

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

Regular Meeting

Monday, March 6, 2023

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

REF: I-E

II. PUBLIC COMMENTS

Please refer to information above regarding public comment guidelines.

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

IV. APPROVAL OF ACTION AGENDA

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

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

V. CONSENT AGENDA ITEMS

- A. Minutes of February 6, 2023 Regular Meeting REF: V-A
- B. Ratification of Payment of Claims REF: V-B
- C. Moss, Levy, & Hartzheim, LLP Auditing Letter of Engagement with SBCSELPA REF: V-C

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

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

VI. PRESENTATION

- A. Second Interim Report for Fiscal Year 2022-23 REF: VI-A
 Presenter: Rachel Wigle, SBCSELPA Chief Business Officer (CBO)

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. Certification of Second Period Interim Report for Fiscal Year 2022-2023 REF: VII-A
1. First and Second Interim Comparison
 2. Revenue and Expenditure Multi-Year Comparison
 3. Multi-Year Projections Assumptions 2022-2023 Second Interim
 4. Second Period Interim Report

It is recommended that the JPA Board approve and certify the second Period Interim Report for Fiscal Year 2022-23 as presented.

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

- B. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Expansion of Santa Maria/Orcutt Preschool SDC Class for the 2022-2023 School Year REF: VII-B
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request for expansion of Santa Maria/Orcutt Preschool SDC Class for the 2022-2023 school year as presented.

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

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

- C. Mental Health Ad Hoc Committee Update & Recommendations REF: VII-C
1. SBCSELPA Memorandum of Understanding (MOU) Transfer of ERMHS Funds from Member LEAs to SELPA

It is recommended that the JPA Board approve the MOU for the Transfer of ERMHS Funds from Member LEA's to SBCSELPA as presented.

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

- D. Lay Off of Staff Due to Lack of Work: SBCSELPA Board Certified Behavior Analyst (BCBA) Behavior Specialist REF: VII-D
1. Selection of Layoff/Reduction Options
 2. Resolution 2023-01

It is recommended that the JPA Board approve the layoff of 1.0 FTE SBCSELPA BCBA Behavior Specialist time as presented.

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. 2023-2024 SBCSELPA Local Plan Revision (*Second Reading*) REF: VIII-A
- B. First Interim Financial Report Analysis and Recommendations REF: VIII-B
- C. SBCSELPA Surrogate Volunteers REF: VIII-C
1. An Introduction to Special Education – A Surrogate Volunteer Workshop
 2. Educational Surrogate Volunteer Training Process Map
 3. SBCSELPA Procedural Handbook, Section 9, Surrogate Volunteer Procedural Guidelines
- D. March 2023 Professional Development Calendar REF: VIII-D
1. SBCSELPA 22-23 Professional Development Offerings Booklet (Updated February 2023)
- E. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances REF: VIII-E
- F. SBCSELPA Legal Fees Year-to-Date Reserve REF: VIII-F
- G. Nonpublic School (NPS) Year-to-Date Placement Expenditures REF: VIII-G

IX. MISCELLANEOUS AGENDA ITEMS

- A. Items Proposed for Future Action or Discussion
- B. Next Scheduled JPA Board Meeting: Date: May 1, 2023 – **IN-PERSON**
 Time: 12:00 p.m.
 Location: Jonata School Library, Buellton, CA

X. **PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS**

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

XI. **CLOSED SESSION:**

- A. Confidential Nonpublic School (NPS) Student Updates REF: XI-A
- B. Evaluation of the SBCSELPA Executive Director, Ray Avila REF: XI-B
- C. CONFERENCE WITH LABOR NEGOTIATOR (*Government Code §54957.6*) REF: XI-C
Agency Designated Representative: Ray Avila
SBCSELPA Unrepresented Employees: Classified & Certificated Staff

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

- C. CONFERENCE WITH LABOR NEGOTIATOR (*Government Code §54957.6*) REF: XII-C
Agency Designated Representative: Ray Avila
SBCSELPA Unrepresented Employees: Classified & Certificated Staff

Motion: _____Second: _____

In Favor: _____Opposed: _____Abstained: _____

XIII. **ADJOURNMENT**

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

March 6, 2023

1) Due Process/Dispute Updates-

Six Due Process filings in progress and one CDE Investigation.

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

We have a total of (5) SBCSELPA funded NPS placements and one pending.

3) Special Education Finance Update-

In 23-24, unless enrollment goes up this year, SELPAs will be funded using 21-22 ADA. It's possible that, in trying to estimate the 23-24 base funding using the proposed base rate of \$886.66, the 23-24 base amount would actually be less than the 22-23 estimated base amount because of the drop in ADA even with the increased base rate. This could pose a challenge for many multi-district SELPA's (including SBCSELPA) to avoid deficit spending in budget preparation for 2023-24.

4) SBCSELPA Due Process Update-

*Congratulations to SBUSD for their recent Office of Administrative Hearing (OAH) court case decision. The district prevailed on this case **(SEE attached REF: I-E.1, SBUSD OAH Decision)** and this decision will benefit all of the LEAs throughout SB County.*

5) CDE Compliance Monitoring-

*CDE will be sending to all Superintendents and SELPA's throughout the state the Annual Determination Letter that will identify the level of compliance monitoring each LEA. This letter is tentatively scheduled to go out on March 20, 2023. CDE provided a presentation at the State SELPA Association meeting in Sacramento this past week **(SEE attached REF: I-E.2, CDE Compliance SELPA March 2023)**. CDE shared that over 500 LEA's will move from level 1 of monitoring (Universal) to level 2 (Targeted). More to come!*

6) Legislative Update-

The State SELPA Association is excited to announce two bills being endorsed and proposed to legislation this year:

*[AB 1517](#) (Gallagher) Special Education: SELPA Governance, Accountability and Transparency
[SB 354](#) (Ochoa Bogh) Special Education: Inclusive Practices*

7) Early Childhood Education Resource-

*California Early Childhood Special Education Network (CALECSE) is a new technical assistance resource to support the educational needs of early childhood education throughout the state. Fun fact...our own **Nathan Moreno** (Special Education Director, Guadalupe Union School District) has been chosen as one of the Regional Facilitators! **SEE slides** on next page for more information.*



CalECSE

CalECSE.org



CalECSE is a new technical assistance (TA) project funded under the CDE that will support local educational agencies (LEAs), SELPAs, County Offices of Special Education (COEs), and other Agency Partners in the areas of Individuals with Disabilities Education Act (IDEA) Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing TA, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CalECSE Network will *leverage collaboration* amongst agencies, *disseminate resources*, *highlight existing exemplar practices*, and *provide direct TA* to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CalECSE Network is committed to *improving outcomes* for children and their families by *eliminating and addressing barriers* to successful transition for California's youngest children with disabilities.



The Why...

Early Identification and Intervention
Positively Changes Lives and Long-Term
Educational Outcomes for Students with
disabilities!

Improve:

- IDEA Part C to B Transitions
- Preschool Assessment Practices
- Preschool Child Find
- Preschool Innovative and Inclusive Practices



BEFORE THE
OFFICE OF ADMINISTRATIVE HEARINGS
STATE OF CALIFORNIA

CASE NO. 2022040550

STUDENT

v.

SANTA BARBARA UNIFIED SCHOOL DISTRICT.

DECISION

JANUARY 30, 2023

Student filed a due process hearing request with the Office of Administrative Hearings, known as OAH, State of California, on April 18, 2022, naming Santa Barbara Unified School District and Olive Grove Charter School. OAH continued the matter on May 23, 2022, so that mediation could take place. After rescheduling, mediation was held on August 22, 2022. Student reached a settlement with Olive Grove, and it was dismissed from the case on August 30, 2022. After granting the parties' joint request for a continuance on September 7, 2022, the matter proceeded to hearing.

Administrative Law Judge Chris Butchko heard this matter on November 29, 2022, December 15, 2022, and January 3, 2023. The Administrative Law Judge is called an ALJ.

Attorney Andrea Marcus represented Student. Student attended the hearing days on all days except December 15, 2022.

Attorneys Karen Gilyard and Carlos Gonzalez represented Santa Barbara, with Director of Special Education John Schlettler attending all hearing days on its behalf.

OAH bifurcated the hearing into two phases at the prehearing conference. According to the complaint, Student last attended school in Santa Barbara in October of 2019, more than two years before Student filed the complaint. The first phase of the hearing concerned whether an exception applied to the two-year statute of limitations, a legal rule generally requiring that all educational claims heard before OAH must be brought not more than two years after the date the party initiating the request knew or had reason to know of the facts underlying the basis of the request.

On the first day of hearing, Student proposed to present expert testimony on whether Santa Barbara had failed in its duties to identify, locate, and evaluate Student as a child suspected of having a disability, generally called child find responsibilities. Santa Barbara objected, and the ALJ ruled the proposed testimony would not be relevant to the first phase of the hearing, which only concerned whether Student could prove one of the two statutory exceptions to the statute of limitations applied. Student argued that proof depended upon receiving evidence regarding Santa Barbara's failure to meet its child find responsibilities. After discussion, the parties agreed to proceed by briefing the issue of whether expert testimony should be received.

OAH continued the hearing to December 13, 2022, and set a briefing schedule on the issue of expert testimony. After receiving both parties' briefing on December 7,

2022, OAH continued the hearing to December 15, 2022. On December 14, 2022, OAH issued an Order Excluding Expert Testimony, holding that expert testimony would not be helpful in resolving factual issues concerning the application of the statute of limitations. The December 14, 2022 Order Excluding Expert Testimony ordered the first phase of the bifurcated hearing to resume on December 15, 2022, and the parties to “be prepared to present any witnesses they believe[d] [were] necessary to decide the question of Issue One whether Student’s claims are barred by the statute of limitations, and, specifically, whether an exception to the statute of limitations exists.” When the hearing resumed on December 15, 2022, Student requested a continuance to allow Student to attend the hearing and adjust Student’s presentation to the terms of the Order Excluding Expert Testimony. OAH granted the continuance.

The hearing resumed on January 3, 2023. Although the parties had prepared a schedule proposing testimony by 11 witnesses, Student announced at the start of hearing that Student would be the only witness. Student rested after testifying, and Santa Barbara rested after cross-examining Student.

OAH continued the hearing to January 31, 2023, to all the parties to file written arguments on the first phase of the due process hearing. The parties timely filed simultaneous briefs on January 18, 2023. OAH closed record for the first phase of the due process hearing and the matter was submitted for decision.

ISSUES

The issues set forth below have been redefined in accordance with *J.W. v. Fresno Unified School Dist.* (9th Cir. 2010) 626 F.3d 431, 442-443. The ALJ did not make any substantive changes to the issues.

1. Does an exception to the two-year statute of limitations apply because Parent was prevented from timely requesting the due process hearing because Santa Barbara:
 - a. made specific misrepresentations to Parent it had solved the problem forming the basis of the due process hearing request; or
 - b. withheld information from Parent that was required to be provided to Parent under special education law?
2. From January 2018 through October 31, 2019, did Santa Barbara:
 - a. fail in its child find obligations to identify Student as a student with a disability, and/or
 - b. fail to offer Student a free appropriate public education by providing a program of services and supports to address her needs resulting from disability?

The bifurcated hearing solely concerned Issue 1. On the second day of hearing, following the ruling excluding expert testimony, Student asserted that Student did not agree that Student's claims would be barred by the statute of limitations if an exception did not apply. OAH held two prehearing conferences in this matter. Following the first prehearing conference, an order was issued on September 6, 2022, setting forth the issues as described above. That order noted that "[t]he parties agreed and stipulated at the PHC that Student's claims against Santa Barbara would be barred by the statute of limitations if the ALJ finds no exception pursuant to California Education Code section 56505, subdivision (l)."

The parties submitted a joint request for continuance on September 6, 2022, which OAH granted on the following day. OAH held a second prehearing conference on November 18, 2023. The issues for hearing were again discussed with counsel, and the

same note regarding the stipulation about the statute of limitations appeared in the second order. Student did not file a request to correct or clarify the issues for hearing, but contends in briefing that Student should be allowed to argue that Student and Parent did not know of the facts underlying the claim against Santa Barbara until consulting with Student's attorney in 2022. Student contends the claims were timely filed without any application of a statutory exception to the statute of limitations.

JURISDICTION

The legal citations in the introduction are incorporated by reference into the analysis of each issue decided below. All references to the Code of Federal Regulations are to the 2006 version.

This hearing was held under the Individuals with Disabilities Education Act, often referred to as IDEA, its regulations, and California statutes and regulations intended to implement it. (20 U.S.C. § 1400 et. Seq.; 34 C.F.R. § 300.1 (2006) et seq.; Ed. Code, § 56000 et seq.; Cal. Code Regs., tit. 5, § 3000 et seq.) The main purposes of the IDEA are:

1. to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living, and
2. to ensure that the rights of children with disabilities and their parents are protected. (20 U.S.C. § 1400(d)(1); see Ed. Code, § 56000, subd. (a).)

A free appropriate public education means special education and related services that are available to an eligible child at no charge to the parent or guardian, meet state educational standards, and conform to the child's individualized education program.

(20 U.S.C. § 1401(9); 34 C.F.R. § 300.17.) “Special education” is instruction specially designed to meet the unique needs of a child with a disability. (20 U.S.C. § 1401(29); 34 C.F.R. § 300.39; Ed. Code, § 56031.) “Related services” are transportation and other developmental, corrective and supportive services that are required to assist the child in benefiting from special education. (20 U.S.C. § 1401(26); 34 C.F.R. § 300.34; Ed. Code, § 56363, subd. (a).)

The IDEA affords parents, adult students, and local educational agencies the procedural protection of an impartial due process hearing with respect to any matter relating to the identification, assessment, or educational placement of a student, or the provision of a free appropriate public education to a student. (20 U.S.C. § 1415(b)(6) & (f); 34 C.F.R. 300.511; Ed. Code, §§ 56501, 56502, 56505; Cal. Code Regs., tit. 5, § 3082.) The party requesting the hearing is limited to the issues alleged in the complaint, unless the other party consents. (20 U.S.C. § 1415(f)(3)(B); Ed. Code, § 56502, subd. (i).)

At the hearing, the party filing the complaint has the burden of persuasion by a preponderance of the evidence. (*Schaffer v. Weast* (2005) 546 U.S. 49, 56-62 [126 S.Ct. 528, 163 L.Ed.2d 387]; see 20 U.S.C. § 1415(i)(2)(C)(iii) [standard of review for IDEA administrative hearing decision is preponderance of the evidence].) Here, Student requested the hearing in this matter, and therefore Student has the burden of proof on the issues. The factual statements below constitute the written findings of fact required by the IDEA and California law. (20 U.S.C. § 1415(h)(4); Ed. Code, § 56505, subd. (e)(5).)

Student was a minor while attending school at Santa Barbara. Student’s educational rights were held by Parents during that time. One parent appears to have exclusively interacted with Santa Barbara during the events at issue. Parents have not appeared in this action and did not attend or testify at hearing. Student is now over 18 years of age and holds educational rights.

ISSUE 1: EXCEPTIONS TO THE STATUTE OF LIMITATIONS

Student attended school within Santa Barbara from July of 2007 through October of 2019. Student had high grades in elementary school and put forth excellent effort until middle school, when Student began experiencing anxiety and having trouble focusing on work. Once Student reached high school, it was clearly evident that Student was suffering emotionally in ways that impacted Student's academic performance, as Student showed symptoms of emotional disturbance and need for intervention. In the 2018-2019 school year, Student's sophomore year, Student attempted to commit suicide by trying to induce suffocation under a pile of pillows. Lisa Howard, Student's academic and mental health counselor at Santa Barbara, suggested Student seek mental health support from Santa Barbara County Alcohol, Drug, and Mental Health Services. Student did so, and Santa Barbara County offered her mental health support.

Santa Barbara County provided Student counseling and medication through a psychiatrist. Through counseling, Santa Barbara County advised Student to seek school-based support from Santa Barbara Unified School District. Student brought a letter written on March 13, 2019, by Student's psychiatrist suggesting that Student receive "accommodations such as a Section 504 plan" to the administration at school. Thereafter, Santa Barbara held a meeting on March 20, 2019, and offered Student academic accommodations pursuant to Section 504 of the Rehabilitation Act of 1973.

Student believed Santa Barbara had done all that it could by providing accommodations such as extra time for assignments and testing. Student knew special education services were provided at Student's school, but Student did not believe that Student would qualify to receive special education. In Student's view, special education was for people with serious disabilities, who "could not walk or talk" and could not function with other students. Student knew there were students who participated in

general education who had hearing or vision loss, but believed anxiety and inability to focus would not be sufficient to get special education services. Student offered no evidence regarding what Parent knew or believed on these same topics.

Student disenrolled from Santa Barbara in October of 2019. The two-year statute of limitations period before Student filed the complaint with OAH began on April 18, 2020.

Student consulted with an attorney in 2022, and was told that Student had a viable legal claim against Santa Barbara for failing to identify Student as a child with a disability. Student filed the due process complaint on April 18, 2022.

In previous briefing on the issue of expert testimony, Student contended Santa Barbara withheld information from Parents that it was statutorily required to provide when it failed to provide a statement of parental rights and safeguards to Parents. Student explicitly abandoned that line of argument at hearing and did not raise it in her written closing argument. Instead, Student argues that Student had no idea that Student might be eligible for special education until consulting an attorney in 2022, and therefore Student and Parent could not have known the facts underlying any claim against Santa Barbara until then.

Santa Barbara argues the exceptions to the two-year statute of limitations do not apply, and that Student and Parent should have known about Student's need for special education services from the time Student began receiving mental health services from Santa Barbara County. Santa Barbara argues Student, at the very latest, had all the information needed to file against Santa Barbara by the time Student disenrolled from Santa Barbara in October 2019.

Issue 1 exclusively concerns whether an exception to the two-year statute of limitations applies to Student's claims. Issue 1 was agreed to by Student during two separate PHCs and without subsequent challenge or request for clarification after the PHCs and before hearing. However, in written closing argument, Student does not argue that any exception to the statute of limitations should apply. On that basis, Student concedes Issue 1. This Decision does not address Issue 2. To create a full record, this Decision considers whether Student and Parents knew or should have known of the facts underlying Student's issues prior to the April 18, 2020 statute of limitations date, without finding that issue properly raised.

STATUTE OF LIMITATIONS UNDER THE IDEA AND CALIFORNIA LAW

Under federal law, a due process hearing must be requested within two years of the date the parent or agency "knew or should have known about the alleged action that forms the basis of the complaint," or, "if the State has an explicit time limitation for requesting such a hearing under this subchapter, in such time as the State law allows." (20 U.S.C. § 1415(f)(3)(C).) The California statute of limitations for due process requests is also two years. (Ed. Code, § 56505, subd. (j).) A request for a due process hearing "shall be filed within two years from the date the party initiating the request knew or had reason to know of the facts underlying the basis for the request." (*Ibid.*) The IDEA seeks speedy resolution of special education claims and to avoid stale claims. (See Ed. Code, § 56505, subd. (f)(3).) Statutes of limitations "serve the policies of repose, elimination of stale claims, and certainty about a plaintiff's opportunity for recovery and a defendant's potential liabilities." (*Young v. United States* (2002) 535 U.S. 43, 49.)

With two limited exceptions, the statute of limitations in both federal and California law precludes claims where parents had knowledge or reason to know about the facts or alleged action forming the basis of the complaint more than two years

before the date of filing the request for due process. (Ed. Code, § 56505, subd. (I); 20 U.S.C. § 1415(f)(3)(C); *M.M. v. Lafayette Sch. Dist., et al.* (9th Cir. 2014) 767 F.3d 842, 859 (referred to as *M.M.*)).

The IDEA mandates that the hearing officer issue a decision in a Student-filed case within 75 days from the filing of the due process complaint, unless the hearing officer grants a continuance based on good cause. (34 C.F.R. § 300.515(a) & (c).) The clear intent of the IDEA, and its directive to hearing officers, is to ensure that disputes involving children with special needs are resolved promptly and expeditiously so that necessary interventions and supports for children are put in place as early as possible. (*Alexopoulos ex rel. Alexopoulos v. S.F. Unified Sch. Dist.*, (9th Cir.1987) 817 F.2d 551, 556 (“Congress recognized that it is critical to assure appropriate education for handicapped children at the earliest time possible. Failure to act promptly could irretrievably impair a child’s educational progress.”).)

G.L. v. Ligonier Valley School Dist. Authority (3d Cir. 2015) 802 F.3d 601 (*Ligonier*) concluded that title 20 United States Code sections 1415(f)(3)(D) and 1415(b)(6)(B) of the IDEA function together “as a filing deadline that runs from the date of reasonable discovery, not as a cap on a child’s remedy for timely-filed claims that happen to date back more than two years before the complaint is filed.” (802 F.3d at p. 616.) Reasonable discovery is understood to be when a person knew or should have known of the facts underlying the claim. The Ninth Circuit Court of Appeals endorsed the “knew or should have known” approach from *Ligonier* in *Avila v. Spokane Sch. Dist.* 81 (9th Cir. 2017) 852 F.3d 936. The *Avila* decision rejected a strict occurrence rule, because that is not compatible with the “knew or should have known” language in title 20 United States Code section 1415(f)(3)(C). Further, “[c]utting off children’s or parents’ remedies if violations are not discovered within two years, as the occurrence rule and the 2+2 rule

would do, is not consistent with the IDEA's remedial purpose." (*Avila, supra*, 852 F.3d at p. 943.)

