

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

Regular Meeting

Monday, March 4, 2024

Public Session – 12:00 p.m.

**Santa Barbara County Education Office –
Cabinet Conference Room**

4400 Cathedral Oaks Rd., Santa Barbara, CA 93110

**Orcutt Union School District Office –
Technology Center**

500 Dyer Street, Orcutt, CA 93455

Agenda

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

PUBLIC COMMENTS ARE WELCOME

The Santa Barbara County SELPA JPA Board will receive public comments about items appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comments to 30 minutes. People 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 acting 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. People 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 5, 2024 Regular Meeting REF: V-A
- B. Ratification of Payment Claims REF: V-B
- C. SBCSELPA Memorandum of Understanding (MOU) for Professional Services provided to District for 2023-24 BCBA Hours and Services for Santa Ynez Valley Special Education Consortium REF: V-C
- D. Moss, Levy, & Hartzheim, LLP 2023-24 Auditing Letter of Engagement with SBCSELPA REF: V-D
- E. 2023-24 Nonpublic Agency (NPA) Master Contract Rates REF: V-E
 - 1. Exhibit A Rates Sheet: CareStaff Partners
 - 2. Exhibit A Rates Sheet: E-Therapy, LLC

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

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

VI. PRESENTATION

- A. Second Interim Report for Fiscal Year 2023-2024 REF: VI-A
 Presenter: Rachel Wigle, SBCSELPA Chief Business Official

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. Certification of Second Period Interim Report for Fiscal Year 2023-2024 REF: VII-A
 - 1. First and Second Interim Comparison
 - 2. Revenue and Expenditure Multi-Year Comparison
 - 3. Multi-Year Projections Assumptions 2023-2024 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 2023-2024 as presented.

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

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

- B. Memorandum of Understanding (MOU) between Santa Barbara County SELPA (SBCSELPA) and Hope School District for purpose of providing Administrative Unit (AU) services to SBCSELPA REF: VII-B
1. Hope School District Resolution 23/24-09
 2. AU MOU for SBCSELPA/Hope School District

It is recommended that the JPA Board approves the proposed MOU between SBCSELPA and Hope School District for purposes of this LEA providing AU services for SBCSELPA as presented.

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

- C. SBCSELPA/California State Department of Rehabilitation (DOR) Interagency Agreement REF: VII-C
1. Interagency Agreement with marked revisions
 2. Interagency Agreement in final form

It is recommended that the JPA Board approve the SBCSELPA/California State Department of Rehabilitation (DOR) revised Interagency Agreement as presented.

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

- D. SBCSELPA/Tri-Counties Regional Center (TCRC) Interagency Agreement REF: VII-D
1. Interagency Agreement with marked revisions
 2. Interagency Agreement in final form

It is recommended that the JPA Board approve the SBCSELPA/Tri-Counties Regional Center revised Interagency Agreements as presented.

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. Lompoc Unified School District (LUSD) Request to Close Regional Elementary GROW Program in the 2024-25 School Year REF: VIII-A
1. LUSD Correspondence, dated February 9, 2024
- B. Transition IEP Data/ Instructional Assistant Data REF: VIII-B
1. SBCSELPA LEAs 2023 IEP Instructional Assistant Support
- C. SBCSELPA Surrogate Volunteers REF: VIII-C
- D. SBCSELPA Professional Development Calendar REF: VIII-D
1. SBCSELPA 23-24 Professional Development Offerings Booklet (Updated February 2024)
- E. LEA/District Costs Associated with Due Process – SBCSELPA Year-to-Date Account Balances REF: VIII-E

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

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 6, 2024**Time: **12:00 p.m.**Location: **Jonata Middle School Library****X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS**

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

XI. CLOSED SESSIONA. **Confidential Nonpublic School (NPS) Student Updates**B. **Evaluation of the SBCSELPA Executive Director, Ray Avila**C. **CONFERENCE WITH LABOR NEGOTIATOR** *(Government Code §54957.6)***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.**XIII. ADJOURNMENT**

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

March 4, 2024

1) Due Process/Dispute Updates –

No Due Process filings in progress and two (2) CDE Investigations.

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

We have a total of six (6) SBCSELPA funded NPS placements and one pending.

3) Special Education Finance Update –

*The State SELPA Finance Committee presented an overview of Special Education budget and finance in conjunction with our ACSA partners **(SEE REF: I-E.1, "Special Education Finance and Budgets in Times of Change" Presentation)**. Highlights from this presentation include an average of 14% statewide for Student with Disabilities (SWDS's), and an average local contribution rate of 60% statewide for funding of special education programs.*

4) Special Education Legislation –

The State SELPA Association is co-sponsoring Assembly Bill 2173 with Assembly member Dawn Addis. This proposed legislation will change the special education eligibility terminology FROM "Emotional Disturbance" TO "Emotional Disability."

Sponsored Legislation

[AB 2173](#) (Addis)-
Special Education:
emotional disability

SELPA Administrators of CA
Sponsored

Status: March 20th
Assembly Education Committee

[AB 2173 Press Release](#)



5) CDE Special Education Compliance Items –

There are several compliance items to be addressed this Spring:

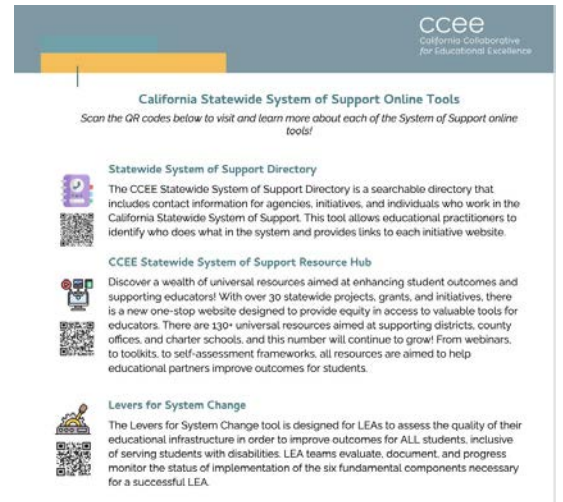
- a) CALPADS Fall 2 Reporting (March 15)*
- b) Annual Determination Letters to LEA's (March 18 or 19)*
- c) IEP Implementation Monitoring Process (March 1, 2024, to April 29, 2024)*
- d) Compliance Implementation Monitoring (CIM) – (SEE REF: I-E.2, CDE "Monitoring and CALPADS Updates" – March 2024 Presentation).**

6) Special Education Resources –

The California Collaborative for Educational Excellence (CCEE) presented a plethora of resources for Special Education programs. This information will be shared at our next SEAM meeting with SB County Special Education Directors **(SEE REF: I-E.3, CCEE “State SELPA Administrators of CA” Presentation).**

CA Statewide System of Support

[Online Tools](#)



ccee
California Collaborative
for Educational Excellence

California Statewide System of Support Online Tools
Scan the QR codes below to visit and learn more about each of the System of Support online tools!

Statewide System of Support Directory
The CCEE Statewide System of Support Directory is a searchable directory that includes contact information for agencies, initiatives, and individuals who work in the California Statewide System of Support. This tool allows educational practitioners to identify who does what in the system and provides links to each initiative website.

CCEE Statewide System of Support Resource Hub
Discover a wealth of universal resources aimed at enhancing student outcomes and supporting educators! With over 30 statewide projects, grants, and initiatives, there is a new one-stop website designed to provide equity in access to valuable tools for educators. There are 130+ universal resources aimed at supporting districts, county offices, and charter schools, and this number will continue to grow! From webinars, to toolkits, to self-assessment frameworks, all resources are aimed to help educational partners improve outcomes for students.

Levers for System Change
The Levers for System Change tool is designed for LEAs to assess the quality of their educational infrastructure in order to improve outcomes for ALL students, inclusive of serving students with disabilities. LEA teams evaluate, document, and progress monitor the status of implementation of the six fundamental components necessary for a successful LEA.



REF: I-E.1

Special Education Finance and Budgets in Times of Change

January 10, 2024



Presented By:

Patrick McGrew

Assistant Superintendent, Yolo County SELPA

Anjanette Pelletier

Director, Management Consulting Services

Dr. Anthony Rebelo

Associate Superintendent, Trinity County SELPA

Disclaimer

The workshop materials and all discussions of these materials are for instructional purposes only and do not constitute legal advice. If you need legal advice, you should contact your local counsel.

New Teams and Partners

Statewide postings as of January 1, 2024

- **12 Chief Business Official or Assistant/Associate Superintendent of Business Services**
- **15 Certificated Management Fiscal Services**
 - **Director, Assistant Director, Manager**
- **224 Classified Fiscal Services positions**
 - **Director, Assistant Director, Senior Clerk, Clerk, Specialist, Analyst, Coordinator, Technician, Manager, Advisor, Accountant**

And more to come in the next months...

New Challenges and Opportunity for Change

- **Statewide declining enrollment leading to reduced revenue**
- **Statewide chronic absenteeism impacting services and revenue**
- **One-time funds ending or being shifted due to budget challenges**
- **Reduced funding opportunities means increased collaboration and communication**
- **Increased data collection and fiscal monitoring**
- **Increased program monitoring and compliance tracking with fiscal implications**

4 Crises in Special Education

Recruitment, Retention and Retirements

- Recruiting and retaining qualified staff to support sustainable programs and budgets
- Building qualified staff from within
- Long term planning for staff who are retirement eligible—creating sustainable staffing and budget building
- Impact of changes at the Special Education Local Plan Area (SELPA) level—
Superintendents and Business Officials can dramatically impact local discussions of allocation policy

Staffing Pressures and Contracted Agencies

- Programmatic challenges leading to an explosion of contracted services providers
- Employees want more support, more flexibility, and more resources to complete their work
- Local educational agencies (LEAs) are struggling to staff existing openings due to a variety of issues, including low unemployment, high minimum wage, challenges of work, internal barriers that schools create, maintain, or reinforce

5 Special Education Statistics

- Schools must serve students with disabilities (SWDs) ages 3-22, and some serve ages 0-3
- The number of SWDs in the US rose to 7.3 million, or 15% of students enrolled in public schools in 2021-22—the highest percentage ever
- There were 813,529 SWDs in California, or 13.9% of the student population in 2021-22
 - Enrollment is declining across the state while pupil count for SWDs is increasing
- Incidence of disabilities such as Autism and Other Health Impairment continue to rise
- Specific Learning Disability and Speech and Language Impairment are the most prevalent disability conditions in the U.S.
 - Boys outpace girls in eligibility for special education services
 - Black, Hispanic, and American Indian/Alaskan Native students are identified at much higher rates than their incidence of enrollment in the U.S.

