynamic Duo! Terrific Trio! Effectively Teaming with Paraeducators to Support Students

A 90-minute webinar designed for teachers and paraeducators to complete together, allowing the team to discuss and explore their individual roles, develop clear understanding of responsibilities, and begin to develop frameworks for effective teacher/paraeducator/ student relationships. Participants will be encouraged to actively

complete activities throughout the webinar; additionally, handouts and resources will be provided to further support educator development.

Outcomes: Participants will:

1. Identify and describe key concepts related to supporting students with special education services (e.g., IEPs, goals, confidentiality, etc.)
2. Identify the key roles and responsibilities for teachers and paraeducators in supporting students.
3. Describe important components for effective teaming (e.g., time management, communication, team meetings, feedback, etc.)
4. Utilize resources provided to support further learning.

Multisensory Math

Supports the learning of Piaget's developmental stages regarding mathematics and the importance of a multisensory approach. Participants will learn the components of multisensory instruction and how to apply them to basic math instruction (i.e., whole numbers, addition, subtraction, multiplication, division, and basic word problems). Participants will walk away with knowledge on who will benefit from multisensory instruction and step-by-step instructions on how to implement multisensory instruction when teaching mathematics.

Outcomes: Participants will:

- Become familiar with Piaget Stages of Development and how the stages support math development.
- Review multisensory instruction and how it supports students.
- Learn how to use multisensory math instruction to build students understanding of basic math facts.

Audience: General Education teachers, Special Education Teachers, Administrators, and Paraeducators



Difference vs. Disorder: Demystifying the Assessment of English Language Learners

Non-biased assessment of English Language Learners (ELLs) has long been viewed as a complex process that is often outside of the comfort zone of monolingual SLPs- and with good reason. ELLs are a heterogeneous group who come from a wide variety of linguistic and cultural backgrounds; therefore, many variables must be considered to provide adequate assessment. Skills in the non-biased assessment of ELLs are essential to reduce over and under identification of Speech and Language Impairment (SLI) and referral for speech and language services, particularly given the diverse cultural landscape of Southern California. This training provides an informal protocol that compiles the tasks found most effective in

distinguishing between difference and disorder among the ELL population, along with resources to give SLPs the information and tools they need to immediately increase their confidence in this area.

Audience: Speech and Language Pathologists

English Learners with Disabilities Trainings with Imperial County SELPA

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



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.



Health

Nurses Symposium

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



Interpreter/ Translator Events

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.



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.'



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 BCBA's 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.

1. August 4, 9:00-10:30: Behavioral Consultation in Schools (Virtual/ Free)
2. August 16, 9:00-10:30: New Lens on Behavior (Virtual/Free)
3. August 18, 8:30-3:30: Nonviolent Crisis Prevention Intervention (CPI)
\$21.49 for book.
4. August 24, 9:00-10:30: Behavioral Data Collection (Virtual/Free)
5. August 25, 8:30-3:30: Nonviolent Crisis Prevention Intervention (CPI)
\$21.49 for book.
6. September 1, 8:30-3:30: Nonviolent Crisis Prevention Intervention (CPI)
\$21.49 for book.
7. September 14, 9:00-10:30: Proactive Behavior Strategies (Virtual/Free)
8. September 15, 8:30-3:30: Nonviolent Crisis Prevention Intervention (CPI)
\$21.49 for book.
9. September 20, 9:00-10:30: Supporting Students with Behavioral Needs
(Virtual/Free)



Occupational Therapy (TBD)



Reading

Dyslexia TBD



SELPA-Bratton

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

Fourth Annual SELPA-Bratton May 11, Glen Annie Golf Course Frog Bar and Grill, 5:00-8:00.

SIRAS

Summer Updates in SIRAS

SIRAS Systems provides ‘Summer Updates’ information to all staff sharing the new procedures and forms created over the summer. All staff are invited to this two-hour virtual training.

SIRAS Office Hours

All Staff are welcome to attend monthly Office Hours with Jennifer Connolly to review procedures and technicalities in SIRAS. Zoom link to be repeated each month.

SIRAS Trainings with SIRAS Team:

September: Topics: CALPADS/ CASEMIS information updates

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

May: Topics: End of year Calpads, Next Year’s Data, recap, and reminders for year closure.