Accordingly, the Ninth Circuit ruled the discovery rule should apply to save claims that were not filed within two years of the acts giving rise to the claim, as long as such actions were filed within two years of the time when a party knew or should have known about them. The Ninth Circuit did not find the claims at issue in *Avila* survived application of the statute of limitations, but remanded the matter for the District Court to determine whether the discovery rule should save the claims. On remand, the District Court found the student's claims were barred by the statute of limitations. (*Avila v. Spokane Sch. Dist.* (E.D. Wash., Jan. 29, 2018, No. CV-10-00408-EFS) 2018 WL 616140, *affd.* (2018) 744 Fed.Appx. 506.)

Knowledge that a student's education is inadequate is sufficient to start the running of the statute of limitations. (*M.M., supra*, 767 F.3d at 859; *see also, M.D. v. Southington Bd. of Educ.* (2d Cir. 2003) 334 F.3d 217, 221.) In the District Court case reviewed by *M.M.*, the standard was defined as when "parents had sufficient knowledge of the educational goings-on inside and outside of the classroom to be put on notice of their underlying claims." (*M.M. & E.M. v. Lafayette School Dist.* (N.D.Cal., Feb. 7, 2012 Nos. CV 09- 4624, 10-04223 SI) 2012 WL 398773, ** 17-19.) In other words, the statute of limitations begins to run when a party is aware of the underlying facts of a denial of needed services, not when a party learns that the action was wrong or constituted a viable legal claim. (See also *Bell v. Board of Educ. of the Albuquerque Pub. Schs.* (D.N.M. 2008) 2008 WL 4104070, at *17.)

It does not matter if the parent understood that the inadequacy constituted a legal claim, just that parent had knowledge of the problem. Congress intended to obtain timely and appropriate education for special needs children. Congress did not

intend to authorize the filing of claims under the IDEA many years after the alleged wrongdoing occurred. (*Alexopoulos, supra*, 817 F.2d at p. 554-555 [“[A] cause of action accrues, and the statute of limitations begins to run, when a plaintiff knows or has reason to know of the injury which is the basis of his action. . . . The District’s delay in rectifying Alexis’ home placement was known to Mrs. Alexopoulos at this time. Because she waited six years to assert a claim, the claim is barred.”].)

KNEW OR SHOULD HAVE KNOWN

Student argues that Student has not conceded that Student or Parent knew or should have known of the facts underlying Student’s due process hearing request more than two years before filing suit. Student argues Parent did not know because Santa Barbara never assessed Student for special education services, never held a meeting to discuss special education eligibility, and never provided a statement of procedural safeguards or rights. Student reports Parent only became aware that Student might be eligible for special education services after meeting with an attorney in 2022, and only became aware of Student’s eligibility for special education after being assessed months later. Student contends the cases finding that parents knew or had reason to know of the facts underlying their claim because their child was struggling academically exclusively involved cases where the child was already receiving special education.

Santa Barbara contends Parent knew Student’s emotional difficulties were impacting Student’s ability to benefit from education by Student’s entry into high school, and from January of 2018 through October of 2019 Student demonstrated that emotional dysregulation severely impacted Student’s ability to learn. Santa Barbara argues the latest possible date that Student could have timely filed an action against

Santa Barbara would have been two years after Student stopped attending Santa Barbara's schools in October of 2019.

The law, as set out in *Avila, M.M.*, and *Alexopoulos*, looks at when a parent knew or should have known the underlying facts and had awareness that a student's needs were not being addressed. Parent knew Student had difficulty in school due to emotional dysregulation when Student was in middle school. Student continued having difficulties through high school and was severely affected by online threats and harassment in January of 2018. The situation reached such severity that Santa Barbara County offered Student mental health services. Parent knew Santa Barbara County was involved because Parent transported Student to the County's mental health services sessions and met with Student's counselors. Parent knew of Student's disabling condition and need for intervention to access education more than two years before Student filed for due process.

Santa Barbara contends that "at the very least" Student knew or should have known everything relating to the claims at issue by the time Student disenrolled. This, however, is exactly the sort of "strict occurrence" rule disavowed by *Avila*. (*Avila, supra*, 852 F.3d at 943.) Just because all the events may have occurred more than two years before Student filed for due process and no further contact or interaction took place afterwards does not mean a parent would have had all information necessary to pursue a claim. Additional information may afterwards come to light that explains, contextualizes, or completes the facts necessary to pursue a claim.

However, Student's characterization of the triggering event for the statute of limitations in this matter is incorrect. Student contends neither Student nor Parent even suspected Student might be eligible for special education services until meeting with an attorney in 2022. However, they did not produce evidence of what they knew in 2022

when they arranged a meeting with an attorney that they did not know or reasonably have access to in 2019 or by April 18, 2020. Student simply learned that an attorney was willing to pursue a claim against Santa Barbara for the events that took place prior to 2020. Hearing that one has a potentially viable legal claim does not add to the knowledge of facts underlying the request for relief. Parents knew of Student's educational issues and possible need for services due to disability as early as middle school, when Student began receiving mental health services from Santa Barbara County in March of 2019 and certainly by October of 2019, when Student changed schools due to difficulty accessing her education within Santa Barbara.

STUDENT'S AFFIRMATIVE DEFENSE ARGUMENT

Student's written closing argument asserts that Santa Barbara's raising the issue of the statute of limitations constitutes an affirmative defense, placing the burden of proof upon it to show that Student or Parent knew of the facts underlying the claims at issue prior to 2020. Because only Student testified at hearing, and neither parent was called to testify, no evidence was presented about what Parents knew, and there is no evidence contrary to Student's assertion of ignorance about the underlying facts prior to 2022. This, Student argues, means that Santa Barbara has failed to carry its burden on its affirmative defense, and the matter should proceed to the second phase of the hearing on Student's child find claims in Issue 2.

Student's complaint states Student was suffering academically due to anxiety and emotional issues. To establish that Parents knew from middle school that emotional issues and inability to focus were impairing Student's academic achievement, factual development beyond the pleadings is typically required. "[C]omplaints need not anticipate, and attempt to plead around, potential affirmative defenses." (*Davis v. Indiana State Police*, 541 F.3d 760, 763 (7th Cir. 2008) (*citing Gomez v. Toledo* (1980) 446

U.S. 635, 640). However, the allegations in Student's complaint are judicial admissions, which Student may not disavow. "[A] pleaded fact is conclusively deemed true as against the pleader." (*Dang v. Smith* (2010) 190 Cal.App.4th 646, 657.)

In addition to the statements in Student's complaint, hearing has taken place on Student's claims. Student testified about emotional and academic issues that occurred in middle school and that Santa Barbara reacted only by providing accommodations under Section 504 of the Rehabilitation Act of 1973. Student's issues continued and worsened, to the point where Student disenrolled from Santa Barbara and enrolled in a charter school. All of those events occurred more than two years before Student filed for due process. Those facts were established through Student's testimony and corroborate the allegations in Student's complaint.

Student further testified that Student had no knowledge of what Parent knew. Santa Barbara did not show what Parent knew, but it did not need to do so. A person with "actual notice of circumstances sufficient to put a prudent man upon inquiry" is deemed to have constructive notice of all facts that a reasonable inquiry would disclose. (Civ. Code, § 19; see *Hobart v. Hobart Estate Co.* (1945) 26 Cal.2d 412, 439; 1 Schwing, Cal. Affirmative Defenses (2022 Ed.), § 25:4, pp. 1340–1341 at fn. 28.) What Parent knew is at issue, but so is what Parent should have known. Santa Barbara established through Student's testimony that Parent should have known of Student's condition, academic struggles, and need for additional support and services to access education.

Further, "when a plaintiff relies on the discovery rule or allegations of fraudulent concealment, as excuses for an apparently belated filing of a complaint, 'the burden of pleading and proving belated discovery of a cause of action falls on the plaintiff.'" (*Investors Equity Life Holding Co. v. Schmidt* (2011) 195 Cal.App.4th 1519, 1533; see *April Enterprises, Inc. v. KTTV* (1983) 147 Cal.App.3d 805, 833 ["It is plaintiff's burden to

establish 'facts showing that he was not negligent in failing to make the discovery sooner and that he had no actual or presumptive knowledge of facts sufficient to put him on inquiry.'"].) (*Czajkowski v. Haskell & White, LLP* (2012) 208 Cal. App. 4th 166, 174.)

The statute of limitations begins to run when a party is or should have been aware of the facts that would support a legal claim, not earlier, when the act occurred, and not later, when a party learns that it has a legal claim. (*El Pollo Loco, Inc. v. Hashim* (9th Cir. 2003) 316 F.3d 1016, 1039) (discovery rules are designed to "protect those who are ignorant of their cause of action through no fault of their own."). The statute of limitations is triggered when "a plaintiff discovers, or reasonably could have discovered, his claim." (*O'Connor v. Boeing N. Am., Inc.* (9th Cir. 2002) 311 F.3d 1139, 1147.) In the field of special education disputes, California has interpreted that trigger to occur when parents know the education is inadequate, not when parents knew that inadequacy was a legal claim. (*Miller ex rel Miller v. San Mateo-Foster City Unified School Dist.*, 318 F.Supp.2d 851, 861.)

Even if it were proper in this action to consider when Student or Parent knew or should have known the facts forming the basis for Student's claim, Student would not prevail. Claims under the IDEA are known at the time the underlying facts are discovered, not when a party is advised by legal counsel that they have a potentially viable lawsuit. (*Moyer ex rel. Moyer v. Long Beach Unified Sch. Dist.*, (C.D. Cal. Jan. 24, 2013) No. CV 09-04430 MMM AJWX, 2013 WL 271686, at *7-8 ("To accept the argument would expand the exception under § 56505(l) to such an extent that the limitations provision would be meaningless in most instances."))

Pursuant to *Avila, MM*, the IDEA, and California law, the statute of limitations starts to run at the time when a parent knows or should have known the underlying

facts of a claim and not when advised by an attorney that they have a potentially viable lawsuit. Here, the preponderance of the evidence showed Parent knew or should have known of the underlying facts regarding Student's claims for requiring special education by 2019. Therefore, since Student did not file within two years of that date, Student's claims against Santa Barbara were not timely filed and are barred by the statute of limitations. Because Student did not allege any issues within the two-year statute of limitations, the case is dismissed.

CONCLUSIONS AND PREVAILING PARTY

Pursuant to California Education Code section 56507, subdivision (d), the hearing decision must indicate the extent to which each party has prevailed on each issue heard and decided. Here, Student did not prove that the claims against Santa Barbara were exempt from the two-year statute of limitations because either of the two statutory exceptions applied. Therefore, Student's claims were time barred. The parties prevailed on the issues as follows:

1. On Issue 1:

- a. An exception to the two-year statute of limitations does not apply because Parent was not prevented from timely requesting the due process hearing because Santa Barbara made specific misrepresentations to Parent it had solved the problem forming the basis of the due process hearing request. Santa Barbara prevailed on Issue 1(a).
- b. An exception to the two-year statute of limitations does not apply because Parent was not prevented from timely requesting the due process hearing because Santa Barbara withheld information from

Parent that was required to be provided to Parent under special education law. Santa Barbara prevailed on Issue 1(b).

2. On Issue 2:

Because Santa Barbara prevailed on Issue 1, OAH did not decide Issue 2.

Neither party prevailed on Issue 2.

ORDER

1. The dates currently set for the second phase of the due process hearing regarding Issue 2 are vacated.
2. Student's case is dismissed.
3. All Student's requests for relief are denied.

RIGHT TO APPEAL

This Decision is the final administrative determination and is binding on all parties. (Ed. Code, § 56505, subd. (h).) Any party has the right to appeal this Decision to a court of competent jurisdiction within 90 days of receiving it. (Ed. Code, § 56505, subd. (k).)

Chris Butchko

CHRIS BUTCHKO

Administrative Law Judge

Office of Administrative Hearings



REF: I-E.2

Monitoring and CALPADS Updates

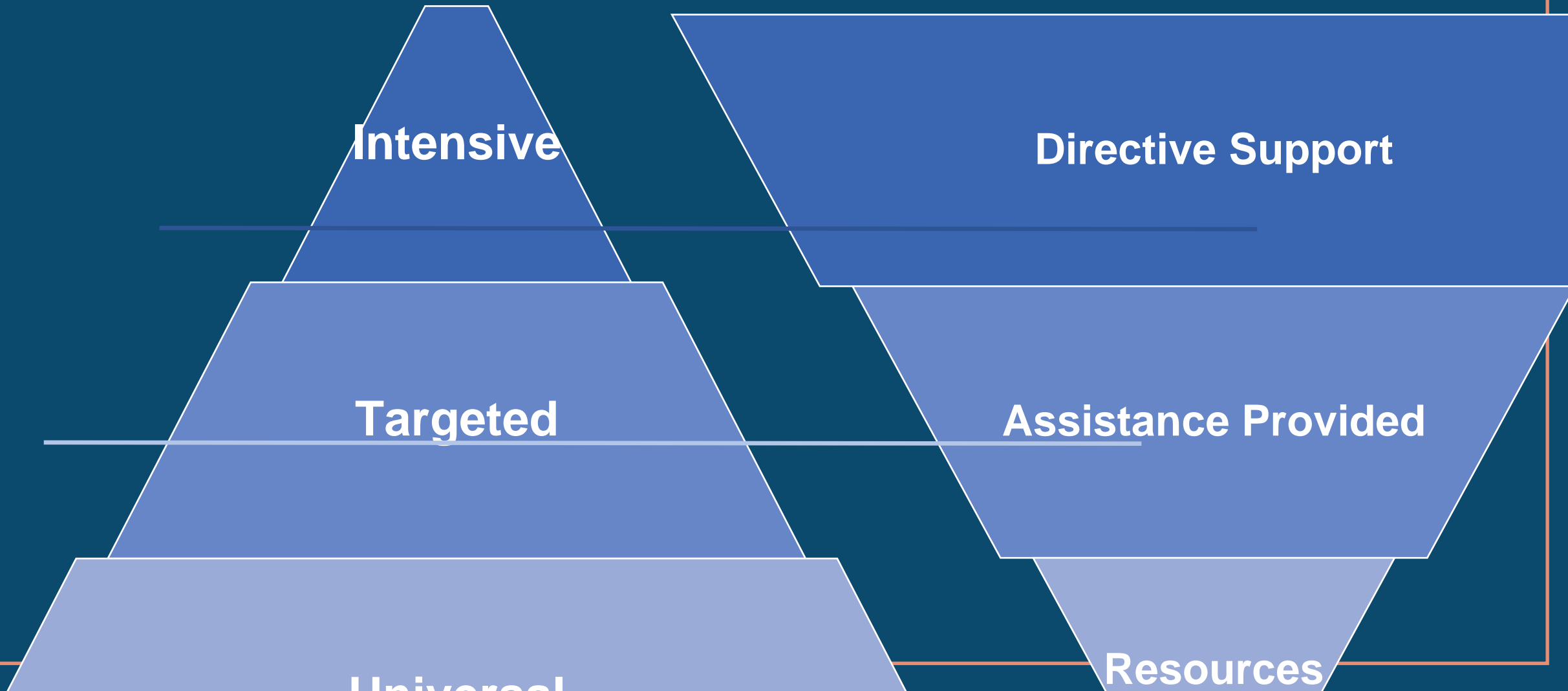
March 2023

Shiyloh Duncan-Becerril, Associate Director
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

So what does that look like in Monitoring?



What is the CIM Process?

Year 1

Step 1 Gather and Inquiry

- What is occurring?

Step 2- Investigate

- Why is this happening?

Step 3-Plan

- How can we address it?

Year 2

Step 4- Implementation

- How is it going?
- Are we meeting expectations set forth in the plan



Implementation updates with CDE



Review local data



Update Plan

Year 3

The 2023 Monitoring Year

Just starting CIM

March

Annual Determination Letter

Instructional Webinars

March-June

CIM Step 1
Gather and Inquire

July-September

CIM Step 2
Investigate

October-November

CIM Step 3
Plan
November 1 Plans due

Continuing with CIM

March

Annual Determination
Letter

March-June

Connecting with TA
providers

July-September

Updating implementation
with CDE
Measure milestones


October-December

Review initial
implementation data

Annual Determination Letter

- Will be published on or around March 20
- Includes Information on 4 Required Areas
 - Annual Determination (Lag Year)
 - Monitoring Tier and Level for 2023
 - Timeline Compliance
 - Official Significant Disproportionality
- Small LEAs will not be receiving an Annual Determination Letter this year unless they are Disproportionate or Significantly Disproportionate.

How to Read the Annual Determination Letter



**CALIFORNIA DEPARTMENT
OF EDUCATION**
1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 20, 2023

FirstName LastName, Job Title
Company
Address
City, State ZipCode

Subject: Notification of 2022 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2023 Compliance and Improvement Monitoring Activities including Identification of Significant Disproportionality

Dear <<Title>> <<LastName>> :

The California Department of Education's (CDE) Special Education Division is providing this notification in accordance with the Individuals with Disabilities Education Act (IDEA), Section 616(e) and Title 34, *Code of Federal Regulations (CFR)* sections 300.600–604, and 34 *CFR* sections 300.646–300.647. The following will be addressed in this notification:

- 2022 Annual Determination under IDEA Part B
- Selection for 2023 Monitoring
- Official Significant Disproportionality Determination for the 2023–24 Budget Year

2022 Annual Determination under IDEA Part B

In accordance with IDEA Section 616(e) and 34 *CFR* Sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA). The CDE reviews LEA compliance, disproportionality and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations, as follows: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.


The determination for **LEA Name** is **2022 Annual Determination** in meeting the requirements of the IDEA, Part B, for the 2021–22 school year. If the LEA did not meet requirements, the LEA will be monitored by the CDE in the 2023 Monitoring Year, described in greater detail below.

How to Read the Annual Determination Letter

Annual Determination are lag year and based on activities from 2022

Categories are:

- Meet requirements
- Needs assistance
- Needs Intervention
- Needs Substantial Intervention

 **CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

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How to Read the Annual Determination Letter

March 20, 2023

Page 2

2023 Special Education Monitoring

The CDE's monitoring framework is a tiered system that differentiates the level of monitoring, technical assistance and support for each LEA based on the analysis of compliance, disproportionality, performance data and that LEA's particular need. The framework includes three monitoring tiers: Universal, Targeted and Intensive. LEAs that meet requirements under IDEA remain in the Universal monitoring tier and have access to resources to support continued compliance and performance. LEAs that do not meet requirements are identified for either the Targeted or Intensive monitoring tier. CDE differentiates the level of engagement to LEAs in Targeted and Intensive monitoring tiers.

Beginning in the 2022 Monitoring Year, the CDE released the Compliance and Improvement Monitoring (CIM) Process to replace previous monitoring processes. The CIM is a four-step process designed for LEAs experiencing issues in compliance, disproportionality and performance. It requires the LEA complete activities to identify systemic issues that led to poor student outcomes and culminates in a cohesive and comprehensive improvement plan.

CDE will continue with the CIM Process in the 2023 Monitoring Year and LEAs – where applicable – will be identified for one monitoring tier and differentiated monitoring level within that tier.

Identification and Selection for 2023 Monitoring Year

The CDE reviews data submitted by the LEA to the state to determine their monitoring tier and level based on LEA overall performance in meeting the needs of students with disabilities in a number of areas including academic achievement, student discipline, school climate, disproportionality and compliance with regulatory requirements.

Based on these analyses, <<LEA Name>> will be monitored in the <<Monitoring Tier>> monitoring tier and differentiated monitoring level in the 2023 Monitoring Year.

Monitoring Tier and Differentiated Monitoring Level
<<Tier and Level>>

Please follow the link to see the data associated with the identified monitoring tier and level: <<LINK>>.

LEAs identified for Universal monitoring tier are not subject to the CIM Process, nor address any compliance concerns. LEAs identified for Targeted monitoring

Description of Monitoring System

The Monitoring Tier and Level
Example: Targeted Level 2

An individual link to an LEA's Data on how they were selected

How to Read the Annual Determination Letter

March 20, 2023
Page 3

Compliance and Timeliness Issues

As a factor for identification and selection for monitoring reflected above, CDE assesses an LEA in several key timelines areas. Related to an LEA's timeliness in individualized education programs (IEPs) and holding initial assessments, CDE compares previous school year to current school year student-level data to assess if an LEA fell into one of three areas of timeliness concern.