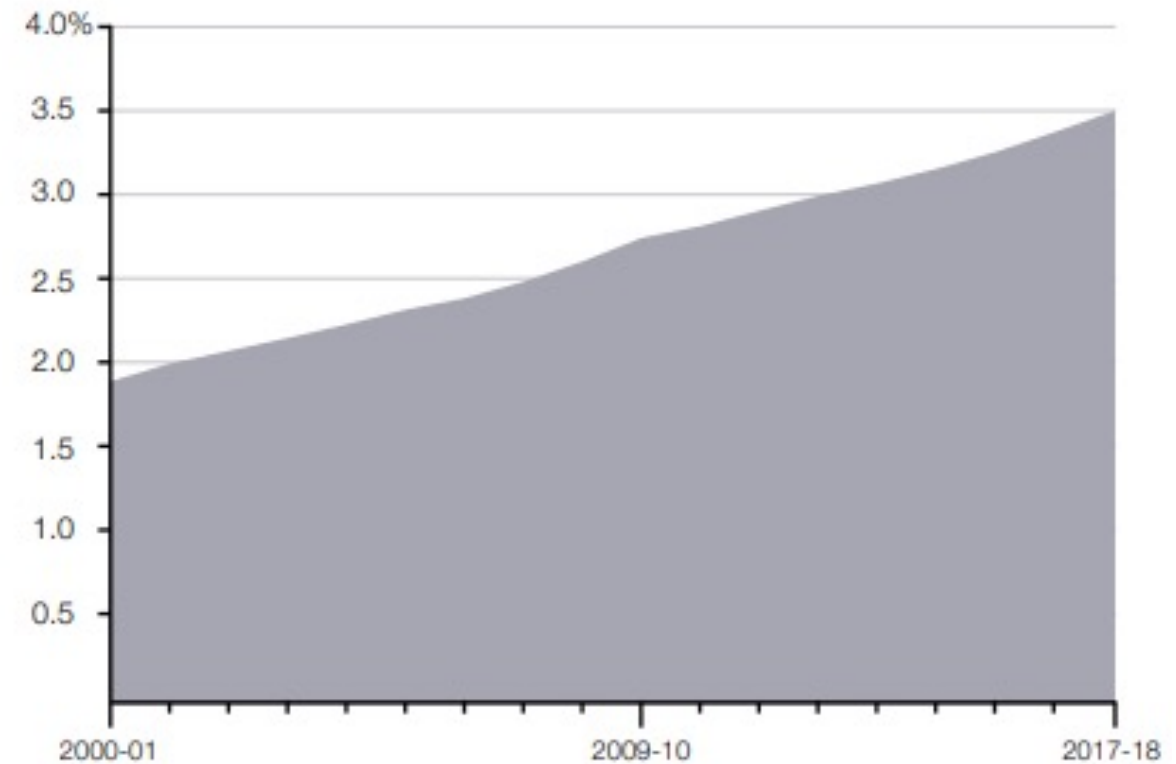
Reference material from National Center for Education Statistics: [Fast Facts \(ed.gov\)](https://nces.ed.gov/ipeds/data/fast_facts/)

Changes in Students Served in Special Education

- Number of students with severe disabilities has doubled since 2000-01
- This increase is due to a notable rise in Autism, which affected about 1 in 600 students in 1997-98 compared to about 1 in 36 students in 2023
- Developmental delays, disorders, or disabilities are common among US children
- 1 in 6 children ages 3-17 has one or more developmental disabilities

Share of Students With Relatively Severe Disabilities Has Increased

Share of Overall Student Enrollment



LAOA

[Increase in Developmental Disabilities Among Children in the United States | CDC](#)

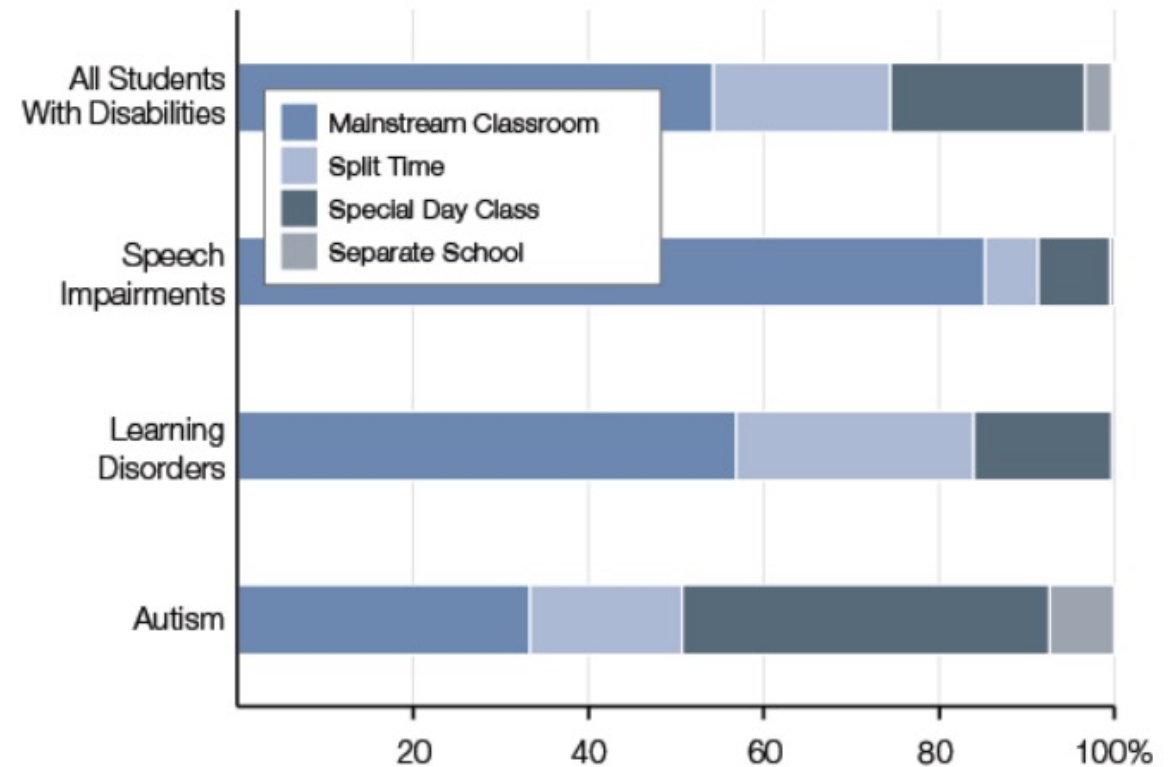
- **Find a partner**
- **Share your foundational knowledge of funding in California**
- **Share your foundational knowledge of special education funding**
- **What are your needs to improve your knowledge and capacity around these topics?**

Special Education Services in the General Education Environment

- Federal law requires students to be educated with general education peers in the least restrictive environment (LRE)
 - LRE is a main tenet of special education law and requirements
- The primary consideration for LRE must first be the general education environment for all
- Student outcomes have not been strong
 - Chronic absenteeism has increased
 - SWDs have high rates of suspension
 - SWDs have low standardized test scores
 - SWDs have the lowest graduation rates

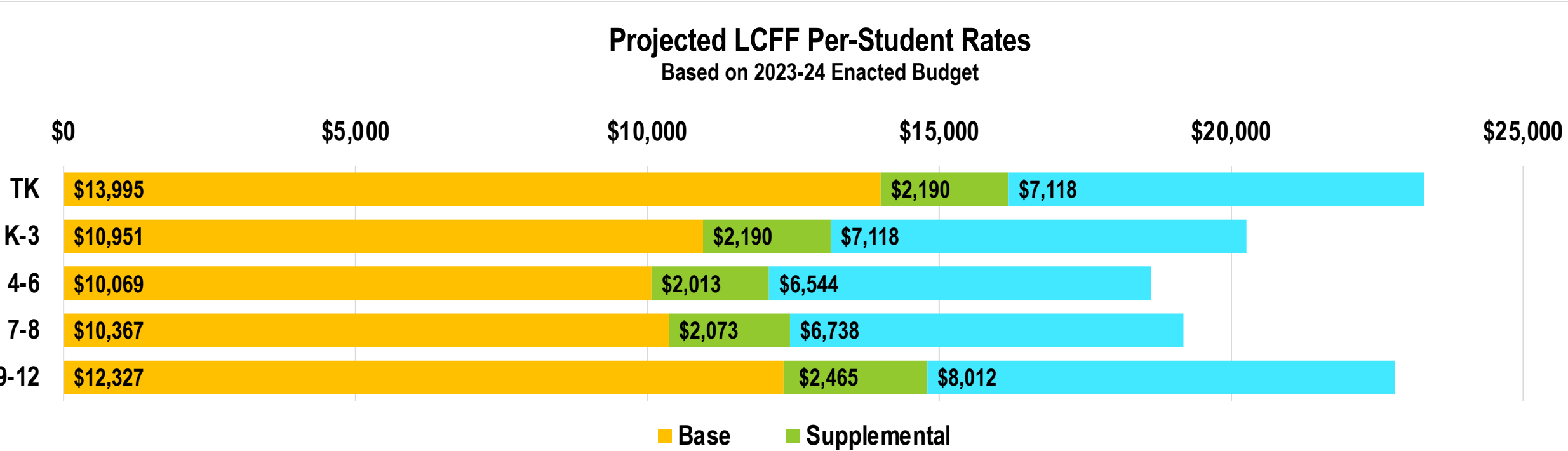
Majority of Students With Disabilities Are Educated in Mainstream Classrooms

Share of Students in Each Setting by Disability, 2016-17



9 LCFF for All Students

- Local Control Funding Formula (LCFF) revenues are generated by average daily attendance (ADA) and are meant for all student populations, including SWDs
 - Supplemental funding is 20% of base amount multiplied by total Unduplicated Pupil Percentage (UPP)
 - Concentration funding is 65% of base amount multiplied by UPP above 55%