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) Series

The Spirit of Transition Planning will be explored in this multiday day series. Participants will learn about the importance of planning ahead for transition and how to write thorough Individual Transition plans based on assessments. Resources will be shared at each day of the series to help with conversations and planning around transition. Day three will explore the many agencies available in Santa Barbara County with agency presentations. The last day of the series will explore the local and residential colleges in California.

Audience: Leadership, Counselors, IEP Team Chairs, Deans, High School Special Education Teachers, Special Education Transition Age Teachers, Special Education Middle School 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. Fairs are in south county at San Marcos High School and north county at Tri Counties Regional Center.

‘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 could 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 several 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.

Consulting In Classroom Settings

The focus of this training will be on sharing strategies that facilitate collaborative and productive consulting in classroom settings. Specific steps and strategies educational specialists (e.g., BCBAs, MFTs, SLPs) can use to build rapport with team members and establish mutually beneficial communication. In addition, strategies team members (e.g., teachers, paraprofessionals) can also use when collaborating with consultants will also be shared.

How To Provide Students with Corrective Feedback & Coaching

This training will focus on how team members (e.g., teachers, paraprofessionals, administrators) can give students feedback, both positive and corrective, in a constructive manner that optimizes communication.

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

The new Santa Barbara County SELPA Wrap Referral is here—and it is 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.

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. 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.

‘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.

August

- 3: SMJUHSD GROW
- 5: Lompoc GROW
- 10: Santa Ynez Valley Consortium GROW
- 15: SBUSD GROW
- 18: Goleta GROW
- 26: SBCEO Managing Behavior in the Classroom

September

12: What is Grow- VMS

14: Adelante Classroom Management

15: SBCEO Supporting Students with Behavioral Needs

19: CAPTAIN What are EBPs

20: SBUSD Building Behavioral Practices Part 1

27: SBUSD Building Behavioral Practices Part 2

27: Hope Captain Coaching

28: Guadalupe Building Behavioral Practices in School Communities of Belonging

29: Mental Health Round Table

29: Hope Captain Coaching

29: Hope Captain EBP Training

October

4: SBUSD Building Behavioral Practices Part 3

5: Manzanita Charter School Building Behavioral Practices Part 1

6: Goleta USD CAPTAIN EBP Training

10: Research to Practice: What Science Says About Behavior & How We Try to Implement

12: Carpinteria USD Building Behavioral Practices Part 1

13: Adelante Supporting Students During Behavioral Challenges for Parents

19: Guadalupe Trauma and the Brain Body Connection Part 1

24: Lompoc CPI

28: SBCEO FBA/BIP Data Collection Day 1

30: Lompoc GR

November

2: Adelante An Introduction to What's and What's Not ADHD

10: FBA/BIP Data Collection Day 2

December

8: Adelante Supporting Children Academically at Home

14: Adelante MTSS Academic Needs

January

10: Guadalupe Trauma and the Brain Body Connection Part 2

February

1: Adelante Emotional Wellness for Staff

March

1: Adelante Mindfulness Practice in the Classroom

AprilMayJune

SBCSELPA Staff (note new emails)

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WRAP Facilitator	
Rachel Bidinost	rbidinost@sbcseelpa.org
Youth Support Specialist	
Tania Nunez	tnunez@sbcseelpa.org
Youth Support Specialist	

Professional Development Presenter(s) Information

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Santa Barbara County
Special Education Local Plan Area

P.E.N.T. Team (Behavior)

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SMB BCBA

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Orcutt BCBA

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SBUSD BCBA

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SBSSELPA BCBA

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

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Regional Implementation SELPA Lead for C.A.P.T.A.I.N.

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Advocacy Systems Specialist

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CPI Presenters (District only Trainers)

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ADR Cadre

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Adelante Charter School, Director, or Special Education