- Any Late IEPs/Initial Assessments: LEAs that have any overdue IEPs or assessments will need to review their local data systems to work to schedule the necessary IEPs, where applicable. The CDE will review the data again based on the End of Year Certified CALPADS submission. CDE expects the LEA to review any and all noncompliance within their local system and correct any noncompliance before the end of year for CALPADS. Any outstanding noncompliance will be considered overdue and your Focused Monitoring Technical Assistance consultant will work with you to correct noncompliance in accordance with 34 CFR section 300.600(e).
- Late IEPs/Initial Assessments or No Improvement: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments or have not made progress to reduce the number of students waiting on IEPs or assessments **since TBD** will need to review their local data, access technical assistance resources provided by SELPAs to support LEAs, and hold the overdue IEP meeting. During that meeting, the IEP Team should consider comprehensive education.
- Late IEPs/Initials Assessments **and** No Improvement: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments **and** have not made progress to reduce the number of students waiting on IEPs or assessments **since TBD** will need to review their local data, receive technical assistance provided by SELPAs to support LEAs, and hold the overdue IEP meeting. During that meeting, the IEP Team should consider comprehensive education.

Based on compliance data analyses, <<LEA Name>> if flagged for a timeliness issue in the following area:

Timeliness Issue Area
Any Late IEP or Initial Assessment

Timeline
Compliance

The three categories
of timelines that an
LEA may be identified

The category for the
LEA

How to Read the Annual Determination Letter

Significant
Disproportionality

Categories for
Significant
Disproportionality

Notification of LEA
Selection for 2023-24 Set
Aside for Significant
Disproportionality

March 20, 2023
Page 4

Official Significant Disproportionality Determination for the 2023–24 Budget Year

This section serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2023 Monitoring Year, impacting the 2023–24 budget year.

Each year, the CDE is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) in the following areas:

- Disproportionate representation of SWD for suspension/expulsion by duration, setting, and race or ethnicity for discipline
- Disproportionate representation of SWD by race or ethnicity by placement
- Disproportionate representation of SWD by race or ethnicity overall
- Disproportionate representation of SWD by race or ethnicity within a specific disability category

Pursuant to federal requirements under the IDEA and 34 *CFR* sections 300.646–647, LEAs are identified as Significantly Disproportionate if the LEA is identified as disproportionate in the same area for three consecutive years.

<<LEA Name>> has been identified as Significantly Disproportionate. Please follow the link to see the data associated with your identification. <<LINK>>

LEAs identified as Significantly Disproportionate are monitored under the Intensive monitoring tier and participate in the CIM described above. Additionally, LEAs who are significantly disproportionate are required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services for the 2023-24 budget year. More information about the next steps for LEAs identified for Intensive monitoring and specifically for Significant Disproportionality, can be found at CIM Website, <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>.

How to Read the Annual Determination Letter

Next Steps
Introductory
Webinars

Website and contact
information

March 20, 2023
Page 5

Next Steps

The CDE will provide a detailed introduction to LEAs in each monitoring tier at the following webinars:

Monitoring Tier	Webinar Date and Time
Intensive ...	TBD
Targeted...	TBD

Please visit the CIM website at <https://www.cde.ca.gov/sp/se/ga/cimprocess.asp> for more information and the support team assigned to your LEA.

The CDE looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for all students. We hope this communication is a helpful overview of the monitoring process and what you can expect to see from the CDE in the coming months. If you have any questions or concerns, please reach out to me by email at CDESPEDDIRECTOR@cde.ca.gov.

I look forward to our continued partnership and collaboration in the future and truly appreciate your dedication and support for all children in California.

Sincerely,

/s/

Heather Calomese, Director
Special Education Division
HC:sdb

cc: <<SELPA Director>>, FMTA

Questions?



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF FEBRUARY 6, 2023, REGULAR MEETING
Public Session – 12:00 p.m.
Jonata Middle School Library
301 Second Street, Buellton, CA 93427

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 **12:11 p.m.** at Jonata Middle School Library, Buellton, CA.

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk
 Holly Edds
 Antonio Garcia
 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, Assistant Superintendent, Special Education, SBCEO
 Beverly Sherman, Coordinator for Special Education, SYVSEC

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Ray Avila began by welcoming our regular meeting attendees that are not on the Board or from SBCSELPA, Kirsten Escobedo & Beverly Sherman. Additionally, he introduced Ivan Alvarez, EdD, MA, LEP, Bilingual School Psychologist, SBCEO, who was also joining the meeting to observe as he is in the process of obtaining his PASC. There were no other guests in attendance at the meeting.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 6, 2023

E. SBCSELPA Executive Director's Report

Ray Avila reviewed his report he prepared for the JPA Board, highlighting item 6, Mental Health Grant Update. Specifically, in conjunction with the UCSB School of Psychology staff, the Executive Director participated in submitting a grant proposal to the U.S. Department of Education, Safe and Drug Free Schools and Communities Program. The grant submission was approved and awarded, and the title of this project is "Preparing Professionals to Promote Justice, Equity, Diversity, and Inclusion in Mental Health Services at School (School Psychology JEDI Project). The Board was satisfied; there were no questions or comments.

II. PUBLIC COMMENTS

There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

There were no additional emergency items presented.

IV. APPROVAL OF ACTION AGENDA

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

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

Vote: 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.

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

A. **Minutes of December 5, 2022 Regular Meeting**

B. **Minutes of January 9, 2023 Special Meeting**

C. **Ratification of Payment of Claims:** 01-718851 - 01-718878, 01-720093 – 01-720105, 01-721136 – 01-721168, 01-723662 – 01-723693, 01-724510 – 01-724518, 01-725567 – 01-725575.

D. **2022-2023 Nonpublic Agency (NPA) Master Contract Rates**

1. Exhibit A Rates Sheet: Greenacre Homes & School

E. **2022-23 Nonpublic School (NPS) Master Contract Rates**

1. Exhibit A Rates Sheet: Intermountain Children's Home & Services dba Intermountain Residential

F. **2022-23 Nonpublic School (NPS) Individual Service Agreement (ISA)**

1. Individual Service Agreement: Intermountain Children's Home & Services

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

Motion to Approve: Holly Edds **Second:** Antonio Garcia

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

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.

VI. **PRESENTATION**

- A. SBCSELPA Local Plan Low Incidence & 2023-24 Governor's Budget Proposal

Presenter: Rachel Wigle, SBCSELPA Chief Business Official

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

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

- A. **Santa Barbara County Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan (*Second Reading/Approval*)**

1. Section 9, AB 602 Special Education Fiscal Allocation Plan (*finalized updated version*)
2. Section 9, AB 602 Special Education Fiscal Allocation Plan (*marked-up version*)

Recommendation: The JPA Board approve the revisions to Local Plan, Section 9, AB 602 Special Education Fiscal Allocation Plan as presented.

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

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.

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

- B. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff at Robert Bruce Preschool SDC for the 2022-23 School Year**

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO regional program request for funding of the additional support staff for Robert Bruce Preschool SDC for the 2022-2023 school year as presented.

Motion to Approve: Holly Edds **Second:** Randal Haggard

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.

- C. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff for Manzanita Charter School for the 2023-24 School Year**

Recommendation: The JPA Board approve the SBCEO regional program request for funding of additional support staff for Manzanita Charter School for the 2023-2024 school year as presented.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 6, 2023

Motion to Approve: Randal Haggard **Second:** Holly Edds

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) Regional Program Operator
Request for Funding of Additional Support Staff for Cabrillo High School for the 2023-2024 School Year**

Recommendation: The JPA Board approve the SBCEO regional program request for funding for the continuation of additional support staff for Cabrillo High School for the 2023-2024 school year as presented.

Motion to Approve: Emilio Handall **Second:** Antonio Garcia

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.

**E. 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**

Recommendation: The JPA Board approve the SBCEO regional program request for funding of the Special Ed support staff for Cuyama Preschool SDC for the 2022-2023 school year as presented.

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

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. 2023-2024 SBCSELPA Local Plan Revision (*First Reading*)

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

B. Mental Health Ad Hoc Committee Update and Recommendations

1. Proposed MOU – Transfer of ERMHS Funds from Mother LEAs to SELPA

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

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 6, 2023

C. SBCSELPA Professional Development

1. SBCSELPA 22-23 Professional Development Offerings Booklet
(Updated January 2023)

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

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

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

E. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

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

VIII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

There were no requests for future agenda items.

B. Next Scheduled JPA Board Meeting:

Date: March 6, 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. Nonpublic School (NPS) Student Updates

B. Evaluation of the SBCSELPA Executive Director, Ray Avila

C. CONFERNECE WITH LABOR NEGOTIATOR (*Government Code* §54957.6)

Agency Designated Representative: Ray Avila

SBCSELPA Unrepresented Employees: Classified and Certificated Staff

D. Lay Off Notice of Staff Due to Lack of Work: SBCSELPA Board Certified Behavior Analysts

XI. RECONVENE TO PUBLIC SESSION: Anne Hubbard called the meeting back into Public Session at **1:51 p.m. The Board took no action.**

XII. ADJOURNMENT

The meeting was adjourned at **1:51 p.m.**

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Date

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Checks Dated 01/18/2023 through 02/24/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-725567	01/24/2023	Avila, Ray S	01-5200		1,146.08
01-725568	01/24/2023	Connolly, Jennifer	01-5200		922.55
01-725569	01/24/2023	APPLE INC.	01-4400		3,763.75
01-725570	01/24/2023	Crystal Ramos	01-5800		696.00
01-725571	01/24/2023	Frontier	01-5910		91.11
01-725572	01/24/2023	Great America Financial Svcs.	01-5860		188.93
01-725573	01/24/2023	██████████ NPS 2022-23-71	01-5890		592.49
01-725574	01/24/2023	Lrp Publications	01-4300		419.50
01-725575	01/24/2023	SISC III	01-3401		2,897.50
01-726627	01/31/2023	Bucio, Rosy	01-5910		35.00
01-726628	01/31/2023	Facio-Leon, Natalie	01-5910		35.00
01-726629	01/31/2023	Foote, Lisa A	01-5910		35.00
01-726630	01/31/2023	Pandac, Philbert R	01-5910		35.00
01-726631	01/31/2023	Anna Whitehouse	01-5860		3,000.00
01-726632	01/31/2023	Annisha Susilo	01-5860		3,000.00
01-726633	01/31/2023	Barbara Katic	01-5800		5,000.00
01-726634	01/31/2023	Cpr Computer Services	01-5860		2,160.00
01-726635	01/31/2023	Frontier	01-5910		143.48
01-726636	01/31/2023	Guadalupe Union School Dist.	01-7281		705.20
01-726637	01/31/2023	Jazmin Estebez	01-5910		35.00
01-726638	01/31/2023	Monica Romero	01-5860		3,000.00
01-726639	01/31/2023	Patterson Associates	01-5600		5,642.48
01-726640	01/31/2023	Pepperdine University	01-5200		20,800.00
01-726641	01/31/2023	Rachel Bidinost	01-5910		35.00
01-726642	01/31/2023	Stanley Convergent Security So	01-5860		70.11
01-726643	01/31/2023	Stephanie Guertin	01-5910		35.00
01-726644	01/31/2023	Tamara Starling	01-5860		3,000.00
01-726645	01/31/2023	Tania Nunez De La Torre	01-5910		35.00
01-726646	01/31/2023	Tina Kurrels	01-5910		17.00
01-727589	02/07/2023	Avila, Ray S	01-4300		75.73
01-727590	02/07/2023	Foote, Lisa A	01-5200		137.22
01-727591	02/07/2023	Lindsey, Alison	01-5200		627.15
01-727592	02/07/2023	Barbara Katic	01-5200		173.58
01-727593	02/07/2023	Big Green Cleaning Company	01-5860		387.00
01-727594	02/07/2023	Frontier	01-5910		324.27
01-727595	02/07/2023	Jazmin Estebez	01-5200		527.28
01-727596	02/07/2023	Rachel Bidinost	01-5200		618.32
01-727597	02/07/2023	Sage Communications, Inc.	01-5910		540.29
01-727598	02/07/2023	Stephanie Guertin	01-5200		543.91
01-727599	02/07/2023	Tania Nunez De La Torre	01-5200		1,152.80
01-727600	02/07/2023	X Tech Laser Printing Inc.	01-5860		106.13
01-728615	02/14/2023	Avila, Ray S	01-5200		1,645.47
01-728616	02/14/2023	MacDonald, Lindsay	01-5200		80.35
01-728617	02/14/2023	ACSA	01-5300		123.62
01-728618	02/14/2023	ALD Telecom	01-5910		27.25
01-728619	02/14/2023	CalPERS Financial Reporting	01-3202		3,995.33

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

ESCAPE ONLINE

Page 1 of 2

Checks Dated 01/18/2023 through 02/24/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-728620	02/14/2023	Crystal Ramos	01-5800		1,218.00
01-728621	02/14/2023	Goleta Union School District	01-5860	18,316.01	
			01-7281	23.16	18,339.17
01-728622	02/14/2023	Lava Heights Academy	01-5890		12,214.00
01-728623	02/14/2023	Santa Barbara County Education Office	01-5800		35.00
01-728624	02/14/2023	Santa Maria-Bonita School Dist	01-5800	2,334.06	
			01-7281	21,521.31	23,855.37
01-728625	02/14/2023	SIRAS Systems	01-5850		3,300.00
01-728626	02/14/2023	Staples Business Credit	01-4310		135.80
01-728627	02/14/2023	Tina Kurrels	01-5860		57.00
01-728628	02/14/2023	Verizon Wireless	01-5910		77.41
01-728629	02/14/2023	VISA	01-4300	408.09	
			01-5800	199.83	607.92
01-729400	02/21/2023	Bucio, Rosy	01-5200		1,225.78
01-729401	02/21/2023	Lindsey, Alison	01-5200		1,659.19
01-729402	02/21/2023	Umansky, Deborah	01-5200		1,524.33
01-729403	02/21/2023	Barbara Katic	01-5200		1,713.21
01-729404	02/21/2023	Devereux ABH	01-5890		18,694.76
01-729405	02/21/2023	Diamond Ranch Academy, Inc.	01-5890		29,437.46
01-729406	02/21/2023	Frontier	01-5910		83.20
01-729407	02/21/2023	Great America Financial Svcs.	01-5860		160.65
Total Number of Checks			64		182,960.13

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	64	182,960.13
	Total Number of Checks	64	182,960.13
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		182,960.13

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

ESCAPE ONLINE

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February 28, 2023

To Board of Trustees
 Santa Barbara County Special Education Local Plan Area
 401 North Fairview Ave
 Goleta, CA 93117

We are pleased to confirm our understanding of the services we are to provide for the Santa Barbara County Special Education Local Plan Area (SELPA) for the fiscal year ended June 30, 2023.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of SELPA as of and for the fiscal year ended June 30, 2023. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement SELPA's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to SELPA's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis.
- 2) Budgetary Comparison Schedule
- 3) Schedules of Proportionate Share of Net Pension Liability
- 4) Schedules of Pension Contributions

We have also been engaged to report on supplementary information other than RSI that accompanies SELPA's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a separate written report accompanying our auditor's report on the financial statements OR in a report combined with our auditor's report on the financial statements.

- 1) Schedule of Expenditures of Federal Awards.
- 2) Organization
- 3) Additional Schedules and Related Notes

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories (if any), and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures—Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of SELPA's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of SELPA's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on SELPA's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of SELPA in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These non-audit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other non-audit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the non-audit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including

information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review on May 1, 2023.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You

are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the Board of Trustees; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Moss, Levy & Hartzheim, LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to an Oversight Agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Moss, Levy & Hartzheim, LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Travis J. Hole, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit on approximately June 1, 2023.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$12,000. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Trustees of SELPA. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to SELPA and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,

Moss, Levy & Hartzheim LLP

Moss, Levy & Hartzheim, LLP

RESPONSE:

This letter correctly sets forth the understanding of SELPA.

Management signature: _____

Title: _____

Date: _____

Governance signature: _____

Title: _____

Date: _____

Presentation to JPA Board

Second Interim Report for Fiscal Year 2022-23

3-6-23

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.

Required 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 (through October 31)
- ❖ January — 21-22 Audit Report Certification
- ❖ March — 22-23 Second Interim Budget (through January 31)
- ❖ May/June — Next year's 23-24 Adopted Budget (includes 22-23 Estimated Actuals)



Second Interim — What is it?

Second **required** mid-year budget test - actuals through January 31

- ☐ 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 Second Interim

What is in it? Changes from First Interim & 21-22 Audited Actuals:	What has changed?
1) Beginning Balances	Increased Beginning Balances based on Audited Actuals
2) Revenues	Updated Multi-Year Projection based for new COLA estimates.
3) Expenditures	Additional 5.5% Salary Increase Reduced expenditures for actual estimates.





Budget Reserves

▶ MTU Site Improvement Fund	\$250,000
▶ SELPA Designated Legal Reserve	\$325,000
▶ 5% minimum Economic Contingency	\$300,000
▶ MAA & SIPE Reserves	\$ 76,965

TOTAL RESERVES:	\$951,965
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Regional Deferred Maintenance \$43,430

Included in 2nd Interim as Expense. Set aside as designated \$75,000 for Multi-Year Projection.

FY 22-23 Second Interim Compared to First Interim

			22-23	22-23	Change from Prior	Explanations and Notes
			First Interim	Second Interim		
Beginning Balance			4,091,908	4,487,245	558,383	Audit Adjustments for prior year
Revenue:						
Fund 01	Federal Revenue	8100-8299	802,401	802,401	-	
	State Revenue	8300-8599	5,708,185	5,949,744	241,559	Increase for Low Incidence
	Local Revenue	8600-8799	420,253	572,072	151,819	Increase do to reversal of negative Fair Market Value Adjustment
	s/total Revenue Fund 01		6,930,839	7,324,217	393,378	
Fund 10	Federal Revenue	8100-8299	17,808,674	17,808,674	-	
	State Revenue	8300-8599	39,583,047	39,583,047	-	
	Local Revenue	8600-8799	-	-	-	
	s/total Revenue Fund 10		-	57,391,721	57,391,721	
Expenditures:						
Fund 01	Certificated	1000-1999	357,889	377,328	19,439	Additional 5.5% salary increase on 21-22
	Classified	2000-2999	822,035	866,278	44,243	Additional 5.5% salary increase on 21-23
	Benefits	3000-3999	428,080	433,312	5,232	Additional 5.5% salary less decrease in PERS Unfunded Liability
	Books & Supplies	4000-4999	198,710	208,246	9,536	Revised for Actuals; Increase in Technology
	Services & Other	5000-5999	4,103,763	3,998,246	(105,517)	Reduced Duplicate SB-PIC cost
	Capital outlay	6000-6999	-	-	-	
	Other Outgo	7000-7399	4,299,075	4,415,503	116,428	Increase for Low Incidence
	s/total Expenditures Fund 01		10,209,552	10,298,913	89,361	
Fund 10	Transfer for Fed & State Expenditures		57,391,721	57,391,721	-	
Ending Balance June 30			813,195	1,512,549	699,354	
Reserves:						
Regional Deferred Maintenance reserve			-	-		
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			31,619	41,719		
Set aside for Economic Contingencies			155,000	300,000		
SELPA-Wide Staff Development Carryover						
s/total Designated			796,865	951,965	155,100	
Unassigned			16,330	560,584	544,254	

Multi-Year Projection (MYP)

Revenue:

- ▶ Federal funding flat, removed 1x ADR in 22-23
- ▶ State Funding
 - ▶ AB602 projected based on 8.13% COLA
 - ▶ 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:

- ▶ Salary step & column Increases; No cola
- ▶ 5% increase to benefit costs each year up to employee CAP
- ▶ Increased cost of supplies & applicable services according to Consumer Price Index



FY 22-23 Second Interim with Multi-Year Projection

			FY 20-21		FY 21-22		FY 22-23		
			Second Interim	Unaudited Actuals	Second Interim	Unaudited Actuals	First Interim	Second Interim	Multi-Year Projection 23-24 24-25
Beginning Balance			4,006,240	4,006,240	4,353,741	4,353,741	4,091,908	4,487,245	1,512,549 1,550,622
Revenue:									
Fund 01	Federal Revenue	8100-8299	779,603	782,997	877,284	863,656	802,401	802,401	802,401 802,401
	State Revenue	8300-8599	2,021,191	2,120,168	5,985,406	5,300,003	5,708,185	5,949,744	6,168,023 6,220,115
	Local Revenue	8600-8799	3,853,328	3,861,258	632,101	641,599	420,253	572,072	281,504 281,504
	s/total Revenue Fund 01		6,654,122	6,764,423	7,494,791	6,805,258	6,930,839	7,324,217	7,251,928 7,304,020
Fund 10	Federal Revenue	8100-8299		20,560,705	23,085,085	21,725,587	17,808,674	17,808,674	17,808,674 17,808,674
	State Revenue	8300-8599		30,385,632	38,698,860	35,704,299	39,583,047	39,583,047	39,583,047 39,583,047
	Local Revenue	8600-8799			1,910				
	s/total Revenue Fund 10			50,946,337	61,783,945	57,429,886	57,391,721	57,391,721	57,391,721 57,391,721
Expenditures:									
	Certificated	1000-1999	341,128	341,128	354,352	354,353	357,889	377,328	377,328 377,328
	Classified	2000-2999	739,168	757,468	776,663	781,346	822,035	866,278	774,367 779,638
	Benefits	3000-3999	366,861	373,762	394,133	398,018	428,080	433,312	407,193 409,617
	Books & Supplies	4000-4999	174,589	94,697	228,771	39,351	198,710	208,246	209,099 209,810
	Services & Other	5000-5999	3,681,561	1,635,597	4,259,460	1,798,215	4,103,763	3,998,246	3,427,729 3,443,084
	Capital outlay	6000-6999	3,500	-	18,760	-	-	-	- -
	Other Outgo	7000-7399	4,257,337	3,214,271	4,849,152	3,695,809	4,299,075	4,415,503	2,018,140 2,018,140
	s/total Expenditures Fund 01		9,564,144	6,416,923	10,881,291	7,067,091	10,209,552	10,298,913	7,213,856 7,237,617
Fund 10	Transfer for Fed & State Expenditures			50,946,337	61,783,945	57,431,796	57,391,721	57,391,721	57,391,721 57,391,721
Ending Balance June 30			1,096,218	4,353,741	967,241	4,091,908	813,195	1,512,549	1,550,622 1,617,025
Designated from Fund Balance:									
Board Approved Reserves:									
	Regional Deferred Maintenance reserve		50,000	75,000	50,000	75,000	-		75,000 75,000
	MTU Site Improvement Fund Reserve		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
	SIPE Rebate		37,246	35,246	35,246	35,246	35,246	35,246	35,246 35,246
	MAA Reserve						31,619	41,719	41,719 41,719
	5% Set aside for Economic Contingencies		123,557	150,000	150,000	150,000	155,000	300,000	290,000 260,000
	Non-MH EFB Reserve		98,503	100,000	100,000				
	MH EFB Reserve		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		227,372			
	MAA Carryover			31,138		41,119			
	LEA Legal fees carryover			118,990		99,672			
	LEA Legal fees			300,000		300,000			
	SELPA-Wide Staff Development Carryover			16,952		31,449			
	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	18,263		3,677			
	Sped Alternative Dispute Resolution					177,686			
	total designated		984,306	4,353,741	1,010,246	4,091,908	796,865	951,965	1,016,965 986,965
	Unassigned		111,912	0	(43,005)	0	-II- 16,330	560,584	533,657 630,060

Looking Forward ... What is next?