Source: California Department of Education (CDE)

Additional Resources at: [The Local Control Funding Formula for School Districts and Charter Schools](#)

Leveraging Funds for Student Achievement

LCFF Funding and State Revenue Local General Fund contribution (Resource Code 0000)

- LCFF Base
 - For all students and basic operations of the LEA
- LCFF Supplemental/Concentration
 - For unduplicated pupils (socio-economically disadvantaged, English learners, foster youth)
- Other State Revenue
 - Lottery
 - Mandated Cost Reimbursement
 - Expanded Learning Opportunities Program (ELOP)
 - State Mental Health (Resource 6546)
 - Medi-Cal Administrative Activities
 - Universal Transitional Kindergarten (UTK)
 - Universal Preschool (UPK)



State Special Education Revenue Assembly Bill (AB) 602

State aid through the AB 602 formula
allocation Standardized Account Code
Structure (SACS) Resource Code 6500

Grants to Expand Inclusive Practices

- Supporting Inclusive Practices (Resource Code 3326)
- Inclusive Early Education Expansion Program (IEEEP) (Resource Code 6128)
- Early Intervention Preschool Grant (EIPG) (Resource Code 6547)

Local Contribution

- Most LEAs contribute from the local General Fund to special education
- LCFF per ADA revenues are the base funding for all students
- Federal and state revenues for special education are supplemental to the LCFF
 - Local contribution to special education is an intended part of the funding model
 - Federal underfunding of special education shifted \$24 billion nationwide to states and districts in 2020
 - California reality is only 9% of excess costs are covered by federal revenues

Special Education Is Relatively Costly

Average Expenditures Per Student, 2017-18

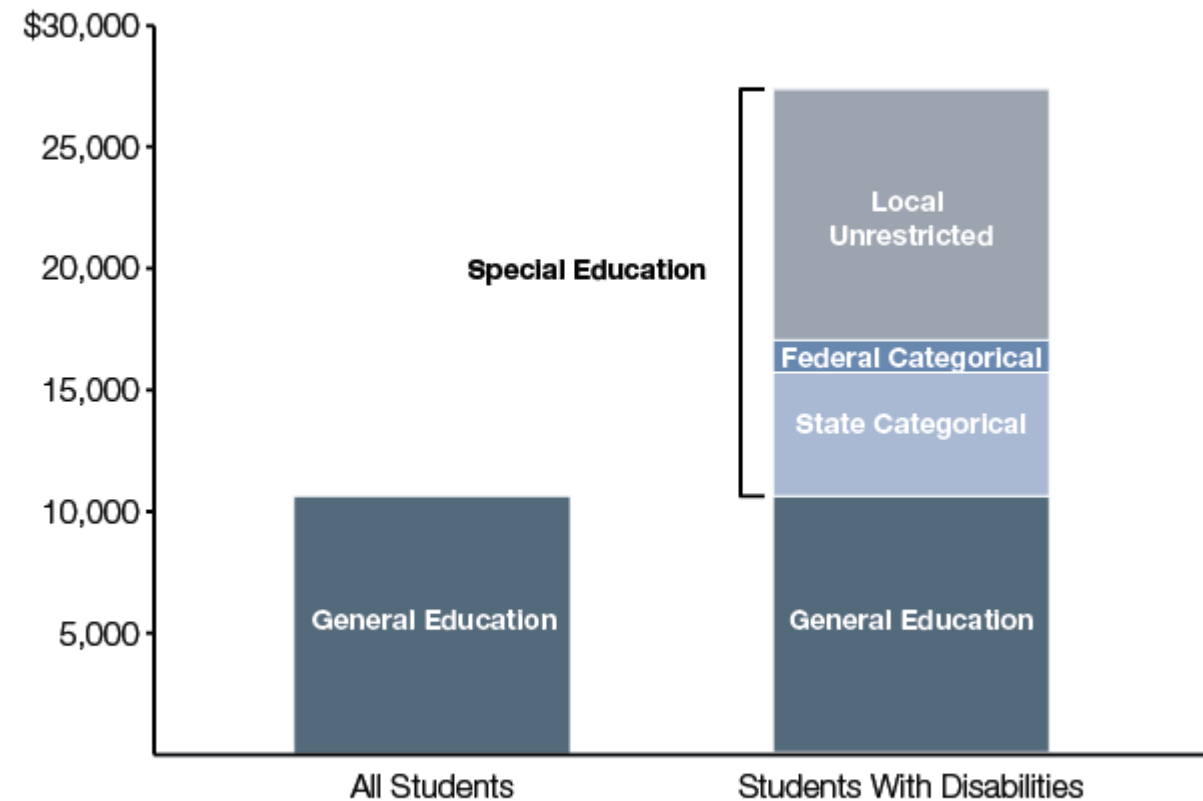


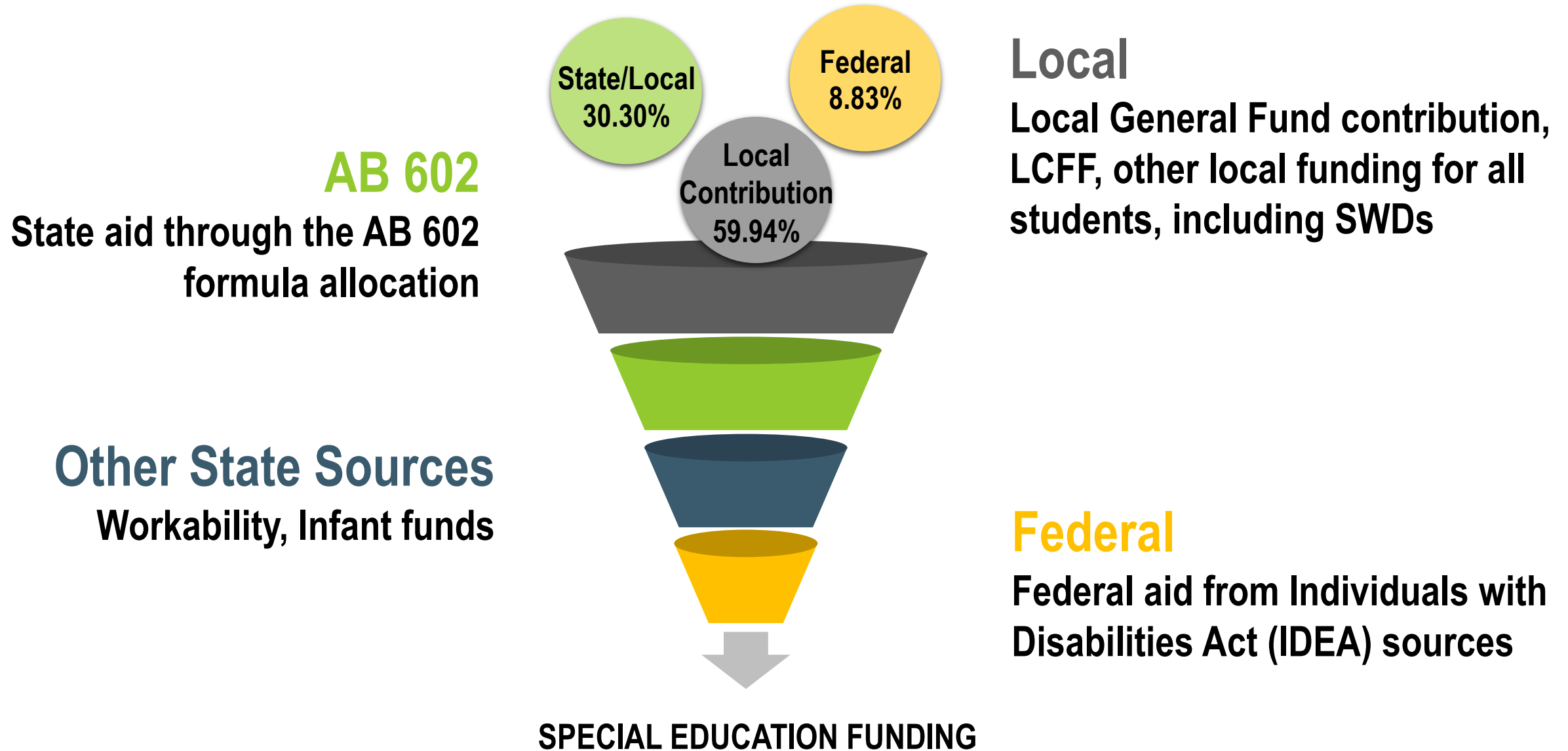
Image from Outcomes for Students with Disabilities, Legislative Analyst's Office (LAO) 2019

Special education means specially designed instruction, *at no cost to the parent*, to meet the unique needs of individuals with exceptional needs, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education—*Education Code Section (EC §) 56031(a)*