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://sbcselfpa.k12oms.org/>

Professional Development

SBCSELPA Local Plan

www.sbcseelpa.org

Educators, Parent Resources

SBCSELPA Procedural Handbook

www.sbcseelpa.org

Educators, Parent Resources

Special Education Parent Handbook

www.sbcseelpa.org

Parent Resources

<https://www.sirassystems.org>

What are all these IEP Documents? Parent Questions for an IEP

www.sbcseelpa.org

Parent Resources

<https://www.sirassystems.org>

Turning 3: Transition from Early Start to Preschool

www.sbcseelpa.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,

2022-23 LEA/District Cost Associated with Due Process SBCSELPA Account Balances

	22-23	<u>Expended</u> <u>to Date</u> <u>2022-23</u>	
	Carryover Funding	Allocation	Balance
Adelante		\$ 5,830	\$ -
Blochman		\$ 5,580	\$ -
Carpinteria		\$ 10,906	\$ -
Family Partnership	\$ 10,000.00	\$ 6,173	\$ -
Goleta		\$ 15,078	\$ -
Guadalupe		\$ 8,567	\$ 8,458.00
Hope		\$ 7,582	\$ 6,890.00
Lompoc		\$ 31,271	\$ -
Manzanita		\$ 6,176	\$ -
Orcutt		\$ 18,844	\$ -
Santa Barbara Unified		\$ 43,033	\$ -
Santa Barbara Charter		\$ 5,786	\$ 541.50
Santa Maria Joint Union High		\$ 29,374	\$ -
Santa Maria-Bonita	\$ 89,672.23	\$ 52,159	\$ -
Santa Ynez Consortium		\$ 36,516	\$ -
SBCEO Direct Services		\$ 17,120	\$ 8,204.00
TOTAL	\$ 99,672.23	\$ 300,000	\$ 24,093.50
			\$ 375,573.73

2022-23
YEAR TO DATE SELPA LEGAL FEES (RESERVE)

Beginning Balance \$ 325,000.00
YTD Expenditures

July	\$ -
August	\$ -
September	\$ 920.00
October	\$ 117.00
November	\$ -
December	\$ -
January	\$ -
February	\$ -
March	\$ -
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ 1,037.00
ENDING BALANCE	\$ 323,963.00

Payments to Law Firms:

Dannis Woliver Kelley	\$ 920.00
Fagen Friedman Fulfrost	\$ 117.00
Law Office of Melissa Hatch	\$ -
Liebert Cassidy Whitmore	\$ -
Lozano Smith	\$ -
Musick, Peeler & Garrett	\$ -
Lana Clark	\$ -
Atkinson, Andelson, Loya	\$ -
Payments to Districts	\$ -

TOTAL 2022-23 LEGAL SETTLEMENTS TO DATE

Settlement Agreements None

2022-23 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	Grand Total All Placements	
			SELPA Paid YTD	District Estimated	SELPA Estimated	Total Estimated		District Estimated Cost	SELPA Estimated Cost
Lompoc Unified	1	1	\$ 56,882	\$ 47,800	\$ 125,820	\$ 173,620		\$ 47,800	\$ 125,820
Orcutt Union	1	1	\$ 75,933	\$ 44,025	\$ 207,172	\$ 251,198		\$ 44,025	\$ 207,172
Santa Barbara Unified	1	2	\$ 45,244	\$ 44,722	\$ 179,795	\$ 224,517		\$ 44,722	\$ 179,795
Santa Maria Bonita	0	1	\$ 40,019	\$ 38,602	\$ 149,003	\$ 187,605		\$ 38,602	\$ 149,003
Santa Maria Joint	1	1	\$ 8,889	\$ 26,660	\$ 78,500	\$ 105,160		\$ 26,660	\$ 78,500
Santa Ynez Valley Consortium	0	0	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
TOTAL	4	6	\$ 226,967	\$ 201,809	\$ 740,291	\$ 942,100		\$ 201,809	\$ 740,291

2021-22 Mental Health NPS Placement Budget	\$ 1,910,000 *
TOTAL YTD Mental Health Placement Paid	\$ 226,967
Estimated YTD Cost Remaining	\$ 715,133
Cost Subtotal	\$ 942,100
Less District Estimated Costs Reimbursed to SELPA	\$ 201,809
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 740,291
Mental Health NPS Balance Available (Estimated)	\$ 1,169,709

2021-22 Non Mental Health NPS Placement Budget	\$ 360,000 **
TOTAL YTD Non Mental Health Placement Costs (SELPA)	\$ -
Non Mental Health NPS Balance Available (Estimated)	\$ 360,000

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 for the 1st year of placement. These are placements that are made through Settlement Agreements for students who do not qualify for Clinical Mental Health services.

*\$1,910,000 Annual Budget

**\$360,000 Annual Budget