Because we will have a **positive certification**, a third interim budget is not required.

Each year a **current year** *Estimated Actuals Budget* is included with **Next Year's Adopted Budget** which is presented

- For information and discussion in May and
- For action in June

New and Notable from February 8th Coalition for Adequate Funding for Special Education (CAFSE) Meeting:

Proposed 23-24 Trailer Bill Language Section 27. 56836.148 (h)

Requires the SELPA to allocate a total sum of funding to all LEAs equal to the total sum allocated to LEAs in 2022-23 multiplied by the sum of one plus the inflation factor (COLA @ 8.13% = 1.0813)

Let's think about this...



Proposed Trailer Bill Language Simulation - Part 1

Total SB County AB602 Block Grant Revenue and Allocations						
	Approximate Simulation, Numbers Rounded SELPA ADA			Funded ADA	Base Rate	Current Year 22-23 Projected Base
	20-21	21-22	22-23			Revenue
22-23	65,000	60,000		Declining 65,000	\$ 820	\$ 53,300,000
23-24	60,000			60,000	\$ 887	\$ 53,200,000
						23-24 Minus 22-23 Revenue
				(5,000)		\$ (100,000.00)

- 1) SBCSELPA is projected to have declining ADA (approx. 5000)
- 2) Although the Base Rate is increasing from \$820 per ADA to \$886 per ADA
- 3) The Revenue SB County will receive next year will be similar to this year due to declining ADA.



Proposed Trailer Bill Language Simulation - Part 2

	Allocated to SELPA:
	\$ 1,500,000
Current Year 22-23 Projected Base	
Revenue	Allocation to LEAs
\$ 53,300,000	\$ 51,800,000
Required Allocation Next Year to LEAs	
Add 8.13% per Trailer Bill	\$ 56,000,000
Next Year 23-24 Projected Base	
Revenue	Total AB602 for SB County
\$ 53,200,000	\$ 53,200,000
23-24 Minus 22-23 Revenue	SELPA Deficit
\$ (100,000.00)	\$ (2,800,000.00)

As currently phrased this language creates deficits for at least 65 SELPAs

- Requires many SELPAs to allocate more to districts than SELPAs will be receiving.
- Would leave zero funds for SELPA's operation without an allocation plan change.

Department of Finance is being notified of impact to SELPAs

Trailer Bill language does not make mathematical sense as currently presented
Lobbying is/will be occurring.



22-23 Non-Public School Placement Budget

	Mental Health	Non-Mental Health
Budget	\$ 1,900,000	\$ 360,000
Estimated Expenses	\$ 1,000,000	\$ -
Estimated Ending Balance	\$ 900,000	\$ 360,000

These reduced estimates are not yet showing in the Ending Fund Balance.

The Board will allocate 22-23 Ending Fund Balance at the start of 23-24.

Typically, the Board directs SELPA to allocate the funding back to the districts in the Fall. This year, SELPA distributed \$1.6M of Mental Health funds and \$723,000 of Non-MH funds to the districts in the fall of 2022.

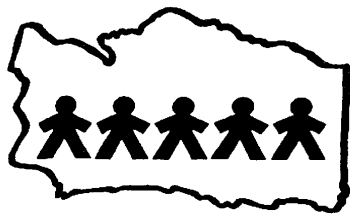
This year, there may be alternative considerations/recommendations for the Ending Fund Balances based on funding changes in the Governor's Proposed Budget and Trailer Bill Language.





QUESTIONS? COMMENTS?
Thank you!





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

Date: March 6, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

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

BACKGROUND:

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

- **Beginning Balances**
 - Increased for Audit Adjustments \$395,337
- **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 in 22-23, 8.13% in 23-24, 3.54% in 24-25.
 - Increased revenue for Fair Market Value Cash in County Treasury Audit Adjustment \$151,819
- **Expenditure Accounts**
 - 6.5% COLA was applied to Certificated and/or Classified salaries in 22-23 as compared to 21-22; 0% in 23-24 and 24-25 for the multi-year projections. Step and Column was applied where appropriate. (Additional 5.5%)
 - 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
- **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:
 - MTU Site improvement (prior to reduction): \$ 250,000
 - SELPA Legal Reserve: \$ 325,000
 - SIPE Reserve \$ 35,246
 - MAA Reserve \$ 31,619
 - 5% Economic Uncertainties: \$ 300,000

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

- Salaries and Benefits – Second 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 – State revenue in 22-23 Second Interim increased due to additional Low Incidence Funding. Local Revenues increased due to negative Fair Market Value Audit adjustment to beginning fund balance, and subsequent revenue reversal.
- 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 Second Interim for expenditure. They have been removed from the Multi-Year Projection.
- 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 Second Period Interim Report for the Fiscal Year 2022-23 as presented.

RA:rw

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

			22-23	22-23	Change from Prior	Explanations and Notes
			First Interim	Second Interim		
Beginning Balance			4,091,908	4,487,245	558,383	Audit Adjustments for prior year
Revenue:						
Fund 01	Federal Revenue	8100-8299	802,401	802,401	-	
	State Revenue	8300-8599	5,708,185	5,949,744	241,559	Increase for Low Incidence
	Local Revenue	8600-8799	420,253	572,072	151,819	Increase do to reversal of negative Fair Market Value Adjustment
	s/total Revenue Fund 01		6,930,839	7,324,217	393,378	
Fund 10	Federal Revenue	8100-8299	17,808,674	17,808,674	-	
	State Revenue	8300-8599	39,583,047	39,583,047	-	
	Local Revenue	8600-8799	-	-	-	
	s/total Revenue Fund 10		-	57,391,721	57,391,721	
Expenditures:						
Fund 01	Certificated	1000-1999	357,889	377,328	19,439	Additional 5.5% salary increase on 21-22
	Classified	2000-2999	822,035	866,278	44,243	Additional 5.5% salary increase on 21-23
	Benefits	3000-3999	428,080	433,312	5,232	Additional 5.5% salary less decrease in PERS Unfunded Liability
	Books & Supplies	4000-4999	198,710	208,246	9,536	Revised for Actuals; Increase in Technology
	Services & Other	5000-5999	4,103,763	3,998,246	(105,517)	Reduced Duplicate SB-PIC cost
	Capital outlay	6000-6999	-	-	-	
	Other Outgo	7000-7399	4,299,075	4,415,503	116,428	Increase for Low Incidence
	s/total Expenditures Fund 01		10,209,552	10,298,913	89,361	
Fund 10	Transfer for Fed & State Expenditures		57,391,721	57,391,721	-	
Ending Balance June 30			813,195	1,512,549	699,354	
Reserves:						
	Regional Deferred Maintenance reserve		-	-		
	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		31,619	41,719		
	Set aside for Economic Contingencies		155,000	300,000		
	SELPA-Wide Staff Development Carryover					
	s/total Designated		796,865	951,965	155,100	
	Unassigned		16,330	560,584	544,254	

Santa Barbara County SELPA
2022-23 Second Interim Budget With Multi-Year Projection

REF: VII-A.2

			FY 20-21				FY 21-22				FY 22-23				
			Adopted	First	Second	Unaudited	Adopted	First	Second	Unaudited	Adopted	First	Second	Multi-Year Projection	
			Budget	Interim	Interim	Actuals	Budget	Interim	Interim	Actuals	Budget "B"	Interim	Interim	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	4,487,245	1,512,549	1,550,622
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	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	5,949,744	6,168,023	6,220,115
	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	572,072	281,504	281,504
	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	7,324,217	7,251,928	7,304,020
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	17,808,674	17,808,674	17,808,674
	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	39,583,047	39,583,047	39,583,047
	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	57,391,721	57,391,721	57,391,721
Expenditures:															
	Certificated	1000-1999	341,128	341,128	341,128	341,128	344,058	354,352	354,352	354,353	357,889	357,889	377,328	377,328	377,328
	Classified	2000-2999	725,126	732,282	739,168	757,468	737,539	806,599	776,663	781,346	764,928	822,035	866,278	774,367	779,638
	Benefits	3000-3999	368,968	366,149	366,861	373,762	372,194	375,012	394,133	398,018	389,470	428,080	433,312	407,193	409,617
	Books & Supplies	4000-4999	283,614	174,589	174,589	94,697	190,353	228,771	228,771	39,351	198,710	198,710	208,246	209,099	209,810
	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	2,122,924	4,103,763	3,998,246	3,427,729	3,443,084
	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	4,415,503	2,018,140	2,018,140
	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	5,608,595	10,209,552	10,298,913	7,213,856	7,237,617
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	57,391,721	57,391,721	57,391,721
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	3,593,029	813,195	1,512,549	1,550,622	1,617,025
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	-		75,000	75,000
	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	250,000
	SELPA Designated Legal Reserve		325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000
	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	35,246
	MAA Reserve										20,882	31,619	41,719	41,719	41,719
	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	300,000	290,000	260,000
	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				21-22 EFB Board Approved					
						increases 21-22 First Interim:				increases 22-23 First Interim:					
	Low Incidence Carryover					1,106,195				227,372					
	MAA Carryover					31,138				41,119					
	LEA Legal fees carryover					118,990				99,672					
	LEA Legal fees					300,000				300,000					
	SELPA-Wide Staff Development Carryover					16,952				31,449					
	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	951,965	1,016,965	986,965
	Unassigned		2,139,522	109,272	111,912	0	2,117,950	37,751	(43,005)	0	2,761,901	16,330	560,584	533,657	630,060

**Multi-Year Projections Assumptions
2022-23 Second 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				8.13%	3.54%
	AB602 Off-the-Top SELPA COLA				79,677	37,514
	Regionalized Services SELPA COLA				32,050	15,090
	AB602 change every two years to pay for CPI with off the top AB602 funds				24,184	(24,184)
	Mental Health Increase for SELPA Staff & WRAP				100,139	23,672
	Remove Extra Federal ADR Funds				(17,771)	0
	s/total				218,279	52,092
8699	Remove CAPTAIN RIL Funds				(26,036)	0
	Remove FMV Revenue Increase				(151,819)	0
	Change in BCBA Reimbursement				(112,713)	0
	s/total				(290,568)	0
	Fund 01 Total				(72,289)	52,092
EXPENSES						
Fund 01						
1xxx's	no increases projected				0	0
2xxx's	Step and Column				9,350	5,270
	Reduction of BCBA position				-101,260	0
	s/total				-91,911	5,270
3xxx's	+5% to H&W both years, adjusted for % increase to step-column; no change in other costs				-26,120	2,425
4xxx's	Increase for cost of supplies California Consumer Price Index (CA CPI)					
	for 23-24	3.44%	for 24-25	2.77%	853	711
5xxx's	Changes in ADR Expenditures due to grants				(17,771)	0
	Removal of 1x Ending Fund Balance Expenditures				(612,484)	0
	Added CA CPI increase in applicable expenses for both years				22,324	18,594
	Prof Dev CPI Expenses change every other year				24,184	(24,184)
	WRAP Staff Step & Column - no vacancies				94,880	19,495
	Increase for Audit Cost				1,350	1,450
	Remove CAPTAIN RIL & Travel Costs				(8,000)	0
	Remove Deferred Maintenance (Kept as a reserve item)				(75,000)	
	s/total				(570,517)	15,355
6xxx's	Capital	Repairs to MTUs			0	0
7xxx's					-	-
	21-22 Ending Fund Balance Transfers				(2,375,686)	-
	Excess Out Of Home Care				(21,677)	-
	s/total				(2,397,363)	0
	Fund 01 Total				(3,176,968)	29,031

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: March 06, 2023

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

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

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	33,360.00	802,401.00	1,004.00	802,401.00	0.00	0.0%
3) Other State Revenue		8300-8599	5,105,994.00	5,708,185.00	2,707,010.00	5,949,744.00	241,559.00	4.2%
4) Other Local Revenue		8600-8799	528,745.00	420,253.00	220,605.91	582,172.00	161,919.00	38.5%
5) TOTAL, REVENUES			5,668,099.00	6,930,839.00	2,928,619.91	7,334,317.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	357,890.00	357,887.88	208,767.93	377,328.89	(19,441.01)	-5.4%
2) Classified Salaries		2000-2999	730,584.00	822,034.19	468,940.96	866,277.93	(44,243.74)	-5.4%
3) Employee Benefits		3000-3999	389,470.03	428,080.16	225,695.98	433,312.10	(5,231.94)	-1.2%
4) Books and Supplies		4000-4999	198,710.00	198,710.00	27,184.57	208,246.00	(9,536.00)	-4.8%
5) Services and Other Operating Expenditures		5000-5999	2,126,032.76	4,103,763.00	975,995.86	3,998,245.84	105,517.16	2.6%
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	4,299,075.00	2,635,713.41	4,415,503.00	(116,428.00)	-2.7%
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	10,209,550.23	4,542,298.71	10,298,913.76		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			90,738.21	(3,278,711.23)	(1,613,678.80)	(2,964,596.76)		
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	(3,278,711.23)	(1,613,678.80)	(2,964,596.76)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,091,907.34	4,091,907.34		4,091,907.34	0.00	0.0%
b) Audit Adjustments		9793	395,337.00	0.00		395,337.00	395,337.00	New
c) As of July 1 - Audited (F1a + F1b)			4,487,244.34	4,091,907.34		4,487,244.34		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,487,244.34	4,091,907.34		4,487,244.34		
2) Ending Balance, June 30 (E + F1e)			4,577,982.55	813,196.11		1,522,647.58		
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	4,332,157.81	567,371.37		1,125,003.84		

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	245,824.74		397,643.74		
FEDERAL REVENUE								
Special Education Discretionary Grants		8182	33,360.00	802,401.00	1,004.00	802,401.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			33,360.00	802,401.00	1,004.00	802,401.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	4,939,191.00	3,557,480.00	1,537,922.00	3,781,593.00	224,113.00	6.3%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	166,803.00	2,150,705.00	1,169,088.00	2,168,151.00	17,446.00	0.8%
TOTAL, OTHER STATE REVENUE			5,105,994.00	5,708,185.00	2,707,010.00	5,949,744.00	241,559.00	4.2%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	18,065.08	20,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	151,819.00	151,819.00	151,819.00	New
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								

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	400,253.00	50,721.83	410,353.00	10,100.00	2.5%
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	420,253.00	220,605.91	582,172.00	161,919.00	38.5%
TOTAL, REVENUES			5,668,099.00	6,930,839.00	2,928,619.91	7,334,317.00		
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	296,452.08	172,930.38	312,596.09	(16,144.01)	-5.4%
Other Certificated Salaries		1900	61,436.00	61,435.80	35,837.55	64,732.80	(3,297.00)	-5.4%
TOTAL, CERTIFICATED SALARIES			357,890.00	357,887.88	208,767.93	377,328.89	(19,441.01)	-5.4%
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	122,940.00	71,715.00	129,648.00	(6,708.00)	-5.5%
Other Classified Salaries		2900	608,196.00	699,094.19	397,225.96	736,629.93	(37,535.74)	-5.4%
TOTAL, CLASSIFIED SALARIES			730,584.00	822,034.19	468,940.96	866,277.93	(44,243.74)	-5.4%
EMPLOYEE BENEFITS								
STRS		3101-3102	110,930.00	110,929.60	39,874.73	114,642.83	(3,713.23)	-3.3%
PERS		3201-3202	103,126.63	110,788.65	64,027.08	109,290.83	1,497.82	1.4%
OASDI/Medicare/Alternative		3301-3302	15,691.52	17,104.35	9,757.64	17,940.29	(835.94)	-4.9%
Health and Welfare Benefits		3401-3402	148,132.00	176,623.97	104,829.27	178,187.17	(1,563.20)	-0.9%
Unemployment Insurance		3501-3502	5,410.86	5,898.02	3,364.70	6,186.24	(288.22)	-4.9%
Workers' Compensation		3601-3602	6,179.02	6,735.57	3,842.56	7,064.74	(329.17)	-4.9%
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	428,080.16	225,695.98	433,312.10	(5,231.94)	-1.2%
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	18,972.56	200,006.00	(7,096.00)	-3.7%
Noncapitalized Equipment		4400	5,800.00	5,800.00	8,212.01	8,240.00	(2,440.00)	-42.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			198,710.00	198,710.00	27,184.57	208,246.00	(9,536.00)	-4.8%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	73,988.00	124,710.00	0.00	124,710.00	0.00	0.0%
Travel and Conferences		5200	84,980.00	87,980.00	75,543.98	97,980.00	(10,000.00)	-11.4%
Dues and Memberships		5300	3,500.00	3,500.00	4,004.62	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	39,637.82	75,100.00	(712.00)	-1.0%
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	3,774,085.00	840,156.84	3,657,855.84	116,229.16	3.1%
Communications		5900	33,000.00	33,000.00	10,691.18	33,000.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,126,032.76	4,103,763.00	975,995.86	3,998,245.84	105,517.16	2.6%
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	4,269,075.00	2,635,713.41	4,385,503.00	(116,428.00)	-2.7%
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	4,299,075.00	2,635,713.41	4,415,503.00	(116,428.00)	-2.7%
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	10,209,550.23	4,542,298.71	10,298,913.76		
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		

Resource	Description	2022-23 Projected Totals
6500	Special Education	914,702.98
6546	Mental Health- Related Services	210,300.86
Total, Restricted Balance		1,125,003.84

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	17,808,674.00	1,147,716.82	17,808,674.00	0.00	0.0%
3) Other State Revenue		8300-8599	36,498,101.00	39,583,047.00	21,769,012.00	39,583,047.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	(5,264.39)	0.00	0.00	0.0%
5) TOTAL, REVENUES			50,168,239.00	57,391,721.00	22,911,464.43	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	57,391,721.00	22,886,855.40	57,391,721.00	0.00	0.0%
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	57,391,721.00	22,886,855.40	57,391,721.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	24,609.03	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	24,609.03	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	17,808,674.00	1,147,716.82	17,808,674.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			13,670,138.00	17,808,674.00	1,147,716.82	17,808,674.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	36,498,101.00	36,962,569.00	20,329,409.00	36,962,569.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	1.00	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	2,620,478.00	1,439,602.00	2,620,478.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			36,498,101.00	39,583,047.00	21,769,012.00	39,583,047.00	0.00	0.0%
OTHER LOCAL REVENUE								
Interest		8660	0.00	0.00	(5,264.39)	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	(5,264.39)	0.00	0.00	0.0%
TOTAL, REVENUES			50,168,239.00	57,391,721.00	22,911,464.43	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	19,861,167.00	2,474,303.82	19,861,167.00	0.00	0.0%
To County Offices		7212	293,004.00	567,985.00	85,568.58	567,985.00	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	33,896,391.00	34,181,717.00	18,581,399.00	34,181,717.00	0.00	0.0%
To County Offices	6500	7222	2,601,710.00	2,780,852.00	1,745,584.00	2,780,852.00	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)
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	57,391,721.00	22,886,855.40	57,391,721.00	0.00	0.0%
TOTAL, EXPENDITURES			50,168,239.00	57,391,721.00	22,886,855.40	57,391,721.00		