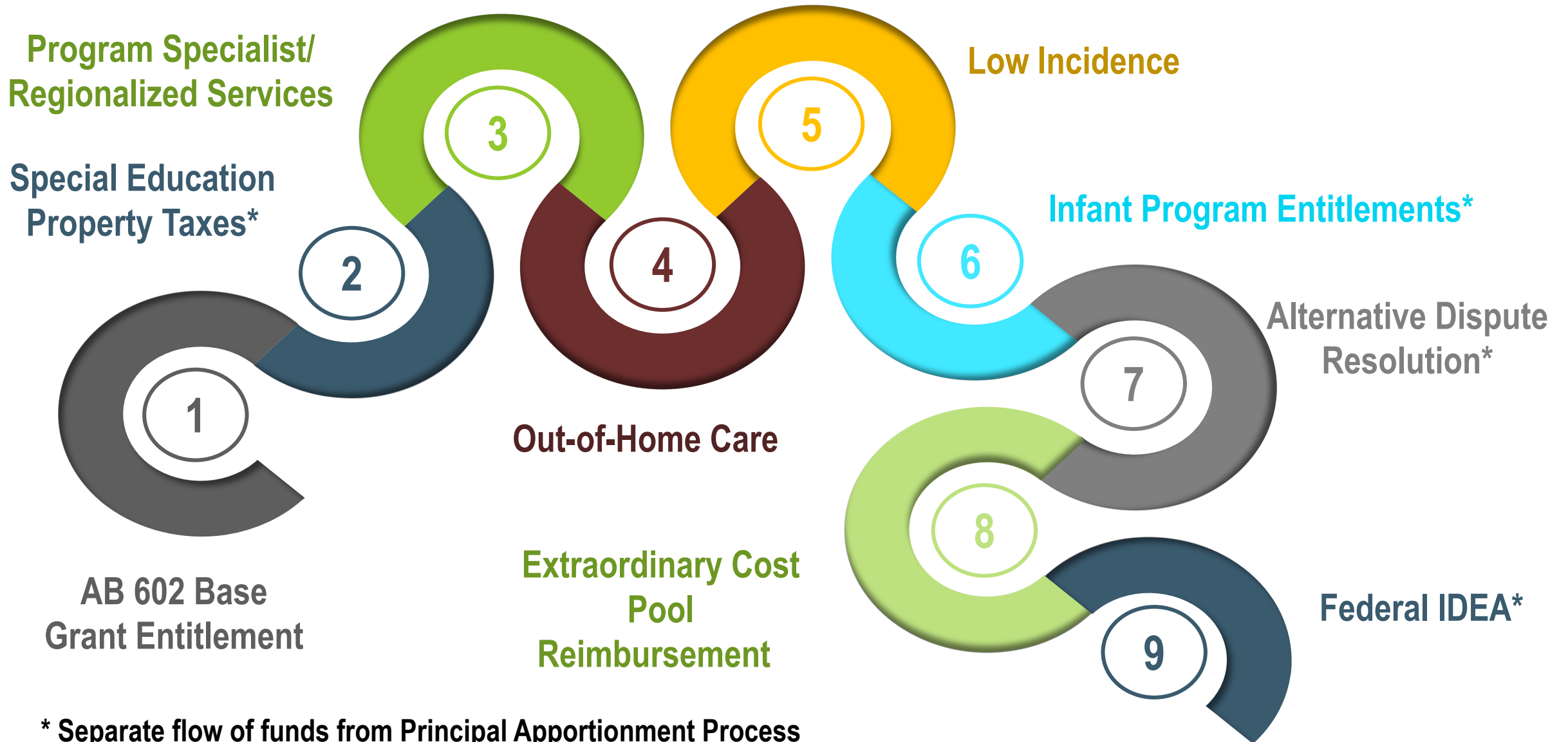
Special education programs require funding from federal, state, and local sources

***An excellent resource from the Congressional Research Service:
[IDEA Funding: A Primer \(2019\)](#)***

Special Education Funding Sources



Revenue Components in Special Education



Special Education Funding—Restricted Revenues

Federal Funding

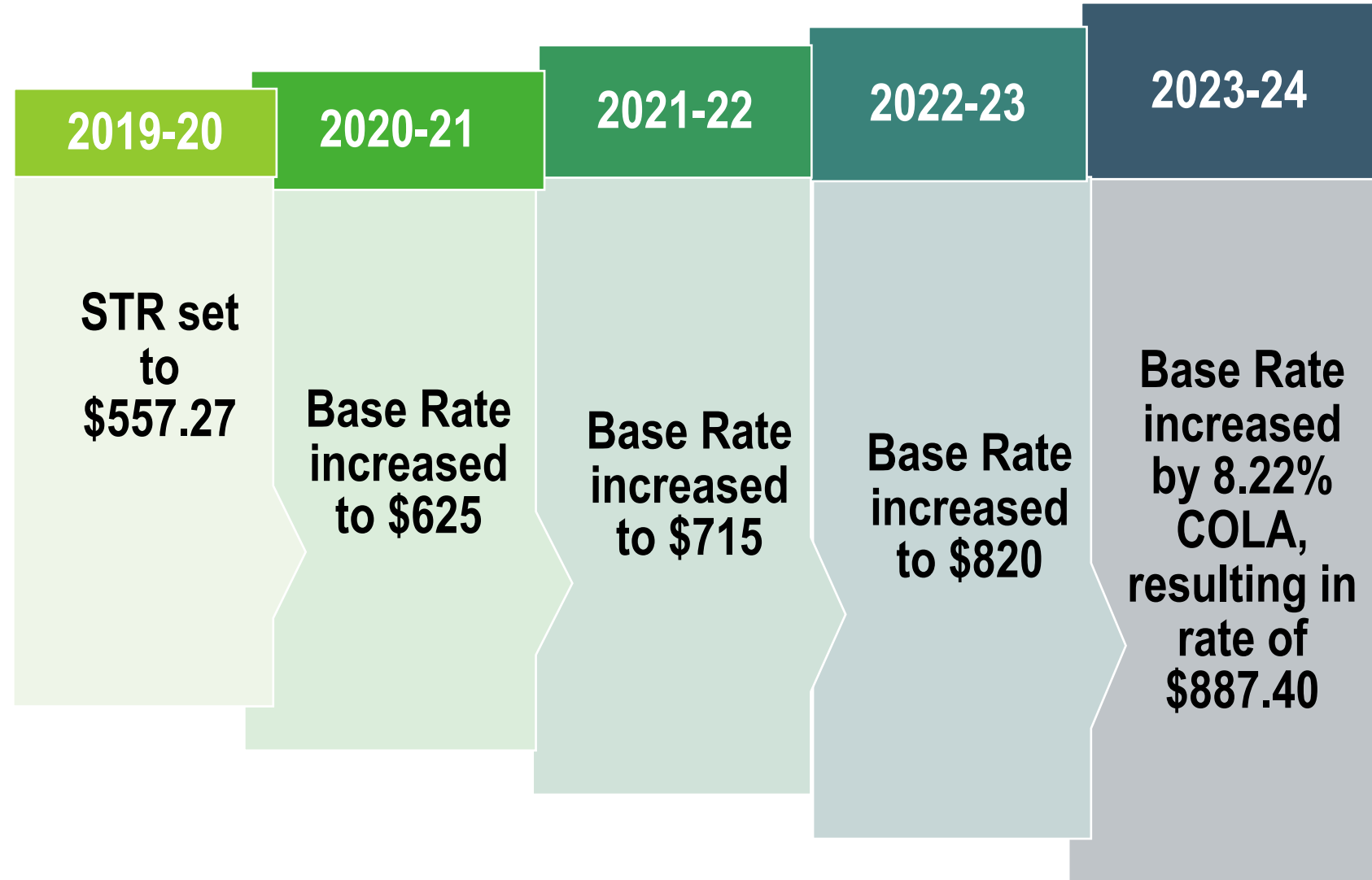
- Federal aid from the IDEA (Resource Codes 3305-3395)
 - IDEA funds are based on prior-year ADA, with 15% based on free or reduced-price lunch pupil count
- IDEA Part C to B: Infant-Toddler funds
- IDEA Part B: Local assistance, including mental health
- IDEA Part B: Preschool funds—per-pupil count on Census Day
- IDEA alternative dispute resolution

State Funding

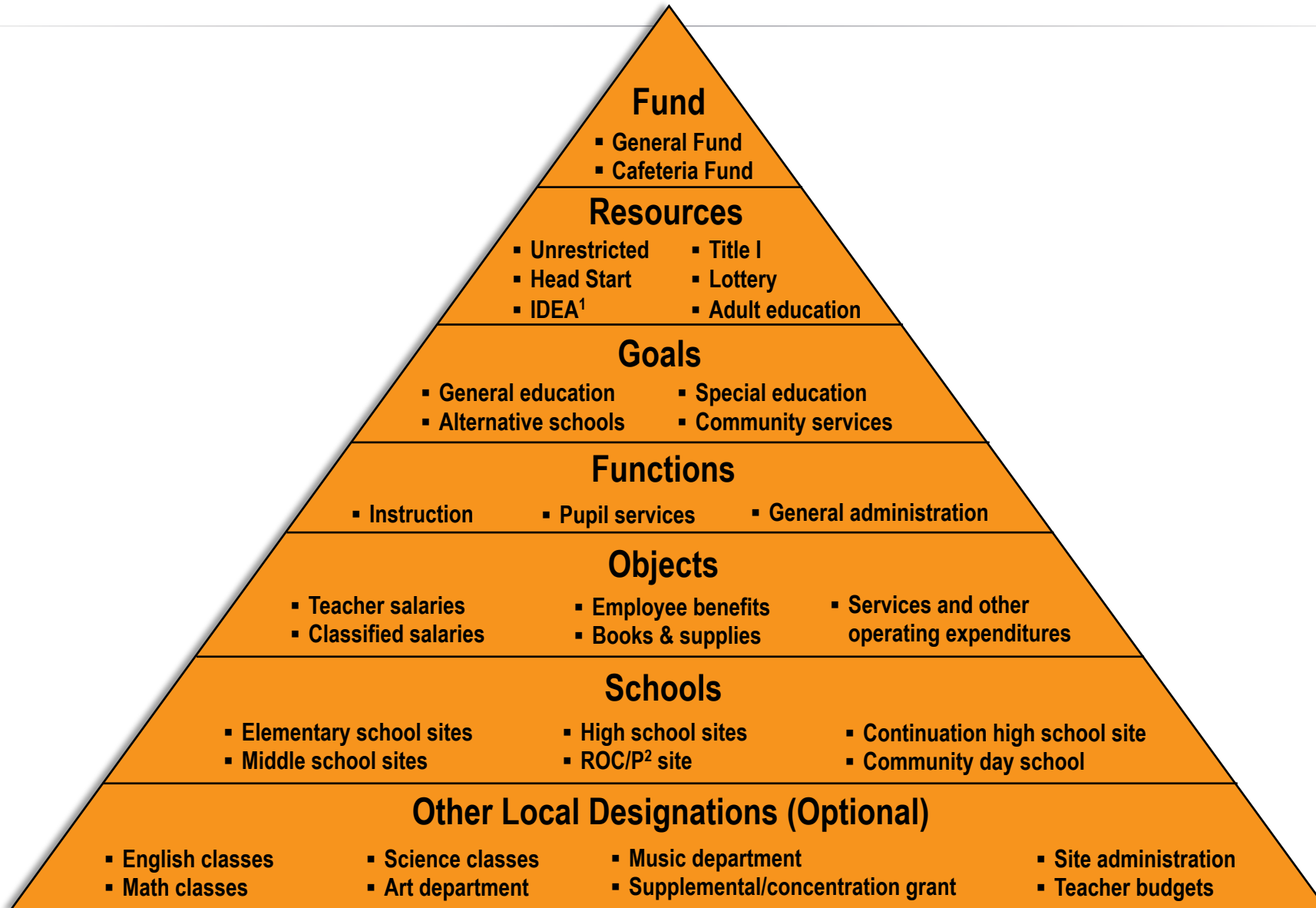
- AB 602 Funding (Resource Code 6500)
 - Base funding entitlement
 - Special Education Property Taxes
 - Out-of-Home Care (OOHC)
 - Low incidence
 - Program Specialist/Regionalized Services (PS/RS)
- Medi-Cal LEA Billing Option Program (Resource Code 5640)
- State Infant Discretionary (Resource Code 6515)
- Workability (Resource Code 6520)

AB 602 From 2019-2024

- 2018-19 Statewide Target Rate (STR) is equal to average SELPA funding in California
- In 2019-20 STR was set to \$557.27 for all SELPAs funded below the average rate
- Base rate replaced STR in 2020-21 and increased dramatically through 2022-23
- Current law states that AB 602 funding increases by cost-of-living adjustment (COLA)



School Services of California Inc.—SACS Budget Pyramid



¹Individuals with Disabilities Education Act ²Regional and Occupational Center/Program

How does the Money Flow?