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) 1,676,918.92

C. Percentage of Plant Services Costs Attributable to General Administration

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

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

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

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 0.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	0.00
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	0.00
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	0.00
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	0.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,703,740.76
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)	5,758,700.76
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%
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	5,949,744.00	3.67%	6,168,023.00	.84%	6,220,115.00
4. Other Local Revenues	8600-8799	582,172.00	(51.65%)	281,504.00	0.00%	281,504.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	
6. Total (Sum lines A1 thru A5c)		7,334,317.00	(1.12%)	7,251,928.00	.72%	7,304,020.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				377,328.89		377,329.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				.11		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	377,328.89	0.00%	377,329.00	0.00%	377,329.00
2. Classified Salaries						
a. Base Salaries				866,277.93		774,366.00
b. Step & Column Adjustment				9,340.00		5,271.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(101,251.93)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	866,277.93	(10.61%)	774,366.00	.68%	779,637.00
3. Employee Benefits	3000-3999	433,312.10	(6.03%)	407,193.00	.60%	409,617.00
4. Books and Supplies	4000-4999	208,246.00	.41%	209,099.00	.34%	209,810.00
5. Services and Other Operating Expenditures	5000-5999	3,998,245.84	(14.27%)	3,427,729.00	.45%	3,443,084.00
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	4,415,503.00	(54.29%)	2,018,140.00	0.00%	2,018,140.00
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)		10,298,913.76	(29.96%)	7,213,856.00	.33%	7,237,617.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(2,964,596.76)		38,072.00		66,403.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,487,244.34		1,522,647.58		1,560,719.58
2. Ending Fund Balance (Sum lines C and D1)		1,522,647.58		1,560,719.58		1,627,122.58
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		
b. Restricted	9740	1,125,003.84				
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	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				
2. Unassigned/Unappropriated	9790	397,643.74		1,560,719.58		1,627,122.58
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,522,647.58		1,560,719.58		1,627,122.58
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	397,643.74		1,560,719.58		1,627,122.58
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)		397,643.74		1,560,719.58		1,627,122.58
4. Total Available Reserves - by Percent (Line E3 divided by Line F2)		3.86%		21.64%		22.48%
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)		10,298,913.76		7,213,856.00		7,237,617.00
3. Less: Special Education Pass-through (Not applicable for JPAs)		N/A		N/A		N/A
4. Sub-Total (Line F2 minus F3)		10,298,913.76		7,213,856.00		7,237,617.00
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)		514,945.69		360,692.80		361,880.85
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)		514,945.69		360,692.80		361,880.85
9. Available Reserves (Line E3) Meet the Reserve Standard (Line F8)		NO		YES		YES
G. ASSUMPTIONS Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide. B1d, to round to 0; B2d lay off of positions						

2022-23 Second 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. June Revenues are accrued and deferred until July.

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

Local Revenues are indicated by June and are primarily for invoiced costs to districts.

Expenditures:

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

Out of Home Care data is collected by the districts at the end of the year and calculated once the data is received.

Both June State Revenues and Transfers to have been accrued and deferred until July.

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

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	2,771,015.31	3,824,583.54	2,827,716.69
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299						4,349.00	845,061.00	(848,406.00)	
Other State Revenue	8300-8599		795,806.00	248,585.00	447,458.00	447,458.00	428,990.00	442,967.00	(104,254.00)	648,547.00
Other Local Revenue	8600-8799		7,329.29	4,892.98	2,935.94	17,015.03	13,707.40	4,920.23	169,805.04	
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	447,046.40	1,292,948.23	(782,854.96)	648,547.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		32,581.62	32,581.62	34,045.62	32,581.62	17,329.47	29,823.99	29,823.99	33,712.00
Classified Salaries	2000-2999		58,170.84	58,170.84	66,659.00	65,195.88	81,911.15	69,416.62	69,416.63	79,467.00
Employee Benefits	3000-3999		24,849.08	38,421.48	42,792.96	19,701.21	32,371.32	32,354.50	35,205.43	41,523.00
Books and Supplies	4000-4999		4,145.66	6,936.20	1,536.16	1,590.63	3,797.44	3,302.76	5,875.72	36,212.00
Services	5000-5999		75,923.42	192,525.36	125,377.55	152,753.12	161,714.52	67,993.68	199,708.21	604,450.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499			1,265,352.80	39,332.45	125,135.63	39,683.55	39,166.73	1,127,042.25	355,958.00
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	336,807.45	242,058.28	1,467,072.23	1,151,322.00
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	95,783.35	2,678.28	859,322.40	
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	95,783.35	2,678.28	859,322.40	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(1,528,244.64)	186,770.72	57,027.07		1,282,847.79			1,599.06	
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		(1,528,244.64)	186,770.72	57,027.07	0.00	1,282,847.79	0.00	0.00	1,599.06	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910	395,337.00							395,337.00	
TOTAL BALANCE SHEET ITEMS		3,078,706.64	(69,592.98)	(18,980.67)	(555.60)	(1,273,268.50)	95,783.35	2,678.28	1,253,060.34	0.00
E. NET INCREASE/DECREASE (B - C + D)			537,871.69	(1,359,490.99)	140,094.60	(1,205,753.56)	206,022.30	1,053,568.23	(996,866.85)	(502,775.00)
F. ENDING CASH (A + E)			4,990,142.96	3,630,651.97	3,770,746.57	2,564,993.01	2,771,015.31	3,824,583.54	2,827,716.69	2,324,941.69
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	October								
A. BEGINNING CASH		2,324,941.69	1,822,166.69	1,319,391.69	816,616.69				
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					801,397.00		802,401.00	802,401.00
Other State Revenue	8300-8599	648,547.00	648,547.00	648,547.00	0.00	648,548.00		5,949,746.00	5,949,744.00
Other Local Revenue	8600-8799		0.00	0.00	0.00	361,566.09		582,172.00	582,172.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		648,547.00	648,547.00	648,547.00	0.00	1,811,511.09	0.00	7,334,319.00	7,334,317.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	33,712.00	33,712.00	33,712.00	33,712.11	0.00		377,328.04	377,328.89
Classified Salaries	2000-2999	79,467.00	79,467.00	79,467.00	79,468.97			866,277.93	866,277.93
Employee Benefits	3000-3999	41,523.00	41,523.00	41,523.00	41,524.12			433,312.10	433,312.10
Books and Supplies	4000-4999	36,212.00	36,212.00	36,212.00	36,213.43			208,246.00	208,246.00
Services	5000-5999	604,450.00	604,450.00	604,450.00	604,449.98			3,998,245.84	3,998,245.84
Capital Outlay	6000-6599							0.00	0.00
Other Outgo	7000-7499	355,958.00	355,958.00	355,958.00	0.00	355,957.59		4,415,503.00	4,415,503.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		1,151,322.00	1,151,322.00	1,151,322.00	795,368.61	355,957.59	0.00	10,298,912.91	10,298,913.76
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							12,087.80	
Accounts Receivable	9200-9299	0.00			45,180.94			1,155,125.00	
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		0.00	0.00	0.00	45,180.94	0.00	0.00	1,167,212.80	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							1,528,244.64	
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	1,528,244.64	
<u>Nonoperating</u>									
Suspense Clearing	9910							395,337.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	45,180.94	0.00	0.00	34,305.16	
E. NET INCREASE/DECREASE (B - C + D)		(502,775.00)	(502,775.00)	(502,775.00)	(750,187.67)	1,455,553.50	0.00	(2,930,288.75)	(2,964,596.76)
F. ENDING CASH (A + E)		1,822,166.69	1,319,391.69	816,616.69	66,429.02				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,521,982.52	

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			66,429.02	218,418.02	77,819.02	405,507.02	371,629.02	337,751.02	303,853.02	269,975.02
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		308,401.00	308,401.00	555,122.00	555,122.00	555,122.00	555,122.00	555,122.00	555,122.00
Other Local Revenue	8600-8799									
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			308,401.00	308,401.00	555,122.00	555,122.00	555,122.00	555,122.00	555,122.00	555,122.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		32,000.00	32,000.00	32,000.00	32,000.00	32,000.00	32,000.00	32,000.00	32,000.00
Classified Salaries	2000-2999		65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00
Employee Benefits	3000-3999		34,000.00	34,000.00	34,000.00	34,000.00	34,000.00	34,000.00	34,000.00	34,000.00
Books and Supplies	4000-4999		18,000.00	18,000.00	18,000.00	18,000.00	18,000.00	18,020.00	18,000.00	18,000.00
Services	5000-5999		170,000.00	170,000.00	310,000.00	310,000.00	310,000.00	310,000.00	310,000.00	310,000.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499		130,000.00	130,000.00	130,000.00	130,000.00	130,000.00	130,000.00	130,000.00	130,000.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			449,000.00	449,000.00	589,000.00	589,000.00	589,000.00	589,020.00	589,000.00	589,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(1,811,511.00)	648,546.00		361,566.00					
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(1,811,511.00)	648,546.00	0.00	361,566.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(355,958.00)	355,958.00							
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		(355,958.00)	355,958.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(1,455,553.00)	292,588.00	0.00	361,566.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			151,989.00	(140,599.00)	327,688.00	(33,878.00)	(33,878.00)	(33,898.00)	(33,878.00)	(33,878.00)
F. ENDING CASH (A + E)			218,418.02	77,819.02	405,507.02	371,629.02	337,751.02	303,853.02	269,975.02	236,097.02
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	N/A								
A. BEGINNING CASH		236,097.02	1,003,618.02	969,740.02	935,862.02				
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	555,122.00	555,122.00	555,122.00	555,123.00			6,168,023.00	6,168,023.00
Other Local Revenue	8600-8799				281,504.00			281,504.00	281,504.00
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		555,122.00	555,122.00	555,122.00	836,627.00	802,401.00	0.00	7,251,928.00	7,251,928.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	32,000.00	32,000.00	32,000.00	25,328.00			377,328.00	377,328.00
Classified Salaries	2000-2999	65,000.00	65,000.00	65,000.00	59,367.00			774,367.00	774,367.00
Employee Benefits	3000-3999	34,000.00	34,000.00	34,000.00	33,193.00			407,193.00	407,193.00
Books and Supplies	4000-4999	18,000.00	18,000.00	18,000.00	11,099.00			209,119.00	209,099.00
Services	5000-5999	310,000.00	310,000.00	310,000.00	297,729.00			3,427,729.00	3,427,729.00
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499	130,000.00	130,000.00	130,000.00	588,140.00			2,018,140.00	2,018,140.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00			0.00	0.00
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		589,000.00	589,000.00	589,000.00	1,014,856.00	0.00	0.00	7,213,876.00	7,213,856.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	801,399.00						1,811,511.00	
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		801,399.00	0.00	0.00	0.00	0.00	0.00	1,811,511.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							355,958.00	
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	355,958.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		801,399.00	0.00	0.00	0.00	0.00	0.00	1,455,553.00	
E. NET INCREASE/DECREASE (B - C + D)		767,521.00	(33,878.00)	(33,878.00)	(178,229.00)	802,401.00	0.00	1,493,605.00	38,072.00
F. ENDING CASH (A + E)		1,003,618.02	969,740.02	935,862.02	757,633.02				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,560,034.02	

2022-23 Second Interim – SACS Criteria and Standards

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

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

5) Salaries and Benefits:

The ratio of total salaries/benefits to total General Fund expenditures is different than the two subsequent years because 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.

6) Revenue and Expenditures:

State revenue in 22-23 Second Interim increased due to additional Low Incidence Funding. Local Revenues increased due to negative Fair Market Value Audit adjustment to beginning fund balance, and subsequent revenue reversal.

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)	1,533,717.00	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 01I, Objects 1000-7499)		
	(Form MYPI, Lines B1-B3)	(Form MYPI, Lines B1-B8, B10)		
Current Year (2022-23)	1,676,918.92	10,298,913.76	16.3%	Not Met
1st Subsequent Year (2023-24)	1,558,888.00	7,213,856.00	21.6%	Met
2nd Subsequent Year (2024-25)	1,566,583.00	7,237,617.00	21.6%	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)

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 carry overs from prior years to expend.

6. CRITERION: Other Revenues and Expenditures

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

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

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

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

Object Range / Fiscal Year	First Interim	Second Interim		Change Is Outside Explanation Range
	Projected Year Totals	Projected Year Totals		
	(Form 01CSI, Item 6A)	(Fund 01) (Form MYPI)	Percent Change	
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2022-23)	802,401.00	802,401.00	0.0%	No
1st Subsequent Year (2023-24)	802,401.00	802,401.00	0.0%	No
2nd Subsequent Year (2024-25)	802,401.00	802,401.00	0.0%	No

Explanation

(required if Yes)

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

Current Year (2022-23)	5,708,185.00	5,949,744.00	4.2%	No
1st Subsequent Year (2023-24)	5,992,990.00	6,168,023.00	2.9%	No
2nd Subsequent Year (2024-25)	6,177,758.00	6,220,115.00	.7%	No

Explanation

(required if Yes)

State Revenue increased for additional Low Incidence Allocation.

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

Current Year (2022-23)	420,253.00	582,172.00	38.5%	Yes
1st Subsequent Year (2023-24)	420,252.00	281,504.00	-33.0%	Yes
2nd Subsequent Year (2024-25)	420,253.00	281,504.00	-33.0%	Yes

Explanation

(required if Yes)

Local Revenue increase due to Fair Market Value entry. In prior years the FMV entry was never posted to books, and was only prepared by Auditor in financial statements. This year the FMV was material and a negative amount, and was an audit finding for not being posted. An Audit Adjustment was posted, reducing the beginning fund balance. A reversal of FMV increased the revenue for the year. At year end a FMV entry will be posted for the whole year.

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

Current Year (2022-23)	198,710.00	208,246.00	4.8%	No
1st Subsequent Year (2023-24)	200,225.00	209,099.00	4.4%	No
2nd Subsequent Year (2024-25)	201,052.00	209,810.00	4.4%	No

Explanation

(required if Yes)

an

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

Current Year (2022-23)	4,103,763.00	3,998,245.84	-2.6%	No
1st Subsequent Year (2023-24)	3,359,829.00	3,427,729.00	2.0%	No
2nd Subsequent Year (2024-25)	3,357,615.00	3,443,084.00	2.5%	No

Explanation
(required if Yes)

There was a duplicated expense line for SB-PIC Contracts in the amount of \$135,153. This was eliminated, while there was a \$10,000 increase for Travel and \$50,000 increase for WRAP Salaries.

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

DATA ENTRY: All data are extracted or calculated.

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

Current Year (2022-23)	6,930,839.00	7,334,317.00	5.8%	Not Met
1st Subsequent Year (2023-24)	7,215,643.00	7,251,928.00	.5%	Met
2nd Subsequent Year (2024-25)	7,400,412.00	7,304,020.00	-1.3%	Met

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

Current Year (2022-23)	4,302,473.00	4,206,491.84	-2.2%	Met
1st Subsequent Year (2023-24)	3,560,054.00	3,636,828.00	2.2%	Met
2nd Subsequent Year (2024-25)	3,558,667.00	3,652,894.00	2.6%	Met

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

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

- 1a. STANDARD NOT MET - Projected total operating revenues have changed since first interim projections 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)

Explanation:

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

Explanation:

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

State Revenue increased for additional Low Incidence Allocation.

Local Revenue increase due to Fair Market Value entry. In prior years the FMV entry was never posted to books, and was only prepared by Auditor in financial statements. This year the FMV was material and a negative amount, and was an audit finding for not being posted. An Audit Adjustment was posted, reducing the beginning fund balance. A reversal of FMV increased the revenue for the year. At year end a FMV entry will be posted for the whole year.

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

Explanation:

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

Explanation:

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

7.

CRITERION: Facilities Maintenance

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

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

This criterion is not checked for JPAs.

8. CRITERION: Deficit Spending

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
JPA's Available Reserve Percentage (Criterion 10C, Line 9)	3.9%	21.6%	22.5%
JPA's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.3%	7.2%	7.5%

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 011, Section E)	Total Expenditures and Other Financing Uses (Form 011, 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)	(2,964,596.76)	10,298,913.76	28.8%	Not Met
1st Subsequent Year (2023-24)	38,072.00	7,213,856.00	N/A	Met
2nd Subsequent Year (2024-25)	66,403.00	7,237,617.00	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 carry over from 21-22 revenues and \$227,372 in Carryover Low Incidence Funds. These funds are not included in 23-24.

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)	1,522,647.58	Met
1st Subsequent Year (2023-24)	1,560,719.58	Met
2nd Subsequent Year (2024-25)	1,627,122.58	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)	66,429.02	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 MYP1, 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)	10,298,913.76	7,213,856.00	7,237,617.00
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)	10,298,913.76	7,213,856.00	7,237,617.00
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	514,945.69	360,692.80	361,880.85
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)	514,945.69	360,692.80	361,880.85

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.

		Current Year		
		Projected Year Totals	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
Reserve Amounts				
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		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	397,643.74	1,560,719.58	1,627,122.58
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)	397,643.74	1,560,719.58	1,627,122.58
9.	JPA's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.86%	21.64%	22.48%
JPA's Reserve Standard (Section 10B, Line 7):		514,945.69	360,692.80	361,880.85
Status:		Not Met	Met	Met

10D. Comparison of JPA Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

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. Additionally, the reserve requirement calculated above is including Ending Fund Balance Distributions to districts, which would not be subject to the reserve requirement as they are not an operating expense.

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

S3. Temporary Interfund Borrowings

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

No

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

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

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

JPA's Contributions and Transfers Standard:

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

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

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

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund	This item is not applicable for JPAs.				
1b. Transfers In, General Fund *					
Current Year (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		0.0%	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 first interim projections that may impact the general fund operational budget?

No

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

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

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

1a. This item is not applicable for JPAs.

1b. NOT MET - The projected transfers in to the general fund have changed since first interim projections 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)

There was a \$65 interfund correction due to a mis-posting from our AU to SELPAs funds for prior year recertification. This was discovered and corrected when posting audit adjustments.

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

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 First Interim data exist (Form 01CSI, 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 First Interim 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 first interim projections?

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) Annual Payment	Current Year (2022-23) Annual Payment	1st Subsequent Year (2023-24) Annual Payment	2nd Subsequent Year (2024-25) 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 first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

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

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

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

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

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

2	OPEB Liabilities	First Interim (Form 01CSI, Item S7A)	Second Interim
a. Total OPEB liability			
b. OPEB plan(s) fiduciary net position (if applicable)			
c. Total/Net OPEB liability (Line 2a minus Line 2b)		0.00	0.00
d. Is total OPEB liability based on the JPA's estimate or an actuarial valuation?			
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation			

3	OPEB Contributions	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method			
Current Year (2022-23)			
1st Subsequent Year (2023-24)			
2nd Subsequent Year (2024-25)			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)			
Current Year (2022-23)		0.00	0.00
1st Subsequent Year (2023-24)			
2nd Subsequent Year (2024-25)			
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
Current Year (2022-23)			
1st Subsequent Year (2023-24)			
2nd Subsequent Year (2024-25)			
d. Number of retirees receiving OPEB benefits			
Current Year (2022-23)			
1st Subsequent Year (2023-24)			
2nd Subsequent Year (2024-25)			

4.

Comments:

A large, empty rectangular box with a thin black border, intended for entering comments.

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

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

1	a. Does your JPA operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which will be covered in Section S7A) (If No, skip items 1b-4)	No
	b. If Yes to Item 1a, have there been changes since first interim in self-insurance liabilities?	n/a
	c. If Yes to Item 1a, have there been changes since first interim in self-insurance contributions?	n/a

2	Self-Insurance Liabilities	First Interim (Form 01CSI, Item S7B)	Second Interim
	a. Accrued liability for self-insurance programs		
	b. Unfunded liability for self-insurance programs		

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

4	Comments:	
---	-----------	--

S8. Status of Labor Agreements

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

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

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

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

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

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

Status of Certificated Labor Agreements as of the Previous Reporting Period

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

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	2.6	2.6	2.6	2.6

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

n/a

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

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

If No, complete questions 5 and 6.

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

n/a

If Yes, complete questions 5 and 6.