Understanding the Principal Apportionment Process

- The Advance Principal Apportionment (Advance) by July 20, is based primarily on PY funding and establishes the monthly payment amount for July to January
- The First Principal Apportionment (P-1) certified by February 20 is based on first period attendance data and establishes the monthly payments for February to May
 - P-1 supersedes the Advance calculation
- The Second Principal Apportionment (P-2) certified by June 25 is based on the second period attendance data and determines the final state aid payment for the fiscal year (FY)
 - P-2 supersedes P-1
- The Annual Apportionment (Annual), certified by February 20 the following year, is based on the annual data LEAs report to the CDE
 - Annual supersedes P-2
- Annual is recertified three times, known as Annual R1, R2, and R3, based on corrected data LEAs submit at specific times and data corrections are reflected in subsequent years' certifications

Principal Apportionment Schedule

Month	Amount Monthly Payment Is Calculated On	EC Section 14041(a)(2) ¹ Type 1	EC Section 14041(a)(6) ² Type 2	EC Section 14041(a)(7) ³ Type 3
July	Advance Apportionment Total	5%	15%	15%
August	Advance Apportionment Total	5%	15%	30%
September	Advance Apportionment Total	9%	15%	30%
October	Advance Apportionment Total	9%	15%	15%
November	Advance Apportionment Total	9%	0%	0%
December	Advance Apportionment Total	9%	0%	0%
January	Advance Apportionment Total	9%	6%	6%
February	Balance due - difference between P-1 and payments through January	20% or 1/5 of balance due	20% or 1/5 of balance due	No payments in P-1 Period
March	Balance due - difference between P-1 and payments through January	20% or 1/5 of balance due	20% or 1/5 of balance due	No payments in P-1 Period
April	Balance due - difference between P-1 and payments through January	20% or 1/5 of balance due	20% or 1/5 of balance due	No payments in P-1 Period
May	Balance due - difference between P-1 and payments through January	20% or 1/5 of balance due	20% or 1/5 of balance due	No payments in P-1 Period
June	Balance due - difference between P-2 and payments through May	Balance due	Balance due	Balance due

¹School districts other than the districts that meet the criteria for payment types 2 and 3 are paid pursuant to this schedule.

²School districts with less than 5,000 average daily attendance (ADA) in 1979-80 and which received between 39% and 74% of their total revenue limit from local taxes in 1979-80 are paid pursuant to this schedule.

³School districts with less than 5,000 ADA in 1979-80 and which received 75 percent or more of their total revenue limit from local taxes in 1979 are paid pursuant to this schedule.

What are the Revenue Sources?

22 Special Education Funding Exhibits

Current exhibits: [Special Education—Allocations & Apportionments](#)

- Select the report for review: SELPA LEA AB 602, OOHC, Mental Health, Infant, etc.
- Select 2022-23 P-2 Special Education Exhibits
- Select Period: 2022-23 P-2
 - Select Entity
 - Select Program
 - Select SELPA or LEA
 - Preview Report
 - Save as PDF/Excel

Second Principal Apportionment (P-2)
Fiscal Year 2022-23

Period:

Entity:

Program:

Infant Entitlement

Mental Health Services

Out-of-Home Care Funding

SELPA Base Grant Funding

SELPA LEA AB602 ADA

SELPA Special Education Funding Exhibit

SELPA Special Education Funding Exhibit - Charter SELPA

SELPA Special Education Funding Exhibit - LA Court

SELPA Special Education Local Revenue

SELPA TOTAL AB602 ADA

California Department of
1430 N Street
Sacramento, CA 95814

Apportionment Section |

Low Incidence Funds—EC § 56836.22

- Low incidence disability includes hearing impairments, vision impairments, and severe orthopedic impairments—EC § 56026.5
- The CDE calculates funding by dividing the total number of pupils with low incidence disabilities as reported on the prior-year (PY) low incidence pupil count via CALPADS on Census Day
- SELPA allocation policy determines use of funds and distribution of resources for equipment, materials, and/or specialized services



- Prior to 2020, low incidence apportionments were very low
 - Allocation policies may include regionalized cost pools for equipment, materials, or services
 - When revenue was below \$500 per eligible SWD, this made sense
- 2023-24 apportionments at \$3688 per eligible SWD
 - LEAs may wish to have more local control over use of funds for services and staff salaries

OOHC Program—EC § 56836.168

- Prior to 2021-22, funding was based on the bed count data for group homes and foster pupil count data captured in the 2016-17 census
- A new methodology for calculating the OOHC allocation was implemented in 2021-22
 - Funding for community care, intermediate care, and skilled nursing facilities is based on pupil count data collected by the California Department of Social Services as of April 1 every year
 - Foster youth count is captured via CALPADS throughout the school year
 - For system-served youth in Short-Term Residential Treatment Programs, an average daily population calculation is computed
 - Charter-only SELPAs receive an allocation for foster youth only
 - Rates receive a COLA increase annually
 - Adjustments will occur at Annual Certification each following February
 - When funds exceed entitlements, funds shall be proportionally allocated to SELPAs

Please refer to the 2020-21 LAO report—[Updating the Special Education Out-of-Home Care Funding](#)

Extraordinary Cost Pool—EC § 56836.20

One pool with
\$20 million available
for reimbursement for
high-cost programs
for a single SWD

Threshold is updated
annually by COLA
and all claims must
be submitted for the
PY by October 30th

Claims prorated if
claims exceed the
amount appropriated



SELPA's are eligible to submit
claims for costs exceeding the
threshold amount on the
Principal Apportionment Data
Collection (PADC) web
application

Costs for mental health, room
and board, residential care
services, legal expenses, and
parent travel are not eligible
for reimbursement under the
program

EC § 56836.20; Budget Item 6100-161-0001(1)(16)(b)

LEA Billing Option Program

- Billing for certain services
- Logs record keeping
- New reporting, new flexibility, new funds
- Collaborative required
- Money must be reinvested in program that generated
- Audits
- New opportunities may exist with the enacted laws about insurance funding school provided services

Medi-Cal Administrative Activities

- Reimbursement for activities which connect students/families to services
- Unrestricted—does not have to be used on those who generated funds
- Training
- Recordkeeping
- Audits



Collaborative Expenditure Conversations

- Expenditures in unrestricted resources
 - Should they be in special education?
 - Charging the PCRA factors for special education? →
- Legal costs
 - Consultation with lawyers, training, and support
 - Due process filings and compliant defense
 - Settlement agreements for services to specific student
- Potential non-special education costs
 - Nurses, psychologists, counselors, behavior support
 - Management
 - Supplies
 - Professional development
 - Technology

**PCRAF = Program Cost
Report Allocation**
This is a calculation for the
distribution of general
administration costs
amongst LEA categorical
programs



Early Intervention Preschool Grant—EC § 56836.40

- **SACS Resource/Revenue Code 6547/8590**
- **PCA 24462**
- **Legal authority**
 - **EC § 56836.40 Budget Item 6100-161-0001(2), Provision 23**
- **Total grant award of \$260 million, apportioned to LEAs based on current-year first grade SWDs identified in CALPADS on Census Day**
 - **[Early Intervention Preschool Grant](#)**
 - **[LEAs can view entitlements via the Principal Apportionment Funding Exhibits](#)**
- **Funding to ensure provision of appropriate interventions and services before the pupil falls behind academically**
- **Focus on evidence-based services and resources that directly support the school readiness of infants, toddlers, and preschoolers with a targeted focus on providing services in inclusive settings**
- **LEAs are combining efforts with Supporting Inclusive Practices Grants, TK and UPK resources, and the ELOP to enhance inclusive access, materials, and facilities**

State Mental Health Funding—EC § 56836.07

- **State SACS Resource Code 6546**
- **Advance rate is \$80.9163599137 for state mental health in 2023-24**
- **Will be updated as ADA information comes in at P-1 and P-2**
- **Census will be current-year Census Day ADA**
- **Unrestricted revenue for any mental or behavioral health purpose**
 - **In 2023-24, funds shifted to LEAs**
 - **Amounts will be updated at P-1 in February 2024**
- **Any goal code allowed if it is related to mental or behavioral health services**
- **Commonly used to support SWDs**
- **Not required to use a 5XXX goal**



Home-to-School Transportation—EC § 39800.1

- **State SACS Resource and Revenue Codes 0000 / 8590**
 - **Must use Function Code 3600**
 - **Do not have to use a Goal Code 5xxx**
- **Home-to-School (HTS) Transportation Reimbursement provides funding for school districts and COEs based on the PY eligible transportation expenditures and PY LCFF transportation related add-on funding**
 - **School districts and COEs are required to develop a HTS transportation plan and describe how transportation services are accessible for SWDs**
- **Increased funding intended to support expansion of HTS transportation services for certain grades and pupils**
 - **Special education transportation under IDEA is an entitlement**
 - **HTS transportation for all students includes SWDs**



Policy and Monitoring Implications

Education Funding Policy

- Funding based on funded ADA versus enrollment
- One-time funds used for long-term needs
- New funds for inclusive practice available
- Alignment of special and general education plans and funding not yet achieved
- Investments in early education and intervention
- Investments in literacy, including universal screening for dyslexia and reading difficulties separate from special education

Special Education Funding Policy

- EC § 56836.148

For the 2023-24 FY, each SELPA shall, at a minimum, allocate special education funding to all of its member LEAs equal to the total sum of base grant funding, calculated pursuant to this section, allocated to all of its member LEAs in the 2022-23 FY multiplied by the sum of (COLA), as defined in paragraph (1) of subdivision (b) of Section 56836.142 for the 2023-24 FY, and then multiplied by the sum of one plus the percent change in funded ADA of its member LEAs from the 2022-23 FY to the 2023-24 FY pursuant to Section 56836.144.