Negotiations Settled Since First Interim Projections

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

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Current Year

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

13,173

6. Amount included for any tentative salary schedule increases

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

73,082

67,215

67,603

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 First Interim Projections

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

No		

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

If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

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

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

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)
No	No	No
No	No	No

Certificated (Non-management) - Other

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

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

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

Status of Classified Labor Agreements as of the Previous Reporting Period

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

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

If No, continue with section S8B.

n/a

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	5.3	5.3

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

n/a

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

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

If No, complete questions 5 and 6.

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

If Yes, complete questions 5 and 6.

n/a

Negotiations Settled Since First Interim Projections

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

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Current Year

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 First Interim

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

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

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

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

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

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?

Classified (Non-management) - Other

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

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

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

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

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

n/a

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 first interim projections?

If Yes, complete question 2.

If No, complete questions 3 and 4.

n/a

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

If Yes, complete questions 3 and 4.

n/a

Negotiations Settled Since First Interim Projections

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 Second Interim Criteria and Standards Review

2022-23 Second Interim – Technical Review Checks

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

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

Second Interim
Actuals to Date 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

Second Interim
Board Approved Operating Budget 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

Second Interim
Original Budget 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

Second 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)

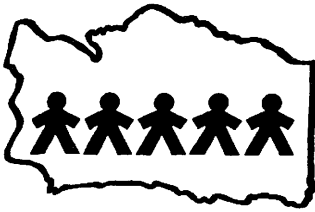
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT VALIDATION CHECKS



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

Date: March 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

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

BACKGROUND:

- As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers, or classroom demands necessitate that a new program be opened or expanded.
- SBCEO is requesting an additional preschool teacher (0.50 FTE), paraeducator (0.35 FTE), and bilingual paraeducator (0.35 FTE) program expansion for the North County regional preschool SDC program for the remainder of this year due to the current number of students as well as anticipated enrollments in the coming weeks.
- Based on current projections, the SBCEO has 88 team assessments between 1/30/23 and 5/30/23. If 75% of the assessments result in placements, the SBCEO will not have adequate space to provide preschool services. The SBCEO currently has a total of 19 spaces available, therefore the SBCEO would not have space for 47 of these students by 5/30/23, thus the request for the expansion.
- District/LEA business officials and special education administrators are in agreement with the request.

FISCAL IMPACT: Estimated increase in cost for expansion ranges from \$39,968.00 - \$53,035.00 for the remainder of the 2022-2023 school year.

RECOMMENDATION: The JPA Board approve the SBCEO request for funding for expansion of Santa Maria/Orcutt Preschool SDC Class for the 2022-2023 school year as presented.

RA:lm

**REGIONAL PROGRAM OPERATOR
REQUEST FOR FUNDING
FOR
PROGRAM EXPANSION**

PLEASE COMPLETE ONE FORM FOR EACH REQUEST BEING SUBMITTED

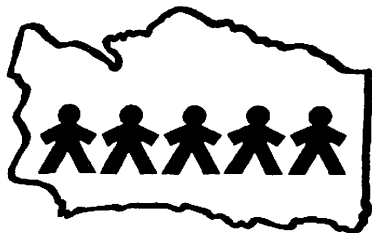
Date: January 30, 2023

School Year for Which Request Applies: 2022-23

1. **Program Operator:** Santa Barbara County Education Office
2. **Regional Program Type:** Santa Maria/Orcutt Preschool SDC Class
3. **School:** To be determined
4. **Current Class Size:** Please see table below for more information.
5. **Age Range:** 3-5
6. **Current number of Instructional Aides assigned to class:** N/A
7. **Total number of hours per day of aide time assigned to class:** N/A
8. **Describe specifics of this request:**
 - .5 FTE preschool teacher
 - .35 FTE paraeducator
 - .35 FTE bilingual paraeducator
9. **Please provide a narrative explanation of the reason for this request:** This request is to add additional preschool spaces to serve the preschool students in Santa Maria and Orcutt. Based on current projections, the SBCEO has 88 team assessments between 1/30/23 and 5/30/23. This number is based on students currently being served on IFSPs who will be referred by Tri Counties Regional Center in addition to parent/outside referrals that are currently pending assessment. If 75% of these 88 assessments result in preschool placements, the SBCEO will not have adequate space to provide preschool services to these students. The SBCEO currently has a total of 19 spaces available, therefore the SBCEO would not have space for 47 of these students by 5/30/23. These numbers do not reflect additional referrals that the SBCEO may receive between 1/30/23 and 5/30/23.
10. **Estimate cost of this request for the remainder of the current school year:**
 - .5 FTE teacher: \$22,297 - \$27,742
 - .35 FTE bilingual paraeducator: \$8,908 - \$12,719
 - .35 FTE paraeducator: \$8,763 - \$12,574
 - **Total: \$39,968 - \$53,035**

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

Santa Maria/Orcutt 2022/2023 Projections				Enrollment History
Preschool SDC Site	SELPA Recommended Total	Current # Enrolled	Available # of Spaces	2021-2022 School Year
Orcutt Academy	18	21	0	24
Regency	18	21	0	22
Taylor	18	22	0	25
Oakley	18	21	0	20
Bruce	18	20	0	22
Ontiveros	8	11	0	11
Hancock	18	16	2	16
Los Padres	7	8	0	8
Chapel	7	8	0	6
Battles	16	15	1	NA
Libbon (opening in February)	16	0	16	
TOTALS	146	163	19	154
Total Number of Team Assessments Pending 1/30/23 - 5/30/23	88			
January	2			
February	12			
March	19			
April	7			
May	1			
To be scheduled	47			



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

Date: March 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Mental Health Ad Hoc Committee Update & Recommendations

BACKGROUND:

- The Governor's 2023-2024 State Budget includes a recommendation that, effective for the 2023-2024 school year, all state and federal Educationally Related Mental Health Services (ERMHS) funding shift from the SBCSELPA and, instead, be distributed directly to each Member LEA.
- Member LEAs of SBCSELPA have a history of collaborative local decision-making that, under the existing funding and allocation structure, has ensured that the full continuum of services, including ERMHS, is available to all students served within the SBCSELPA.
- If the proposed shift of funds goes into effect, it will offer little benefit while making significant and unnecessary changes to the manner in which ERMHS services are provided. It will also result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA.
- In response to the potential shift of funds, SBCSELPA created an Ad Hoc Committee at the onset of the 22-23 academic year to review our current allocation structure and make recommendations. This committee has met four times as of today's date, and is making the following recommendation:
 - To avoid the unnecessary changes and resulting consequences of the proposed shift of funds, the attached Memorandum of Understanding agrees to maintain the SBCSELPA's previous ERMH services via funding from the LEAs.
- This recommended MOU has been shared with SB County LEA special education administrators and business officials. Consensus is in support of this recommendation.
- If the SBCSELPA JPA approves this MOU, next steps will include the Superintendent/Executive Director of each SBCSELPA Member LEA signature for approval.

FISCAL IMPACT: The fiscal impact is \$0 based on current practice.

RECOMMENDATION: The JPA Board approve the MOU for the Transfer of ERMHS Funds from Member LEA's to SBCSELPA as presented.

**SANTA BARBARA COUNTY SELPA
MEMORANDUM OF UNDERSTANDING
TRANSFER OF ERMHS FUNDS FROM MEMBER LEAS TO SELPA**

This Memorandum of Understanding ("MOU") is made by and between the Santa Barbara County SELPA ("SELPA") and the member local educational agencies ("Member LEAS") of the Santa Barbara County SELPA: Adelante Charter School Ballard School District Blochman Union School District Buellton Union School District Carpinteria Unified School District Cold Spring School District College School District Cuyama Joint Union School District Family Partnership Charter School Goleta Union School District Guadalupe Union School District Hope School District Lompoc Unified School District Los Olivos School District Manzanita Public Charter School Montecito Union School District Orcutt Union School District Santa Barbara Charter School Santa Barbara Unified School District Santa Maria Joint Union High School District Santa Maria-Bonita School District Santa Ynez Valley Union High School District Solvang School District Vista Del Mar Union School District and the Santa Barbara County Education Office. The Governing Board of the SELPA and each Member LEA has approved this MOU and has authorized the execution of this MOU by an authorized agent. SELPA and the Member LEAs may be collectively referred to as the "Parties" or individually as a "Party."

Purpose of MOU

Whereas Under current law, state and federal funds for educationally-related mental health services ("ERMHS") for students eligible for special education and related services are distributed to the SELPA which then distributes these funds to Member LEAs in accordance with the SELPA Local Plan ("Local Plan") and SELPA Allocation Plan ("Allocation Plan"); and

Whereas The Governor's 2023-2024 State Budget includes a recommendation ("Proposal") that, effective for the 2023-2024 school year, all state ERMHS funding shift from the SELPA and, instead, be distributed directly to each Member LEA; and

Whereas The Parties to this MOU have a history of collaborative local decision-making that, under the existing funding and allocation structure, has ensured that the full continuum of services, including ERMHS, is available to all students served within the SELPA; and

Whereas The Member LEAs recognize that, if the Proposal goes into effect, it will offer little benefit while making significant and unnecessary changes to the manner in which ERMHS services are provided; and

Whereas Changes from the Proposal are likely to result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA; and

Whereas These changes and the resulting challenges and impacts will be particularly difficult on the students, parents, and staff of the smaller Member LEAS; and

Whereas To avoid the unnecessary changes and resulting consequences of the Proposal, the Parties desire to maintain the SELPA's previous structure for spending ERMHS funds per the SELPA ERMHS plan.

Now, therefore, In consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

1. MOU Conditioned on Proposal Going into Effect

The Parties agree that this MOU is conditioned on the adoption of the Proposal, or a similarly worded proposal, that distributes ERMHS funds directly to the Member LEAs instead of distributing them to the SELPA.

2. Effective Date

This MOU shall be effective as of the date of the last-executed signature below or the date on which the Proposal becomes law, whichever is later.

3. Member LEAs Shall Transfer ERMHS Funds to SELPA

Member LEAs agree that the LEA's proportionate share of the state principal apportionment for ERMHS to fund SELPA ERMHS services, per the current ERMHS plan, for the 2023-2024 fiscal year, or any subsequent fiscal year in which this MOU is in effect, will be transferred to the SELPA each month by county journal entry.

4. ERMHS Funds to be Distributed in Accordance with Current Allocation Plan

SELPA agrees that all ERMHS funds transferred from the Member LEAS to the SELPA AU will be allocated pursuant to the SELPA's current ERMHS Allocation Plan.

5. Changes to ERMHS Programming

The Parties agree that, if any changes in ERMHS services are required because of the Proposal and/or implementation of this MOU, these changes will be determined by the SELPA Governing Board based on local needs.

6. Timeline for Planning and Review of Any Changes in ERMHS Services

The SELPA agrees that any changes to ERMHS services will be addressed using the procedures set forth in the SELPA's Program Transfer Policy and in accordance with Education Code section 56207.

7. Term and Termination

The parties agree that this MOU will have a term of one fiscal year, beginning on July 1, 2023 and ending on June 30, 2024. The MOU will automatically renew, for each party to the MOU, for an additional fiscal year, each year, unless and until:

- the planning and review indicated in Section 6 above takes place and the SELPA Governing Board takes formal action to change the service and delivery model, program operations or method of spending ERMHS funding

or

- an LEA wishing to exit the MOU provides notice of their desire and intent to do so prior to July 1 of the fiscal year prior to fiscal year they intend to exit (a year and a day notice), unless otherwise agreed upon by the current parties of the MOU. The notice of intent to exit the MOU may be rescinded by December 31 of the fiscal year prior to fiscal year they intended to exit.

8. Superseded by Action of the SELPA Governing Board

Parties agree that this MOU and/or any of its terms will be superseded, and thereby rendered null and void, if the SELPA Governing Board, following SELPA procedures, makes changes to the service delivery model, program operators, Local Plan, and/or Allocation Plan affecting the subject matter of this MOU.

9. Severability/Waiver

If any provision of this MOU is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision of this MOU. No waiver of any provision of this MOU shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

10. Execution of MOU Electronically and in Counterparts

This MOU may be executed in counterparts such that the signatures may appear on separate signature pages. A copy or an original, with all signatures appended together, shall be deemed a fully executed MOU. A facsimile or scanned version of any party's signature shall be deemed an original signature.

IN WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this MOU as of the date set next to the signatures below:

Javier Bolivar, Executive Director, Adelante Charter School

Date

Pam Rennick, Superintendent, Ballard School District

Date

Doug Brown, Superintendent, Blochman Union School District

Date

Dr. Randal Haggard, Superintendent, Buellton Union School District

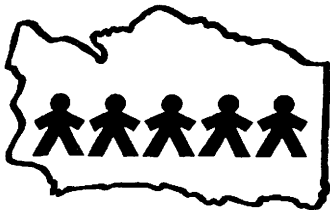
Date

Diana Rigby, Superintendent, Carpinteria Unified School District

Date

Dr. Amy Alzina, Superintendent, Cold Spring School District	Date
Maurene Donner, Superintendent, College School District	Date
Alfonso Gamino, Superintendent, Cuyama Joint Union School District	Date
Stephanie Eggert, Executive Director, Family Partnership Charter School	Date
Dr. Diana Galindo-Roybal, Superintendent, Goleta Union School District	Date
Emilio Handall, Ed.D., Superintendent, Guadalupe Union School District	Date
Anne Hubbard, Ed.D., Superintendent, Hope School District	Date
Dr. Clara Finneran, Superintendent, Lompoc Unified School District	Date
Ray Vazquez, Superintendent, Los Olivos School District	Date
Suzanne Nicastro. Superintendent, Manzanita Public Charter School	Date
Anthony Ranii, Superintendent, Montecito Union School District	Date
Dr. Holly Edds, Superintendent, Orcutt Union School District	Date

Laura Donner, Director of Education Santa Barbara Charter School	Date
Dr. Hilda Maldonado, Superintendent, Santa Barbara Unified School District	Date
Antonio Garcia, Superintendent, Santa Maria Joint Union High School District	Date
Dr. Darren McDuffie, Superintendent, Santa Maria-Bonita School District	Date
Andrew Schwab, Superintendent, Santa Ynez Valley Union High School District	Date
Sierra Loughridge, Superintendent, Solvang School District	Date
Bree Valla, Superintendent, Vista Del Mar Union School	Date
Dr. Susan Salcido, Superintendent, Santa Barbara County Education Office	Date



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

Date: March 6, 2023

To: SBCSELPA JPA Board

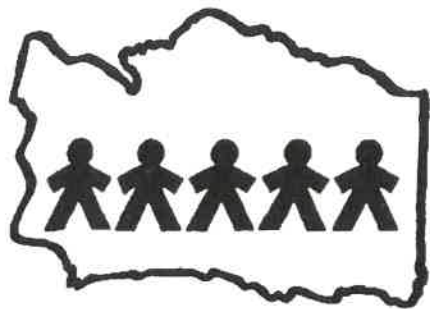
From: Ray Avila, SBCSELPA Executive Director

Re: Lay Off of Staff Due to Lack of Work: SBCSELPA Board Certified Behavior Analyst (BCBA) Behavior Specialist

BACKGROUND:

- The SBCSELPA hires two BCBA Behavior Specialists on behalf of member districts – one in North County and one in South County.
- Annually, member districts must notify the SBCSELPA prior to March 15 to indicate if they desire to continue their BCBA contracted time for the following year.
- On January 23, 2023, Santa Maria Joint Unified School District contacted SBCSELPA in writing to indicate they would not be contracting for SBCSELPA BCBA time for the 2023-2024 school year.
- Based on this request, SBCSELPA needs to lay off 1.0 FTE of BCBA Behaviorist time in the North County for the 2023-2024 school year.
- Phil Pandac's 1.0 FTE time is being eliminated. Mr. Pandac has bumping rights and opted to waive those rights (**SEE REF: VII-D.1, Selection of Layoff/Reduction Options**); therefore, must be provided a lay off notice by March 15, 2023, per his contract.
- I have attached a resolution outlining the recommended lay off (**SEE REF: VII-D.2, Resolution 2023-01**).
- **FISCAL IMPACT:** There is not fiscal impact to the SBCSELPA.
- **RECOMMENDATION:** The JPA Board approve the layoff of 1.0 FTE SBCSELPA BCBA Behavior Specialist time as presented.

RA:lm



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

Selection of Layoff/Reduction Options

TO: Phil Pandac (BCBA)

Please return this page to Ray Avila, Executive Director, SBCSELPA BY FEB. 24, 2023.

I hereby acknowledge that I have received a preliminary notice of layoff (elimination of position or reduction in time) and I have been advised of my seniority date. I understand that the effective date of the layoff is at close of business on June 30, 2023.

By completing this form, I am selecting to either accept the layoff or to participate in a meeting with Ray Avila, Executive Director, to discuss specific positions into which I may have rights to displace/demote.

- ☐ I choose to meet to discuss and exercise my displacement and/or demotion rights in the classification(s) for which I am qualified. I understand that my final choice, to be made during the meeting, will be granted based on seniority.

In the event that my layoff for the 2023-2024 school year becomes final:

- ☐ I understand that I have been notified of a full layoff and that I do not have displacement or demotion rights. I understand that I will be placed on a thirty-nine (39) month reemployment list. (NOT APPLICABLE)
- ☐ I understand that I have been notified of a reduction in work assignment and I do not have displacement or demotion rights. I understand that I will be placed on a sixty-three (63) month reemployment list. (NOT APPLICABLE)
- ☒ I choose to accept the layoff as of June 30, 2023. I waive my displacement and/or demotion rights, and I understand that I will be placed on a thirty-nine (39) month reemployment list.
- ☐ I choose to accept the reduction in work assignment as of <<Layoff (Reduction) Effective Date>>. I waive my displacement and/or demotion rights, and I understand that I will be placed on a sixty-three (63) month reemployment list. (NOT APPLICABLE)

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

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

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

Selection of Layoff/Reduction Options

Page 2

Signature: DLR Pale

Date: _____

NOTE: You will be deemed to have chosen NOT to exercise your displacement or demotion displacement rights and will be laid off/reduced in time and placed on a reemployment list if you do not return this form by March 15, 2023. Selecting one of the options on this form does not impact your right to request a hearing. In the event that new vacancies become available after you indicate your choices on this form, you will continue to have the right to request transfer into vacancies for which you are qualified up until the layoff date.

DLR Pale

Resolution No. 2023-01

REDUCTION OR ELIMINATION OF CERTAIN CLASSIFIED SERVICES
(Education Code Sections 45117)

WHEREAS, Section 45117 of the Education Code, as amended effective January 1, 2022, requires that classified employees be given notice, by no later than March 15, by the SBCSELPA JPA Governing Board or designee, that it has been recommended that the employee's services will not be required for the ensuing year due to lack of work or lack of funds and informing the employee of the employee's hearing rights, displacement rights, if any, and reemployment rights; and

WHEREAS, the SBCSELPA JPA Governing Board or designee has determined that a reduction or elimination of particular kinds of services is needed, due to lack of work or lack of funds, and recommended that employment in the following classification(s) will be reduced for the 2023-2024 school year:

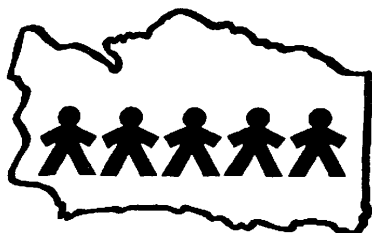
<u>Classification(s):</u>	<u>Total FTE of Position(s) Identified for Elimination/ Reduction:</u>
BCBA	1.0 FTE of Reduction in Classification

NOW, THEREFORE, BE IT RESOLVED by the SBCSELPA JPA Governing Board:

1. That it shall be necessary, pursuant to the recitals above incorporated by this reference, to reduce the classified position for the 2023-2024 school year, as set forth above, due to lack of funds or lack of work.
2. That the SBCSELPA JPA Governing Board or designee be authorized and directed to give preliminary notice of layoff to all permanent classified employees recommended to be impacted by this reduction in a classified position for the 2023-2024 school year, pursuant to the provisions of Education Code section 45117, including informing the employee(s) of their hearing rights, displacement rights, and reemployment rights.
3. That the SBCSELPA JPA Governing Board or designee be authorized and directed to take all appropriate action needed pursuant to the applicable provisions of the Education Code.

PASSED AND ADOPTED by the SBCSELPA JPA Governing Board on March 6, 2023.