SELPA Funding and Policy Changes for 2023-24

Policy Adjustments

**SELPA base rate
is \$887.40
per ADA**

- Each LEA's highest ADA for current, prior, or second prior-year results in SELPA base grant total

**CDE required to
post all Local
Plans**

- Continues efforts to improve transparency
- Local Plans will now be posted on SELPA, LEA, and CDE websites

**Single-district
SELPA
moratorium
extended**

- Prohibits new single-district SELPA Local Plans through July 1, 2026
- EC § 56195.3(b) provides requirements and timelines for potential new single-district SELPAs

Compliance Monitoring of all Types

- **Compliance and Improvement Monitoring (CIM) extends beyond special education**
- **LEAs are monitored on multiple sources of data, activities, and student outcomes**
- **Overlap of monitoring systems and lack of alignment mean teams may attempt to cover many topics or are working at cross purposes**
- **Many CIM activities have unfunded LEA costs, such as training, time, and resources to complete activities and reporting**
- **Local Control Accountability Plan and COE monitoring activities should be aligned for maximum impact**

Comprehensive Coordinated Early Intervening Services (CCEIS)

- **Federal regulations require identified LEAs to reserve 15% of IDEA funds to provide prevention and early intervention to students aged 3 to grade 12**
- **Increases local contribution and shifts precious federal resources**
- **LEAs must track students who receive CCEIS up to two years after the services are received**
- **LEAs must report quarterly to the CDE their progress and expenditures for CCEIS**
- **All CCEIS funds must be expended by the end of the 27-month period**

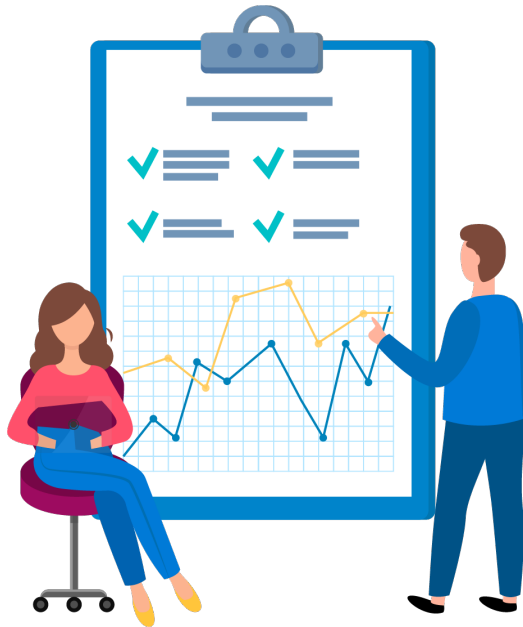


Budget Planning and Fiscal Monitoring

Planning an Annual Cycle of Monitoring

Ask the following questions:

- **What can you do to monitor the impact of special education budgets locally?**
- **How does your team document any changes to budget or expenditures?**
- **How often should you track changes?**
- **What practices would improve local collaborative conversations?**



Things to consider . . .

- **Ensure flexibility to respond to increased student needs**
- **Ensure programs are designed for current and future needs**
- **Right size budgets to take advantage of opportunities to plan for shifts in the future**
- **Include monitoring practices in year-round budgeting activities**

Opportunities for Collaboration

- Regular meetings between departments ensure shared understanding of revenues, expenditures, and adjustments to budgets

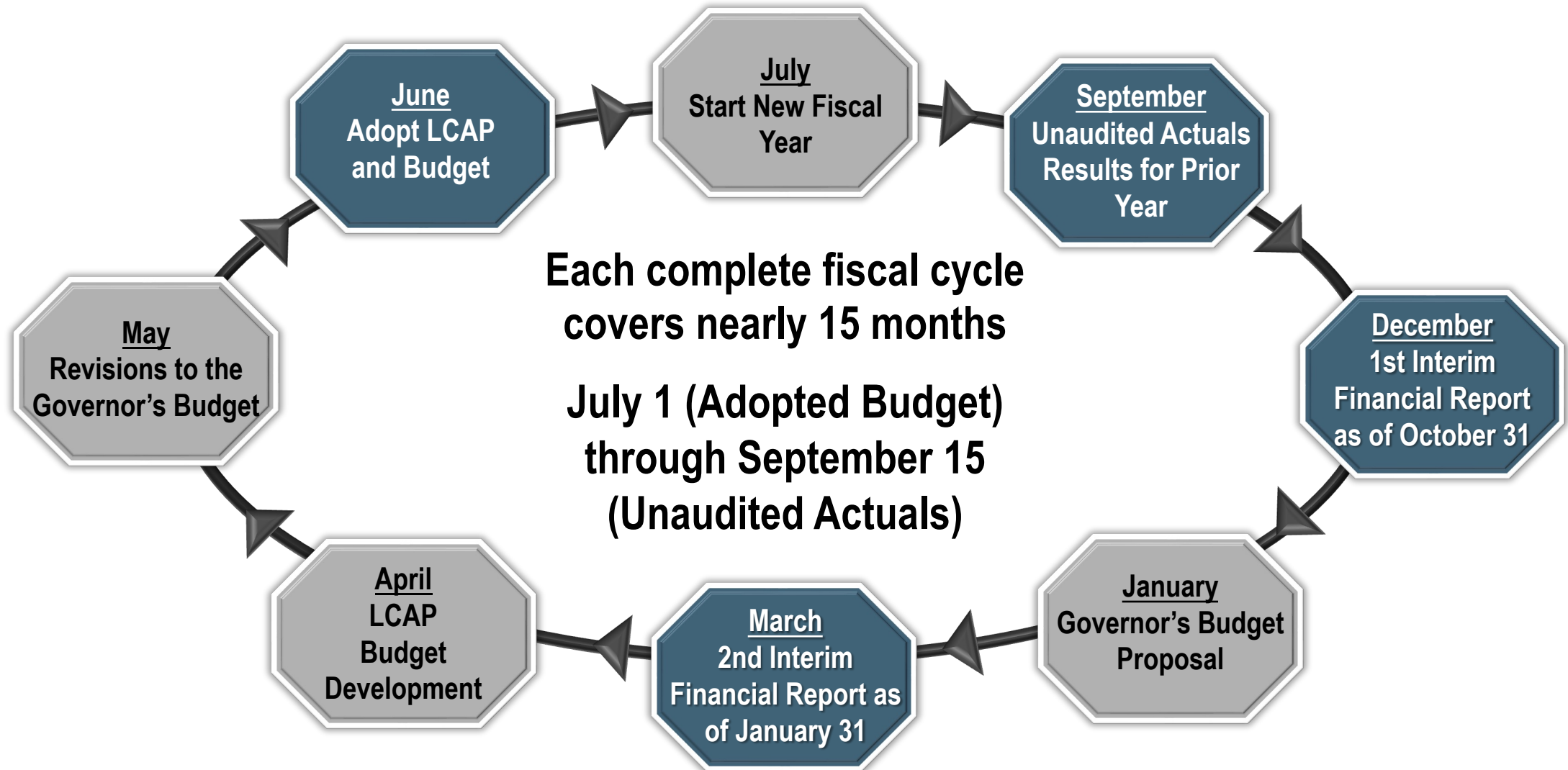
Align Planning with Requirements

- Alignment of compliance monitoring and LEA strategic plans, including the LCAP, increases effectiveness and efficiency of programs



<u>Fiscal Timelines and Dates</u>	
Budget Adopted	July 1
First Interim due to COE <i>For the period ending Oct. 31</i>	December 15
Second Interim due to COE <i>For the period ending Jan. 31</i>	March 15
End-of-Year Closing Activities	July 1 – Sept 15
Final Close of Books	September 15
MOE Submission to CDE	November 15

Budget/Financial Cycle



Calendar of Important Events—Budget Update and Planning Process

July-August	<ul style="list-style-type: none"> ➤ 45-Day Budget Revision* ➤ Update revenue and expenditure projections based on the Enacted Budget ➤ Document maintenance of effort exemptions from June 2023 for future use
September	<ul style="list-style-type: none"> ➤ Update enrollment, average daily attendance, and unduplicated pupil percentage projections ➤ Review position control reports ➤ Update salary and benefits projections ➤ Update/finalize service agreements ➤ Review out-of-district placements ➤ Review annual equipment purchases
October	<ul style="list-style-type: none"> ➤ California Longitudinal Pupil Achievement Data System (CALPADS) Fall reporting: October 4-December 15* ➤ Federal grant expenditure reports: PY Report 4, Prior PY (PPY) Report 7, Prior PPY Final Report* ➤ Nonpublic school (NPS) Extraordinary Cost Pool Reimbursement by October 31*
December	<ul style="list-style-type: none"> ➤ Presentation and adoption of First Interim budget to the governing board* ➤ First Interim budget submitted to county office of education by December 15* ➤ Review special education maintenance of effort actuals interim (SEMAI) and adjust as necessary

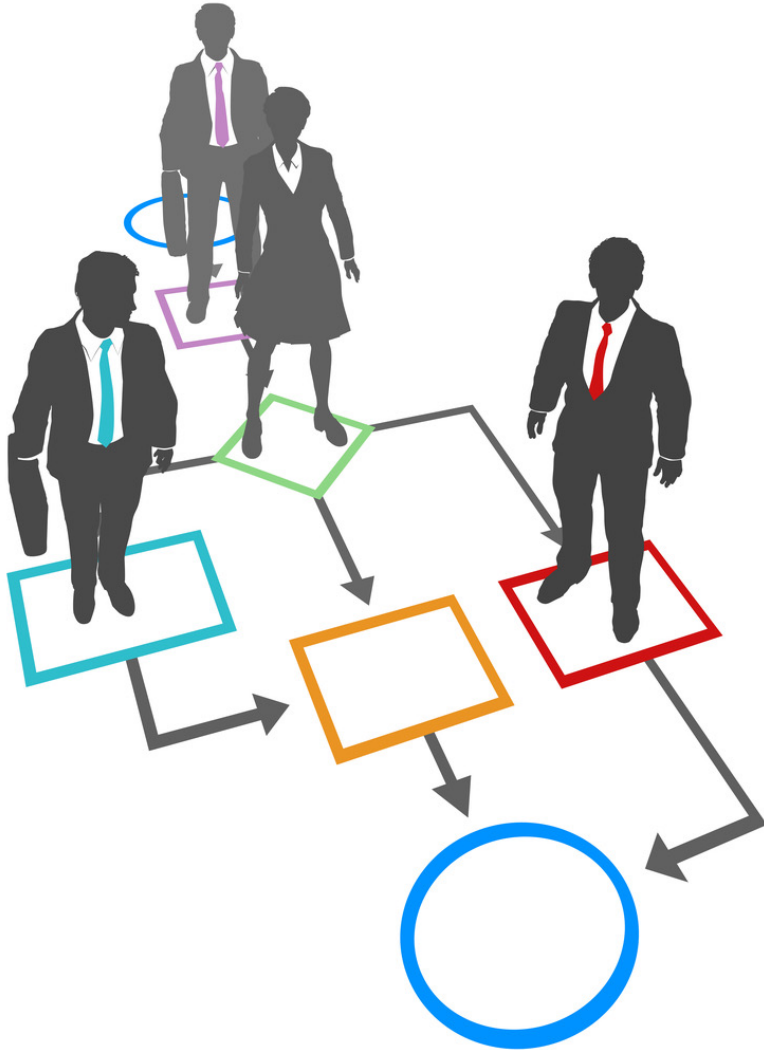
*Legal deadlines and/or requirements

Calendar of Important Events—Budget Update and Planning Process

January - February	<ul style="list-style-type: none"> ➤ Governor's State Budget proposal ➤ Federal grant expenditure report Current Year Report 1 due 30 days after the end of the quarter ➤ LCAP interest holder meetings and plan development ➤ Preparations for necessary reductions in force
March	<ul style="list-style-type: none"> ➤ Reductions in force notice and board adoption by March 15* ➤ Budget development for special education aligned with program projections
April	<ul style="list-style-type: none"> ➤ Governor's State Budget proposal ➤ Federal grant expenditure report Current Year Report 1 due 30 days after the end of the quarter ➤ LCAP interest holder meetings and plan development ➤ Preparations for necessary reductions in force
May-June	<ul style="list-style-type: none"> ➤ Reductions in force notice and board adoption by March 15* ➤ Budget development for special education aligned with program projections

*Legal deadlines and/or requirements

Review Position Control Reports



- **Confirm:**
 - **Employee name**
 - **Title/job description/classification**
 - **Location: site and classroom if appropriate**
 - **Number of hours/full-time equivalency - could monitor start and end times, calendar days, etc.**
 - **Assigned role – i.e., classroom or 1:1 instructional assistant, special day class, learning center, resource specialist program**
 - **Funding Source/Account Code**
 - **Vacancy**
 - **Will vacancy be filled with sub?**
 - **Will vacancy be filled by a contracted provider?**

42 Review Out of District Placements

- Review students placed in regionalized programs
 - Track by disability and grade
 - Review new placements and students who may have exited
 - Review transportation arrangements
- Review students under interdistrict transfer or memorandum of understanding agreements
 - Track by disability and grade
 - Review new placements and students who may have exited
 - Review terms of the agreements
 - Review transportation arrangements
- Review students placed in NPSs and residential placements
 - Track by disability and grade
 - Review new placements and students who may have exited
 - Review transportation arrangements



43 Update/Finalize Service Agreements

- Board approval of agreements
 - Who is responsible
 - Timing and posting to board agendas
- Terms of the agreement
 - Who monitors for accuracy
- Services to be provided
 - Who is monitoring
- Not to exceed amount
 - Who is monitoring
- Process for invoicing and vendor payments
 - Define responsibilities
 - Reasonable timelines
- Process for ending services

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

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2023 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2023, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: _____

Address _____ (Last) _____ (First) _____ (M.I.) _____ City _____ State/Zip _____

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

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

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

AGREEMENT TERMS:

1. Nonpublic School: The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
2. Nonpublic School: The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year
3. Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.
 - A. INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only): Daily Rate: _____

Estimated Number of Days _____ x Daily Rate _____ = PROJECTED BASIC EDUCATION COSTS _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration: or per IEP, or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				

Review Annual Equipment Purchases and Repairs

- Review current equipment inventory
 - Confirm location of equipment
- Identify reason for equipment purchase either because:
 - Needs are new
 - Equipment is damaged or obsolete
- Identify equipment that needs to be repaired
- Process for getting equipment repaired
 - Who is responsible
- Process for discarding obsolete equipment
 - Who is responsible
- Use of equipment agreements



Special Education Director

- Monitoring high-cost placements and services
- Tracking student numbers and needs
- Monitoring instructional assistants
- Monitoring consultant services
- Monitoring departed and departing staff
- Monitoring shifts in encumbrance
- Monitoring needs and program shifts in present and coming years

Fiscal Staff

- Monitoring budget, expenditures, and encumbrances
- Monitoring position control
- Monitoring allocation of expenditures
- Monitoring impact of local revenues and philosophy
- Monitoring communication with board and superintendent
- Ensuring alignment of expenditures across the system, including the LCAP and other plans

State Budget and Opportunities for Alignment

State Budget Impact

- The State Budget can have a large impact on special education revenues and expenditures
- One-time funds can impact MOE
- Mandated programs for all students may present opportunities for alignment, inclusive practice, and braiding resources to benefit all students
- Shifting allocation of funds, increasing base rates, and offering incentives for LEAs provide opportunities to align special education and general education programs

Updates to Local Allocation Policy

- The Local Allocation Policy may need review and revising to update education code, base rates, funding sources, and allocations
- Local Allocation Policy should be nimble to allow the SELPA and LEAs to meet their local needs and the needs of their students
- Annual updating of the Budget Allocation Plan goes hand in hand with MOE monitoring

Look to the Future by Analyzing Now

Budget Development

- Opportunity to monitor revenues and expenditures and plan for the year ahead
- Opportunity to align mandated activities such as ELOP, UPK, UTK, CIM, and the LCAP
- Include analysis of student and program needs, enrollment projections, placements, contracted services, recruitment, hiring, and retention, assignment monitoring, and implementation of inclusive practices

Second Interim Report and Adjustments

- Prior to or near Second Interim, business and special education program staff should review position control, changes to encumbered funds, placements and services, projected needs for service providers, equipment, and classrooms
- Run SEMAI to monitor MOE trajectory
- Monitor use of one-time funds and unexpected expenditures
- Review PCRA factors
- Journal transfer balances as needed

Compliance and Eligibility for Funds Into the Future

End-of-Year Closing

- Prior to submission of closing paperwork, the LEA should run MOE forms, complete Excess Cost Calculation, and SYT forms
- Adjustments and movement of expenditures should be completed prior to close of books
- Review qualifying MOE exemptions from prior year in all areas
- Ensure data points are accurate—pupil count, comparison year, full-time equivalents
- Ensure accurate CALPADS submissions
- Begin and complete reviews prior to Second Principal Apportionment

New Fiscal Year Activities

- Document all qualifying MOE exemptions from end of FY to new FY
- Review program projections and staffing
- Review position control
- Monitor enrollment and changes to students, placements, and services
- Complete planning, implement professional development, and obtain needed materials, supplies, or curriculum

49 Monitoring Maintenance of Effort?

- Federal eligibility requirement for IDEA Part B funding—Title 34, Code of Federal Regulations Sections (CFR §) 300.203(a), 300.204(b), and 300.205
- To ensure a continuation of at least a certain level of non-federal expenditures for the education of SWDs
- Compares Unaudited Actuals (Actuals) and Adopted Budget (Budget) from the current year to Actuals from a prior year (not necessarily the most immediate prior year)



Special Education Maintenance of Effort



LEAs are required to maintain adequate spending on programs and services for SWDs each year



The compliance requirement is completed each year and measures comparable prior-year and current-year spending (SEMA¹)

¹Special Education Maintenance of Effort—Actuals (SEMA)



The eligibility requirement is measured by comparing budget to comparable prior-year Actuals (SEMB²)

²Special Education Maintenance of Effort—Budget (SEMB)

Failure of Special Education MOE

Compliance Standard SEMA

If the LEA has spent less—in state and/or local resources—on special education in total or on a per-student basis

The LEA will pay dollar-for-dollar penalty out of local resources

Eligibility Standard SEMB

If the LEA cannot meet the MOE obligation when adopting the budget

The SELPA will not issue any federal funds until the LEA can demonstrate that it expects to meet the MOE requirement

There are limited exemptions available for not meeting the MOE requirement

MOE Challenges

- **Enacted Budget**
 - Changes to revenues can impact general fund contribution
- **Federal funding increases**
 - Expenditures funded from federal revenues are removed from the MOE expenditure calculation
- **Changes to enrollment and attendance**
 - Declining enrollment and increasing SWD pupil counts can impact per capita calculations
 - Shifting costs for service delivery, especially if there is a need for contracted services, can raise special education expenditures


Local Decisions that Impact MOE

- **Negotiated salary agreements, including COLA, off-schedule increases, or stipends**
- **Benefit increases**
- **Utilization of contracted services**
- **Allocation of settlement costs and legal fees**
- **Charge for services to SWDs that are not required in according to the SACS (e.g., transportation, indirect charges, PCRA factors)**

Federal Requirement—Subsequent Year Comparison

Federal Subsequent Years rule requires the level of effort an LEA must meet in the year after it fails to maintain effort is the level of effort that would have been required in the absence of that failure and not the LEA's actual reduced level of expenditures in *the year in which it failed to maintain effort*.

(34 CFR § 300.203[c])



In English: If you fail a test, you must compare to last passed year of that test. We will call this the comparable year.