Anne Hubbard
SBCSELPA JPA Governing Board Chairperson



Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: March 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2023-2024 SBCSELPA Local Plan Revision (*Second Reading*)

BACKGROUND:

- In Spring of 2020 the CDE adopted new templates for formatting SELPA Local Plans with the directive that Local Plans be revised and submitted for approval by June 30, 2020. The SBCSELPA followed the CDE guidelines and submitted a revised Local Plan that was approved by CDE in August 2020. For all purposes of reviewing the proposed revised Local Plan as instructed by the CDE please use the below referenced padlet.
- After the initial revision, the CDE now requires that SELPA's review and update their Local Plans every 3 years and submit the newest addition to them. Thus, the SBCSELPA has followed the procedures for review and revision of the current Local Plan to be submitted by June 30, 2023.
- **Padlet Link:** https://padlet.com/mslaterselpa4200/23_24_LP_Revision
- Local Plan, **Section A:** Contracts and Certifications
 Local Plan, **Section A, Certification 1:** Local Plan Section B: Governance & Administration
 Local Plan: **Certification 3:** County Superintendent
 Local Plan: **Certification 4:** Community Advisory Committee
 Local Plan: **Certification 5:** Participation Local Education Agency
 Local Plan, **Section B:** Governance and Administration
 Local Plan, **Attachments (I)**

RECOMMENDATION: The JPA Board approve bringing the 2023-2024 Local Plan Revision back as an action item for final approval on the May 1, 2023 JPA Board meeting agenda 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

January 17, 2023

SBAS-9556

TO: JPA Board President
Ray Avila, Executive Director
Special Education Local Plan Area (SELPA)

FROM: Debbie Breck, Limited Term Associate Superintendent, Administrative Services *DB*

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

As required by Education Code Section 42131, our office has reviewed your district's First Interim Financial Report that was due to our office on December 15. We have notified the State Department of Education and the State Controller that your district has filed a positive certification with our office. Based on our analysis of the financial information submitted by the Superintendent, we concur with your district's certification. Technical comments, if any, will be communicated to the district's business office.

If you have any questions, please feel free to contact me at ext. 5237.

ad

c Rebecca Holmes, District Financial Advisor
Dr. Susan Salcido, County Superintendent of Schools





Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

January 17, 2023

SBAS-9557

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

FROM: Debbie Breck, Limited Term Associate Superintendent, Administrative Services *DB*
Rebecca Holmes, District Financial Advisor *Re*

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

In accordance with the provisions of Education Code Section 42131, our office has completed a review of the district's First Interim Financial Report. Based on the multiyear projections and assumptions provided by the district, it appears that the district will be able to meet its financial obligations for the current and two subsequent fiscal years while maintaining the required minimum level Reserve for Economic Uncertainties (REU). We therefore concur with the district's positive certification. Your District Financial Advisor will share technical recommendations, if any, with your district's business office. A summary of the three-year budget submitted by the district follows.

General Fund Unrestricted/Restricted (Fund 01)	Year 1	Year 2	Year 3
Beginning Balance	\$4,091,907	\$813,196	\$835,272
Revenue	6,930,839	7,215,643	7,400,412
Expense	10,209,550	7,193,567	7,274,230
Net Increase (Decrease) in Fund Balance	(\$3,278,711)	\$22,076	\$126,182
Ending Balance	\$813,196	\$835,272	\$961,454
Reserves			
Fund 01			
➤ Restricted	567,371	835,272	952,556
➤ Unassigned/Unappropriated	245,825	-	-

¹ Under the AB 602 special education funding model, SELPA members must provide additional funding if SELPA reserves fall below state recommendations.

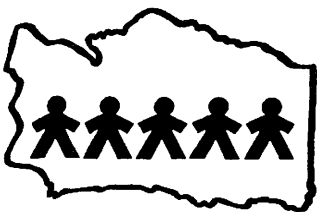
Conclusion

We are aware that the information provided reflects the district's financial position and assumptions as of a point in time and that further adjustments will be made during the year as additional data becomes available.

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

ad

c Rachel Wigle, Chief Business Official
Dr. Susan Salcido, County Superintendent of Schools



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

Date: March 6, 2023

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA Surrogate Volunteers

BACKGROUND:

Surrogate Volunteers are occasionally requested by Santa Barbara County LEAs when a parent or guardian, after reasonable effort, cannot be identified, or the parent or guardian is not stable enough to provide educational support in Special Education as a member of an IEP Team. Surrogate Volunteers step in for the parent or guardian and participate in the IEP process for Special Education students who need parental advocacy and support.

In recognizing the need for Surrogate Volunteers in Santa Barbara County to support Special Education students in the IEP process, SBCSELPA has organized the following:

- SBCSELPA has created training materials to provide a *Surrogate Volunteer Workshop*, to be held annually every February. The Surrogate Volunteer Workshop materials located in the link: <https://padlet.com/mslaterselpa4200/surrogate-volunteer-workshop-and-resources-i6rbz8tz0sx6l5gi>
- January 20, 2023, SBCSELPA Coordinator presented to the Special Education Administrators meeting (SEAM) sharing the Training Process Map and SBCSELPA procedures for Surrogate Volunteers.

Enclosures:

- Surrogate Volunteer presentation **(SEE REF: VIII-C.1)**
 - Surrogate Volunteer Training Process Map **(SEE REF: VIII-C.2)**
 - Procedural Handbook Section 9: Surrogate Volunteers **(SEE REF: VIII-C.3)**
- February 13, 2023, SBCSELPA trained six surrogate volunteers from Alpha Resource Center. Thank you to the following staff who are official Surrogate Volunteers:
 - Meghan Davy
 - Patty Moore
 - Dena Davis
 - Carrie McKiddie
 - Mayra Oseguera- Bilingual
 - Mariana Murillo- Bilingual
 - The trained Surrogate Volunteers are available to Santa Barbara County LEAs when a parent or guardian is unavailable to support the Special Education process at an IEP meeting. Contact SBCSELPA Coordinator, Jennifer Connolly, to arrange a Surrogate Volunteer.

An Introduction to Special Education

A Surrogate Volunteer Workshop



Learning Objectives

Understanding of :

- IDEA (Individuals with Disabilities Education Act.
- Education Continuum.
- Pre-referral process.
- Assessment, Special Education Eligibility, Free and appropriate public education (FAPE), and the IEP Process.
- Surrogate Volunteer- answers to 'who?'

Every Decision...Every Commitment starts with a question.

**Is there
someone who
understands
what I need to
succeed in
school?**



**I wish there was
someone who
cared enough to
help me.**

**Will someone
help me
prepare for the
future?**

**Are YOU that someone?
Become a Special Education Surrogate
Volunteer.**

Why become a Special Education Surrogate Volunteer ?

- **Gain working knowledge of Special education for effective and meaningful participation in Special Education process.**
- **Gain necessary information to navigate the Individual Education Program (IEP) process.**
- **Increase knowledge and skills related to roles and responsibilities of IEP team participants, including educational representatives (parents, surrogate parents, guardians).**
- **Give back to students in need of parental support.**

Situations that may require an Surrogate Volunteer

When is a Surrogate Volunteer needed?

- **A parent/guardian cannot be identified.**
- **The district or County Office of Education, after reasonable efforts, cannot determine the whereabouts of a parent, or is unable to gain access to the parent or guardian.**

Points to Remember

- **Surrogacy is not mandated; you hold a very valued role.**
- **For that moment in time, you act as a parent for special education related purpose(s).**
- **Be informed.**
- **Ask for clarification.**
- **Participate, provide input.**
- **Keep student focused.**

	Scheduled Group Trainings	Non-Scheduled Trainings
Scheduling	<ul style="list-style-type: none"> • Schedule Training Dates • Training 2 hours 	<ul style="list-style-type: none"> • Training to be scheduled through SELPA Coordinator • Training 2 hours
Pre-Meeting	<ul style="list-style-type: none"> • SELPA provides participants with Surrogate Volunteer Packet • Agency provides SELPA with list of participants 	<ul style="list-style-type: none"> • SELPA provides participant with Surrogate Volunteer Packet
Training	<ul style="list-style-type: none"> • SELPA provides training via Zoom or in person 	<ul style="list-style-type: none"> • SELPA provides training via Zoom or in person
Post Training Participant	<ul style="list-style-type: none"> • Participants: <ul style="list-style-type: none"> - Take Certification Test - Complete Evaluation and Surrogate Volunteer Information Sheet and returns paperwork to SELPA Coordinator. 	<ul style="list-style-type: none"> • Participants: <ul style="list-style-type: none"> - Take Certification Test - Complete Evaluation and Surrogate Volunteer Information Sheet and returns paperwork to SELPA Coordinator.
Post Training SELPA	<ul style="list-style-type: none"> • Certification Test feedback provided to participant. • Certificate of Surrogate Volunteer sent to participant. 	<ul style="list-style-type: none"> • Certification Test feedback provided to participant. • Certificate of Surrogate Volunteer sent to participant.

Training Process Map

- Educational Decision Making for Foster Youth: California Foster Youth Education Task Force- Fact Sheets
<https://tinyurl.com/n3rm9fef> <https://tinyurl.com/582nyd84>
- Educational Surrogate Representative Information/Registration <https://tinyurl.com/4yutwt5r> Certification Assessment <https://tinyurl.com/4h3b2tdx>
- IEP Meeting Agenda English: <https://tinyurl.com/325ysb72> Spanish: <https://tinyurl.com/2s3katdk>
- Notice of Parental Special Education Rights and Notice of Procedural Safeguards English: <https://tinyurl.com/ykd9vw7u> Spanish: <https://tinyurl.com/3nyy83u3>
- Questions to ask During IEP Meetings English: <https://tinyurl.com/mst357dk> Spanish: <https://tinyurl.com/2e5kzse4>
- Special Education Acronyms English: <https://tinyurl.com/4mmb89cp> Spanish: <https://tinyurl.com/55t3tf24>
- Special Education Eligibility <https://tinyurl.com/2d2zfvba>
- Special Education Parent Handbook English: <https://tinyurl.com/593ytp66> Spanish: <https://tinyurl.com/2tah6d9p>
- SBCSELPA ADR Brochure English: <https://tinyurl.com/5fuaeepe> Spanish: <https://tinyurl.com/2s8va48z>
- SBCSELPA Brochure <https://tinyurl.com/533y3je5>
- SBCSELPA Procedural Handbook Section 9: Surrogate Volunteer Procedural Guidelines
<https://tinyurl.com/ymmpm6s2>

Resources

QUESTIONS





Santa Barbara County SELPA

<https://www.sbcselpa.org>

Special Thank you to San Luis Obispo SELPA



Educational Surrogate Volunteer Training Process Map

	Scheduled Group Training	Non-Scheduled Training
Scheduling	<ul style="list-style-type: none"> • Schedule Training dates • Training 2 hours • Schedule training through _____ (Agency) 	<ul style="list-style-type: none"> • Training to be scheduled through SELPA Coordinator • Training 2 hours
Pre-Meeting	<ul style="list-style-type: none"> • SELPA provides participants for training with Surrogate Volunteer packet • Agency provides SELPA with a list of participants for training. 	<ul style="list-style-type: none"> • SELPA provides participants for training with Surrogate Volunteer packet • Agency provides SELPA with a list of participants for training.
Training	<ul style="list-style-type: none"> • SELPA provides training via Zoom or in person 	<ul style="list-style-type: none"> • SELPA provides training via Zoom or in person
Post Training Participant	<ul style="list-style-type: none"> • Participants take Certification test • Participants complete Training Evaluation • Participant completes Educational Surrogate Volunteer information and returns paperwork to SELPA 	<ul style="list-style-type: none"> • Participants take Certification test • Participants complete Training Evaluation • Participant completes Educational Surrogate Volunteer information and returns paperwork to SELPA
Post Training SELPA	<ul style="list-style-type: none"> • SELPA communicates with participant if did not pass with 80% to review and retake test. • Certificate sent to participant notifying participant of Surrogate Volunteer Status 	<ul style="list-style-type: none"> • SELPA communicates with participant if did not pass with 80% to review and retake test. • Certificate sent to participant notifying participant of Surrogate Volunteer Status

PROCEDURAL HANDBOOK

SECTION

9

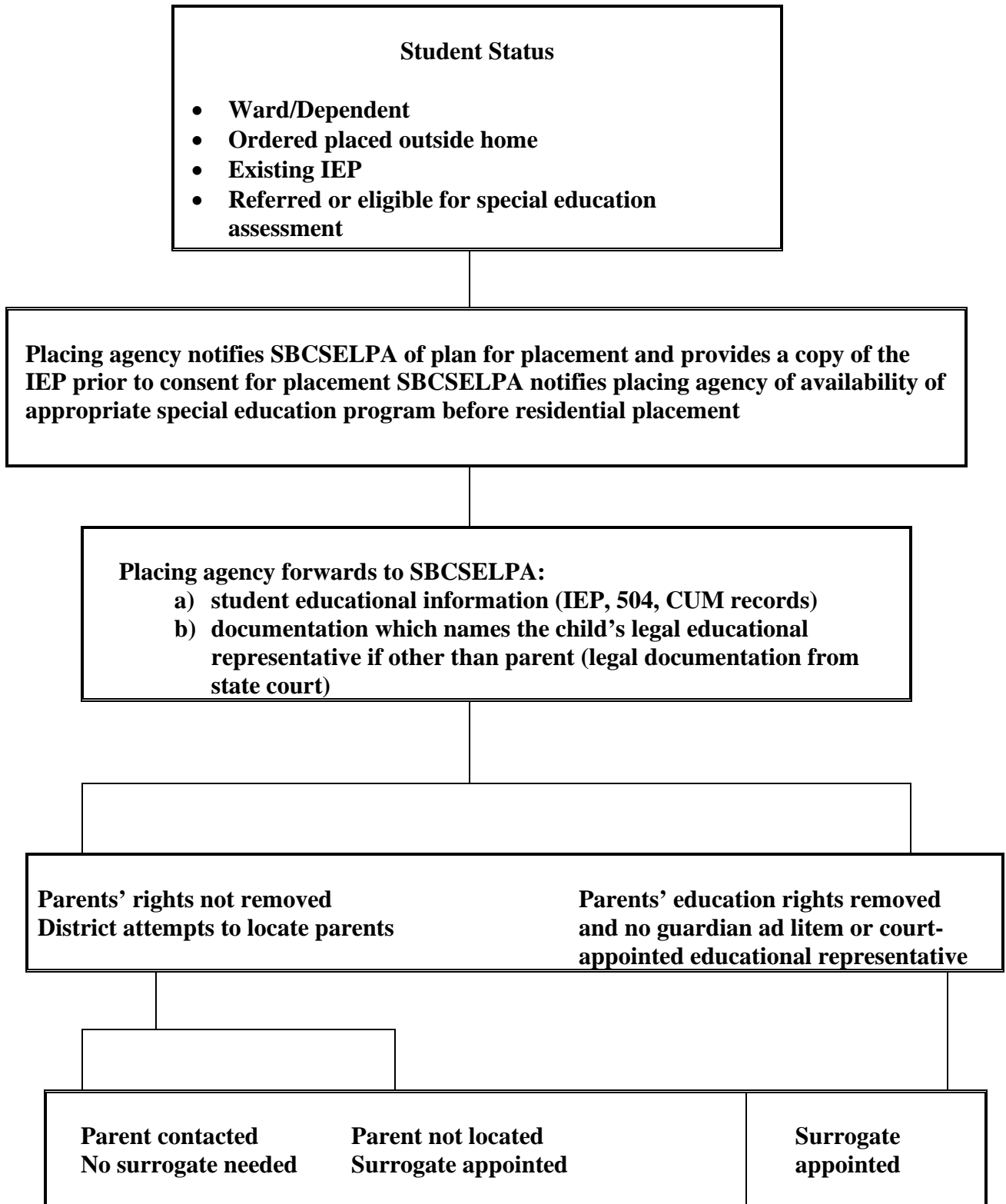
Surrogate Volunteer Procedural Guidelines

This section contains information you should know about...

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Some of the information in this chapter was taken from: *Surrogate Parents in California Special Education*, An Overview from Resources in Special Education.

SURROGATE VOLUNTEER APPOINTMENT PROGRAM GUIDELINES



SURROGATE VOLUNTEER DEFINITION

A SURROGATE VOLUNTEER IS DEFINED AS FOLLOWS:

- An adult appointed by the district to represent a student whenever the student does not have parental representation and has been referred for, or is currently being served in, special education.

PARENT DEFINITION

A PARENT IS DEFINED AS THE FOLLOWING:

- Any person having legal custody of a child.
- Any adult pupil for whom no guardian or conservator has been appointed.
- A person acting in the place of a natural or adoptive parent including a grandparent, stepparent or other relative with whom the child lives.
- A foster parent if the natural parents' authority to make educational decisions on the child's behalf has been specifically limited by court order, the foster parent has an ongoing, long-term parental relationship with the child, the foster parent is willing to make decisions required of parents regarding special education and the foster parent has no interest that would conflict with the interests of the child.
- Any person appointed as a Surrogate Volunteer.

Parent does not include the state or any political subdivision of government.

ADMINISTRATION OF THE PROGRAM

THE SBCSELPA WILL BE RESPONSIBLE FOR THE FOLLOWING ADMINISTRATIVE TASKS:

- Developing a training program for surrogate volunteers.
- Issuing a SELPA, *Surrogate Volunteer Training Certificate* (SELPA23) to candidates who successfully complete the training and pass the Post Test
- Developing forms from advisement of State SELPA.
- Maintaining a master list of Surrogate Volunteers.

THE DISTRICTS WILL BE RESPONSIBLE FOR THE FOLLOWING ADMINISTRATIVE TASKS:

- Notifying and asking placing agencies in the County to indicate the parent's location and educational rights status using SELPA form, *Notification of Placement of Individual with Exceptional Needs in Licensed Children's Institution or Foster Family Home* (SELPA20).
- Determining student status and assigning a Surrogate Volunteer when appropriate.
- Recruiting Surrogate Volunteers.
- Processing Information/Registration Forms for Surrogate Volunteers.
- Maintaining a record of the name of the surrogate volunteer assigned to each individual with disabilities who requires a surrogate.
- Monitoring performance of Surrogate Volunteers using SELPA form, *Surrogate Volunteer Evaluation* (SELPA25).

<p>WHEN TO APPOINT SURROGATE VOLUNTEERS</p>
--

SURROGATE VOLUNTEERS WILL BE APPOINTED UNDER THE FOLLOWING CIRCUMSTANCES:

- Parent cannot be located or a court has removed the parent's educational rights to represent the child.
- If a student is a dependent or ward of the court, the specific information provided by the agency representative shall be deemed as documentation that the parental rights to make educational decisions have been removed or limited by the court.
- If parental education rights have been specifically removed by the court, the student shall be assigned a Surrogate Volunteers, unless the judge overseeing the child's care has appointed an individual to act as a surrogate parent and that individual meets the requirements to legally be a surrogate parent.
- If a student is a dependent or ward of the court, the specific information provided by the agency representative shall be deemed as documentation that the parental rights to make educational decisions have been removed or limited by the court.
- If parental education rights have been specifically removed by the court, the student shall be assigned a Surrogate Volunteer, unless the judge overseeing the child's care has appointed an individual to act as a surrogate parent and that individual meets the requirements to legally be a surrogate parent.

- If one parent or legal guardian retains the right to make educational decisions on the student's behalf, and the parent or legal guardian is willing to represent the student, **no** Surrogate Volunteer will be assigned.

NOTE: If reasonable efforts have resulted in a failure to locate the parent or to obtain parent status notification from the placing agency, an interim Surrogate Volunteer may be appointed. This may be necessary to facilitate timely IEP review and/or parent consent for special education assessment. Ongoing efforts to determine student status should, however, continue.

IMPORTANT

A local education agency shall make reasonable efforts to ensure the appointment of a surrogate parent not more than 130 days after there is a determination by the local education agency that a child needs a surrogate parent.

DETERMINING STUDENT STATUS

The districts will be responsible for determining the student's status. The basis for making a decision to appoint Surrogate Volunteers will be determined by the absence of any adult who has the officially recognized right to be the educational representative of that child.

Each district should attempt to locate parents of students who retain education rights. In the event that they cannot be located, a **reasonable search** will be deemed to have been conducted when the district has sent one letter to last known address and has made one follow-up phone call.

Status of students already enrolled will be determined by the program operator. "New" incoming student's status will be determined by the district of residence.

The following steps are recommended for determining student status:

Class lists can be used to identify the following 4 groups of students who **do not** require surrogate volunteers:

1. All special education students who reside with parent.
2. All special education students who have a parent or guardian.
3. All voluntary placements where parent retains educational rights.
4. All non-conserved students who are 18 years or older. (If conserved, conservator may have been given rights, as specified by the court.)

Records of the special education students who do not fall within the above categories should be further analyzed to determine the need for surrogate volunteer appointment. Information that needs to be addressed is parent name, date of birth, residential placement, and dependency status, status of parent educational rights and location of parent. If new student records are incomplete, the placing agency should be notified that the student could not be placed in an educational program until the following information has been received:

Copy of current IEP

Designation of status of parents

Identity of the individual responsible for representing the educational interests of the child.

The placing agency should also be requested to provide copies of current psychological and other pertinent assessment reports, if available.

The placing agency is responsible for notifying the SBCSELPA prior to placing a school-age child with exceptional needs in a Licensed Children's Institution or Foster Family Home within the Special Education Local Plan Area. This step is to take place prior to placement in order to determine whether the requirements in the written IEP can be met.

SELECTING SURROGATE VOLUNTEERS

Persons selected as surrogate volunteers *shall*:

1. Show that they do not have any conflict of interest. Districts should consider the following factors when determining if there is a conflict of interest:
 - Is the person employed by a district or any public agency involved in the education or care of the child?
 - Does the person hold a position that might restrict or bias his/her ability to represent the child's educational needs?
 - Does the person hold a position that might subject his/her to administrative influence or reprimand for acting as the child's educational representative?
 - Does the person have interests that might restrict or bias his or her ability to advocate for all of the services required to ensure a free appropriate public education for an individual with exceptional needs?
2. Have knowledge and skills that ensure adequate representation of the child;
3. Not be an employee of a public or private agency involved in the education or care of the child.

Social workers, probation officers, employees of any public agencies or group homes and LCI's may not act as Surrogate Volunteers if they are employed by an agency involved in the education or care of the child. Foster parents may be surrogate volunteers if there is not a conflict of interest. Districts can use the SELPA form, *Educational Representative (Surrogate Volunteer) Information/Registration* (SELPA33), in the forms section of this chapter to assist in making a determination if there is a conflict of interest.

As far as practical, a surrogate parent should be culturally sensitive to his or her assigned child.

When appointing a Surrogate Volunteer the district shall, as a first preference, select a relative caretaker, foster parent or court appointed special advocate, if any of these individuals exist and is willing and able to serve. If the child is moved from the home of the relative caretaker or foster parent who has been appointed as a surrogate parent, the local education agency shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the child.

RECRUITING SURROGATE VOLUNTEERS

Each district will recruit its own Surrogate Volunteers based on certification and recommendation by SBCSELPA. The district administrator will send a list of potential Surrogate Volunteers to the SBCSELPA. The SBCSELPA will maintain an updated master list of trained or potential Surrogate Volunteers. Surrogate Volunteers essentially belong to the district that did the recruiting. Use of a Surrogate Volunteers by another district will occur only by mutual agreement of both district administrators.

The following resources are recommended for locating potential Surrogate Volunteers:

- Local school parent associations
- Community Advisory Committee (CAC)
- Retired Teachers Associations
- Rotary, Lions, Kiwanis
- Big Brother, Big Sisters, Foster Grandparents
- American Association of University Women (AAUW)
- University graduate students
- Parents/foster parents of other special education students

ROLE OF SURROGATE VOLUNTEERS

The surrogate parent may represent the child in matters relating to special education and related services, including the identification, assessment, instructional planning and development, educational placement and revising the IEP, and in all other matters relating to the provision of free appropriate public education of the child. This representation includes providing written consent to the IEP including non-emergency medical services, AB 3632/2726 mental health services and occupational or physical therapy services provided through California Children Services.

The surrogate parent is required to meet with the child at least one time. He/she may also meet with the child on additional occasions, attend the child's IEP Team meetings, review the child's educational records, consult with persons involved in the child's education and sign any consent relating to IEP purposes.

The surrogate parent shall comply with all federal and state laws pertaining to confidentiality of student records and shall use discretion in any necessary sharing of information with appropriate individuals for the purpose of furthering the interests of the child.

LIABILITY

Surrogate Volunteers are held harmless when acting in their official capacity except in acts or omissions found to have been wanton, reckless, or malicious (Government Code 7579.5(l))

ACCESS TO RECORDS

The Surrogate Volunteers will be able to review the student's education records at the school or district. They will be given a copy of the student's current IEP. At the end of their term, the district will request that all copies of IEPs be returned to the IEP chairperson.

TRAINING SURROGATE VOLUNTEERS

The Santa Barbara County SELPA will conduct training and ongoing consultation with potential Surrogate Volunteers in the following areas:

- Surrogate Parent Law
- Cultural Sensitivity
- IEP process

- Team Process/Team Building
- Procedural Safeguards
- Surrogate Volunteer Evaluation

A SELPA, *Surrogate Volunteer Training Certificate* (SELPA23), will be issued to persons who successfully pass the SELPA *Surrogate Volunteer Post Test* (SELPA26). (See forms section of this chapter for sample certificate and Post Test)

TERM OF SURROGATE VOLUNTEER APPOINTMENT

A Surrogate Volunteer's term of appointment will be for one academic year or if applicable until the end of the extended school year session. The district will be responsible for monitoring the Surrogate Volunteers and determining if the term of appointment should be renewed. A Surrogate Volunteer's appointment will be automatically terminated at the end of each school year or for any of the following reasons:

- Conflict of interest.
- Student is no longer eligible for special education.
- Another responsible adult is appointed to make educational decisions for the student.
- Surrogate Volunteer does not perform duties adequately, as per the SELPA form, *Surrogate Volunteer Evaluation* (SELPA25).
- Parent is located and/or
- The student reaches the age of 18 unless the student is deemed by a court to be incompetent.

If the student reaches age 18 and the student chooses not to make educational decisions for himself or herself, the surrogate may continue to act on the student's behalf.

Any parent or guardian who maintains the right to make educational decisions for his or her child may designate another adult to represent the interests of the child for purposes of educational and related services. In such cases, the SELPA form, *Appointment of Educational Representative* (SELPA22), should be used.

WHAT FORMS SHOULD BE USED

The following forms should be used as part of the Surrogate Volunteer appointment, training and evaluation process:

SELPA52: Memo to Licensed Children's Institutions (LCI's) and Foster Family Homes (FFH's)

SELPA53: Memo to Agencies Requesting Specific Information

SELPA54: Request for information from Non-educational Agency

SELPA20: Notification of Placement of Individual with Exceptional Needs in Licensed Children's Institutions or Foster Family Homes

SELPA33: Educational Representative/Surrogate Volunteer Information/Registration (E)

SELPA26: Surrogate Volunteer – Post Test (E)

SELPA23: Surrogate Volunteer Training Certificate (E)

SELPA24: Appointment/Acceptance of Surrogate Volunteer (E)

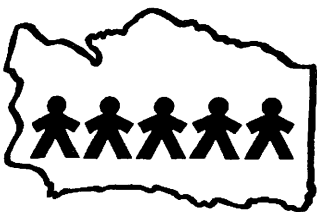
SELPA25: Surrogate Volunteer Evaluation (E)

SELPA22: Appointment of Educational Representative (E & S)

NOTE

E = <i>ENGLISH</i> and S = <i>SPANISH</i>

Appendix A references the forms highlighted throughout this handbook. SELPA and Supplemental IEP forms can be found on our county's on-line **SIRAS Systems**, www.sirassystems.org.



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

Date: March 6, 2023

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: March 2023 Professional Development Calendar

BACKGROUND:

- To Register for events, go to <https://sbcseelpa.k12oms.org>

March 2023

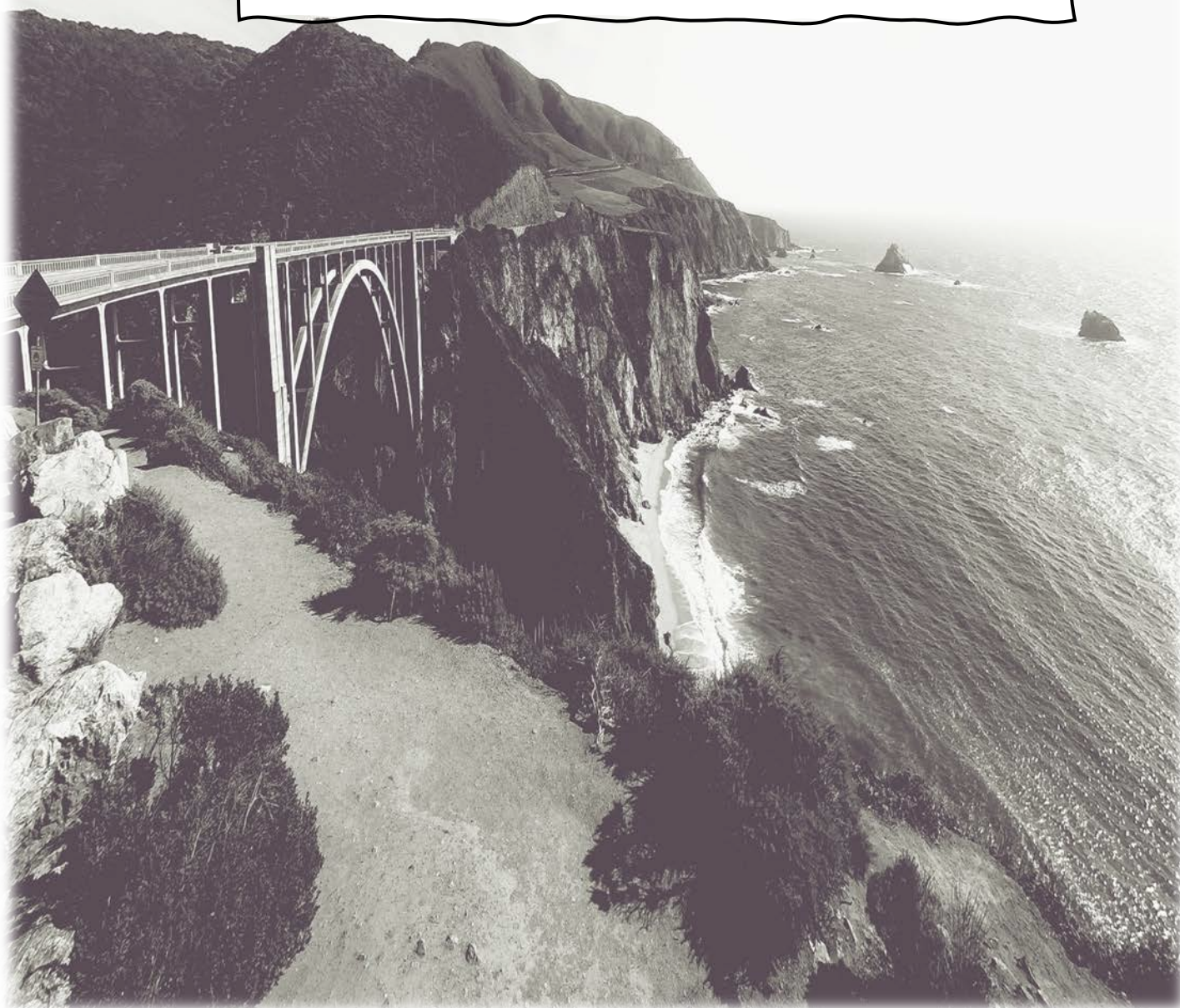
- **March 1, 2023, 9:30am-1:00pm, Virtual Recorded, Spanish and English: IEP Chalk Talk for Parents.**
- **March 1, 2023, 1:00-3:00pm, Virtual and In Person Watch Party: Demystifying the Assessment of English Language Learners, presented by the Diagnostic Center of Southern California.**
- **March 2, 2023, 3:15-3:45pm, Virtual, DHH Network.**
- **March 2, 2023, 8:30am-3:30pm, In Person, SMB Souza Center: Nonviolent Crisis Prevention Intervention (CPI).**
- **March 7, 2023, 4:00-5:00pm, Virtual Recorded: Think College Presentation.**
- **March 9, 2023, 8:30am-3:00pm, In Person and Virtual, SBCSELPA: Assistive Technology with Placer SELPA.**
- **March 16, 2023, 8:30am-3:30pm, In Person, SMB Souza Center: Nonviolent Crisis Prevention Intervention (CPI).**
- **March 20, 2023, 3:00-4:00pm, Virtual: SIRAS Office Hours.**
- **March 21, 2023, 8:30-9:00am, Virtual: School Psychologist Network.**
- **March 23, 2023, 1:30-3:00pm, Virtual, Recorded: Behavior Essential 10, Day 5: Response to Challenging Behaviors, Measurement and Monitoring.**

RA/JC:lm

Santa Barbara County SELPA
Professional Development Offerings

2022-2023

February 2023



Professional Development Offerings

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SBCSELPA YouTube Channel for all recorded trainings	

Santa Barbara County Special Education Local Plan Area SELPA

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

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

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

The Law

The Individuals with Disabilities Education Act (IDEA) and California special education laws guarantee all students with disabilities a Free, Appropriate Public Education (FAPE) in the least restrictive environment. The SBCSELPA and its member districts do not discriminate 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 SCOE https://scoe.gosignmeup.com/ public/Course/ browse?courseid=12236 *Participant may need to create a free account with SCOE.	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@smbdsd.net or Amber Walz awalz@smbdsd.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

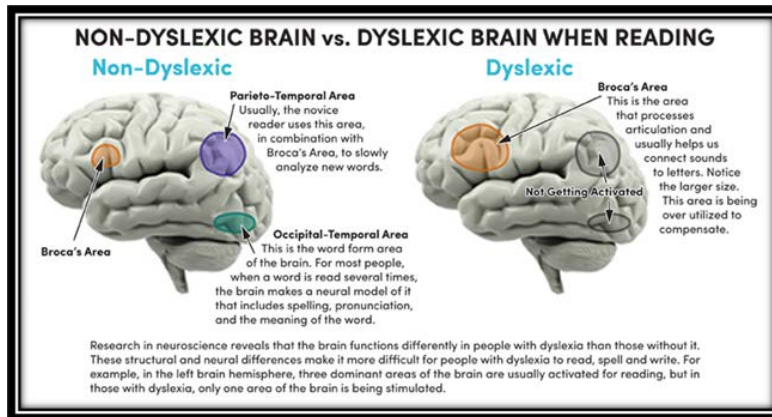
National Physical Therapy Month

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@smbdsd.net or Amber Walz awalz@smbdsd.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 Tomsy	Jan Tomsy, 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

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

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 26, 2023 1:30-3:00 Virtual	Behavior: Essential 10, Day 4: Teaching Strategies and Materials and Reinforcement	Phil Pandac, 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 8, 2023 8:30-9:30 Virtual	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual Audience: Interpreters/Translators	Free
February 8, 2023 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: Parents	Free
February 8, 2023 3:20-3:35 Virtual	DHH Meeting	Taryn Hurvitz	Virtual Audience: DHH Staff	Free
February 8, 2023 4:00-5:00 Virtual	Residential Colleges Presentations: Fresno State Wayfinders	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	SIRAS Office Hours	Jennifer Connolly	Virtual	Free

Virtual			Audience: All staff, Parents	
February 15, 2023 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: Parents	Free
February 15, 2023 1:00-3:00 Virtual, Recorded	Special Education Discipline- Manifestation Determination	Dora Dome, Esq.	Virtual Audience: All Staff, Parents	Free
February 15, 2023 4:00-5:00 Virtual	Residential Colleges Presentations: Taft College	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
February 16, 2023 8:30-3:30 In person SBCSELPA	Assistive Technology Day 5 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/ SBCSELPA Audience: Leadership teams, School Psychologist, Education Specialists	Free
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 Presentations: UC Davis Redwood Seeds	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 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: Parents	Free
March 1, 2023 1:00-3:00 Virtual watch party Recorded	Diagnostic Center of Southern California: Demystifying the Assessment of English Language Learners	Diagnostic Center of Southern California	Virtual Audience: SLPs, School Psychs, All staff	Free
March 2, 2023 3:10-3:40 Virtual	DHH Review of Event	Taryn Hurvitz	Virtual DHH Staff	Free
March 2, 2023 8:30-3:30 In Person	NCPI- Refresher	Alison Lindsey Phil Pandac	In person SMB Souza Center	Free

SMB Souza Center			Audience: All Staff	
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	Think College Presentation	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
March				
March 8, 2023 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: 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 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 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 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



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 Tomskey	Jan Tomskey, Fagen, Friedman, and Fulfroost	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



This Professional Development Offerings Booklet is updated monthly.

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

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 Buellton Sideways Inn Vintage Hall	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



Professional Development Event Descriptions by Topic



Adapted P.E. - TBD

Alternative to Dispute Resolution (ADR)

SBCSELPA and member LEAs promote collaborative relationships with parents or guardians and community agencies ensuring students with disabilities receive free and appropriate education (FAPE). SBCSELPA provides to member LEAs, parents/guardians, and agencies throughout Santa Barbara County alternatives for resolving disputes or misunderstandings in the IEP Process. The Alternative to Dispute Resolution (ADR) goal is to restore positive communication with parents, guardians, and LEAs. ADR meetings save time and money by promoting ongoing collaborative relationships with parents, LEAs, and community agencies. Participants will learn how to organize and orchestrate effective IEP Team meetings and about a Facilitated IEP Team meeting.

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 actional 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.

L

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.'

M

N

Network Meetings for all Related Services

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

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

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

Requirements for NPS/A renewal of certification:

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

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

Each training satisfies the following conditions:

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

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

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 Sacramento County Office of Education: California Dyslexia Initiative



SELPA-Bration

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

Fourth Annual SELPA-Bration 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

1: Goleta Unified CAPTAIN EBPs: Prompting Part 2

5: SYVSEC What To Do When Students Refuse

8: Adelante Supporting Children Academically at Home

13: Carpinteria Home-School Collaboration for Potty Training

13: SMJUHSD Reinforcement and Preference Assessments

14: Adelante MTSS Academic Needs

14: Manzanita Strategies for Providing Effective Feedback to Students

15: Hope CAPTAIN EBPs: Prompting Part 2

January

5: CAPTAIN: How to Conduct the APERS

5: Goleta CAPTAIN EBPs: Self-Management Part 1

10: Guadalupe Trauma and the Brain Body Connection Part 2

12: Hope CPI in Practice: A District Internal Fidelity Meeting

18: Carpinteria Principles in Behavior Part 1

19: Hope Classroom Management Strategies: A Working Team Model

23: SYVSEC Behavior Support

25: Manzanita Strategies for Providing Effective Feedback to Students Part 2

26: SBCEO How to Conduct SCIA's

31: CAPTAIN: How to Conduct the APERS

February

1: Adelante Emotional Wellness for Staff

2: Goleta CAPTAIN EBPs: Self-Management Part 2

6: Lompoc Behavior Specialist Consultation

8: NASP, Denver, CO GROW: A Therapeutic Wellness Model for Students with ED

13: SYVSEC Behavior Support

21: CAPTAIN EBPs: Reinforcement; SELPA Zoom Training

22: Manzanita Strategies for Building Coping Skills in Students Part 1

March

1: Adelante Mindfulness Practice in the Classroom

- 1: Carpinteria Principles in Behavior Part 2
- 2: Goleta CAPTAIN EBPs: Social Facilitation Part 1
- 14: CAPTAIN EBPs: Prompting; SELPA Zoom Training
- 15: Manzanita Strategies for Building Coping Skills in Students Part 1
- 23: CAPTAIN: How to Conduct the APERS
- 29: Guadalupe Brain States & Behavior: An Introduction

April

- 5: Carpinteria Principles in Behavior Part 3
- 6: Goleta CAPTAIN EBPs: Social Facilitation Part 2
- 12: Manzanita Strategies for Building Coping Skills in Students Part 2
- 13: Hope Classroom Management Strategies: A Working Team Model
- 17: CAPTAIN EBPs: Visual Supports; SELPA Zoom Training
- 24: SYVSEC Behavior Support
- 27: CAPTAIN EBPs: Social Interactions; SELPA Zoom Training

May

June

SBCSELPA Staff (note new emails)

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Santa Barbara County
Special Education Local Plan Area

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SBCSELPA Executive Director

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

Available Resources

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

Professional Development Locations for Larger Events

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

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

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

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,

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	\$ -
Lompoc		\$ 31,271	\$ -
Manzanita		\$ 6,176	\$ -
Orcutt		\$ 18,844	\$ 18,844.00
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	\$ 36,047.50
			\$ 363,619.73

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	\$ 1,028.00
December	\$ -
January	\$ -
February	\$ -
March	\$ -
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ 2,065.00
ENDING BALANCE	\$ 322,935.00

Payments to Law Firms:

Dannis Woliver Kelley	\$ 920.00
Fagen Friedman Fulfrost	\$ 1,145.00
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

REF: VIII-G

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	\$ 100,383	\$ 47,800	\$ 125,820	\$ 173,620		\$ 47,800	\$ 125,820
Orcutt Union	1	1	\$ 114,058	\$ 44,025	\$ 207,172	\$ 251,198		\$ 44,025	\$ 207,172
Santa Maria Bonita	0	1	\$ 40,019	\$ 9,300	\$ 98,949	\$ 108,249		\$ 9,300	\$ 98,949
Santa Barbara County Education Office - Montecito	1	1	\$ -	\$ 22,568	\$ 67,696	\$ 90,264		\$ 22,568	\$ 67,696
Santa Maria Joint	1	1	\$ 45,237	\$ 26,660	\$ 78,500	\$ 105,160		\$ 26,660	\$ 78,500
Santa Barbara Unified	1	2	\$ 45,244	\$ 44,722	\$ 179,795	\$ 224,517		\$ 44,722	\$ 179,795
Santa Ynez Valley Consortium	0	0	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
TOTAL	5	7	\$ 344,942	\$ 195,075	\$ 757,933	\$ 953,008		\$ 195,075	\$ 757,933

2022-23 Mental Health NPS Placement Budget	\$ 1,910,000
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 757,933
Mental Health NPS Balance Available (Estimated)	\$ 1,152,067

2022-23 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.