Subsequent Year Tracking Worksheet

- The worksheet (SYT) provides the comparison year data and valuable information on MOE trends for the LEA
- Find and access your prior year worksheet
- LEAs must have a green pass to comply with federal IDEA requirements
- Use as a foundation for conversations about multi-year trends and budget planning into 2024-25

Subsequent Year Tracking Worksheet											
LOCAL EDUCATIONAL AGENCY (LEA):				SELPA Code and SELPA Name:							
Fiscal Year		2022-2023									
		A	B	C	D	E	F	G	H	I	J
School Year		State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012	Expenditures (Compliance) SEMA SACS2012ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2012-2013	Expenditures (Compliance) SEMA SACS2013ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2018-2019	Expenditures (Compliance) SEMA SACS2019ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2019-2020	Expenditures (Compliance) SEMA SACS2020ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2020-2021	Expenditures (Compliance) SEMA SACS2021ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2021-2022	Expenditures (Compliance) SEMA SACS2022ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2022-2023	Expenditures (Compliance) SEMA SACS Web 2022/23	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
	Expenditures (Eligibility No PCRA) SEMB - SACS Web 2022/23 (Expenditures less PCRA for	\$ -	Comparison Year	\$ -	Comparison Year	\$ -	Comparison Year	\$ -	Comparison Year		
		\$ -	2022-2023	\$ -	2022-2023	\$ -	2022-2023	\$ -	2022-2023		
2023-2024	Budget (Eligibility) SEMB - SACS Web 2022/23				\$ -				\$ -		Pass

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number

What Exactly Is an Exemption?

- An exemption is an expenditure the LEA had in the previous year that it no longer has in the current year
 - The exemptible expenditure lowers the dollar amount from the comparison year to which the LEA is comparing current-year expenditures or the budget
- The federal government provides specific justifiable reasons to reduce the MOE requirement
- Keep track of possible exemptions quarterly (Make a copy of the [exemptions form](#) and keep in a folder to update throughout the year)
 - Tracking of expenditures takes fiscal and program staff collaboration

EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT		
IDEA Regulations 34 Code of Federal Regulations § 300.204		
Local Education Agency (LEA) Name	Special Education Local Plan Area (SELPA)	
Name of Person Completing Report	Telephone & Fax Numbers	
Maintenance of Effort (MOE) Shortfall from LEA MOE Calculation (LMC-A or LMC-B) Worksheet	\$0.00	FY 2020/2021
<p><i>The LEA may reduce the level of expenditures below the level of the preceding fiscal year if the reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equal/exceed the MOE shortfall, fiscal effort has been maintained for the reporting year.</i></p>		
1. The voluntary departure, by retirement or otherwise, or departure for just cause, of certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall).	\$0.00	
ENTER INFORMATION on the <i>detail reduction 1</i> tab; totals will carry forward to this section		
2. A decrease in enrollment of children with disabilities.	\$0.00	
ENTER INFORMATION on the <i>detail reduction 2</i> tab; totals will carry forward to this section		
3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because:	\$0.00	
<p>A. Child has left the jurisdiction of the agency; OR B. Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child C. No longer needs the program of special education</p>		
ENTER INFORMATION on the <i>detail reduction 3</i> tab; totals will carry forward to this section		

Allowable Exemptions to Monitor Throughout the Year

Allowable Exemptions

1. The voluntary departure, by retirement or otherwise, or departure for just cause, of certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff layoff due to budget shortfall)
2. A decrease in enrollment of children with disabilities
3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because:
 - a) Child has left the jurisdiction of the agency; OR
 - b) Child has reached the age at which the obligation of the agency to provide free appropriate public education to the child has terminated; OR
 - c) No longer needs the program of special education
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per-unit cost of \$5,000 or more)

EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT		
IDEA Regulations 34 Code of Federal Regulations § 300.204		
Local Education Agency (LEA) Name		Special Education Local Plan Area (SELPA)
Name of Person Completing Report		Telephone & Fax Numbers
Maintenance of Effort (MOE) Shortfall from LEA MOE Calculation (LMC-A or LMC-B) Worksheet	\$0.00	FY 2020/2021
<p><i>The LEA may reduce the level of expenditures below the level of the preceding fiscal year if the reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equal/exceed the MOE shortfall, fiscal effort has been maintained for the reporting year.</i></p>		
1. The voluntary departure, by retirement or otherwise, or departure for just cause, of certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall).		\$0.00
ENTER INFORMATION on the <i>detail reduction 1</i> tab; totals will carry forward to this section		

Helpful Web Links

- **CDE—Federal Awards:**
 - [Federal Awards - Local Education Agency Audit Guidelines](#)
- **CDE—Master List of SACS Resource Codes and Program Cost Accounts and Associated Resources:**
 - [SACS Resource Spreadsheets - Standardized Account Code Structure](#)
- **CDE—LEA Grants:**
 - [Local Educational Agency Grants - Administration & Support](#)
- **CDE—SACS:**
 - [Standardized Account Code Structure \(SACS\) - Accounting](#)
- **CDE—Dashboard:**
 - [California School Dashboard](#)
- **CDE—PADC Manual 2022**
 - [PADC Manual 2022](#)
- **CDE—Principal Apportionment:**
 - [Principal Apportionment - Allocations & Apportionments \(CA Dept of Education\)](#)
- **CDE—Data and Statistics:**
 - [Data & Statistics \(CA Dept of Education\)](#)
- **CDE—DataQuest:** For information by state, county, district, school, SELPA, other and includes school performance, demographics, testing, student misconduct and interventions, other:
 - [DataQuest \(CA Dept of Education\)](#)
- **Ed-Data:** For a variety of financial, enrollment, assessment, and demographics information by county, district, school, SELPA, and charter school
 - [EdData - Home Page \(ed-data.org\)](#)
- **SELPA Finance Committee Reports:** The State SELPA Finance Committee produces updates from the field on a monthly basis.
 - [Historical Committee Reports](#)

Special Education Fiscal Collaborative

- The Collaborative is an information-sharing and capacity-building resource focused on school finance and special education fiscal literacy.
- The Collaborative is for LEA, COE, and SELPA fiscal staff and leaders to engage with a team of experts for high-quality, timely, and relevant information and resource sharing related to special education fiscal planning, implementation monitoring, and alignment with mandated plans and reporting requirements for special education



The Collaborative provides the following:

- Ten one-hour webinars per year with an additional 30 minutes of questions and consultation with every session
- Access to special education finance experts and networking with job-alike peers
- A resource hub to support the needs of special education programs
- Interactive roundtables and small group engagements, support for MOE monitoring, and annual review of end-of-year reporting

[Join the Collaborative](#)



Thank you!

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Monitoring and CALPADS Updates

March 2024

Shiyloh Duncan-Becerril, Associate Director
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

The 2024 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 18
- Includes Information on 4 Required Areas
 - Monitoring Tier and Level and Annual Determination for 2024 (NEW)
 - Timeline Compliance
 - Official Significant Disproportionality
- Small LEAs will be receiving a separate letter indicator ONE of the three things
 - 1. Cohort A-Corrective Action or CIM Identification
 - 2. Cohort B-Selection starting in August of 2024
 - 3. Cohort C-Potential identification no action at this time

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

redictions: On  Accessibility: Good to go

How to Read the Annual Determination Letter

Annual Determination are now combined with Monitoring Tier and Level.

Categories are:

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



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TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 18, 2024

First Name, Last Name, Title
LEA Name
Address
City, State, Zip Code

Subject: Notification of 2024 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2024 Compliance and Improvement Monitoring Activities including Identification of Significant Disproportionality

Dear Title Last Name:

The California Department of Education (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 300.646–300.647. This notification addresses the following:

- 2024 Annual Determination under IDEA, Part B
- Selection for 2024 Monitoring
- Official Significant Disproportionality Determination for the 2024–25 Budget Year
- Next Steps

2024 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 is based on the LEA's Monitoring Selection.

How to Read the Annual Determination Letter

March 18, 2024

Page 2

2024 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 the 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. The CDE differentiates the levels of engagement to LEAs within the 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 Process is a four-step process designed for LEAs experiencing issues in compliance, disproportionality, and/or performance. It requires the LEA to complete activities to identify systemic issues that led to poor student outcomes and culminates in a cohesive and comprehensive improvement plan.

Identification and Selection for 2024 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 success, school climate, disproportionality, and compliance with regulatory requirements.

Based on these analyses, <<LEA Name>> will be monitored in the following monitoring tier and differentiated monitoring level in the 2024 Monitoring Year: <<Monitoring Tier and Differentiated Monitoring Level>>. The annual determination for <<LEA Name>> is <<2024 Annual Determination>> in meeting the requirements of the IDEA, Part B, for the 2024–25 school year.

Please follow the link to see the data associated with your selection in the above-identified monitoring tier and level, and additional data that will help inform the monitoring and planning process: <<files link to data sheet(s)>>

Description of
Monitoring
System

The Monitoring Tier
and Level
& 2024 Annual
Determination

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

How to Read the Annual Determination Letter

March 18, 2024
Page 3

Compliance and Timeliness Issues

As a factor for identification and selection for monitoring reflected above, the CDE assesses an LEA in several key timeline areas. The CDE's review of LEA's compliance in these areas include:

- SPP Indicator 11: One hundred percent of children were evaluated within 60 days of receiving parental consent for initial evaluation.
- SPP Indicator 12: One hundred percent of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthday.
- SPP Indicator 13: One hundred percent of youth aged 16 and above have an IEP that includes the eight required elements of transition.
- Whether the LEA held an IEP meeting at least once per year.
- Whether the LEA conducted a "triennial" re-evaluation to determine the student's continued eligibility for special education every three years.
- Whether the LEA held an informal resolution session with the parent within fifteen days of the parent's filing a request for a special education due process hearing with the Office of Administrative Hearings.

Please follow the link to see your data <<files link to data sheet(s)>>

At this time, the CDE is providing you with preliminary information to review current local data systems to either hold overdue meetings or address the root causes of systemic issues of noncompliance. The CDE will review this information again at the End of Year California Longitudinal Pupil Achievement Data System (CALPADS) submission to determine if continued noncompliance and corrective actions are warranted.

Official Significant Disproportionality Determination for the 2022–25 Budget Year

This section serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2024 Monitoring Year, impacting the 2024–25 budget year.

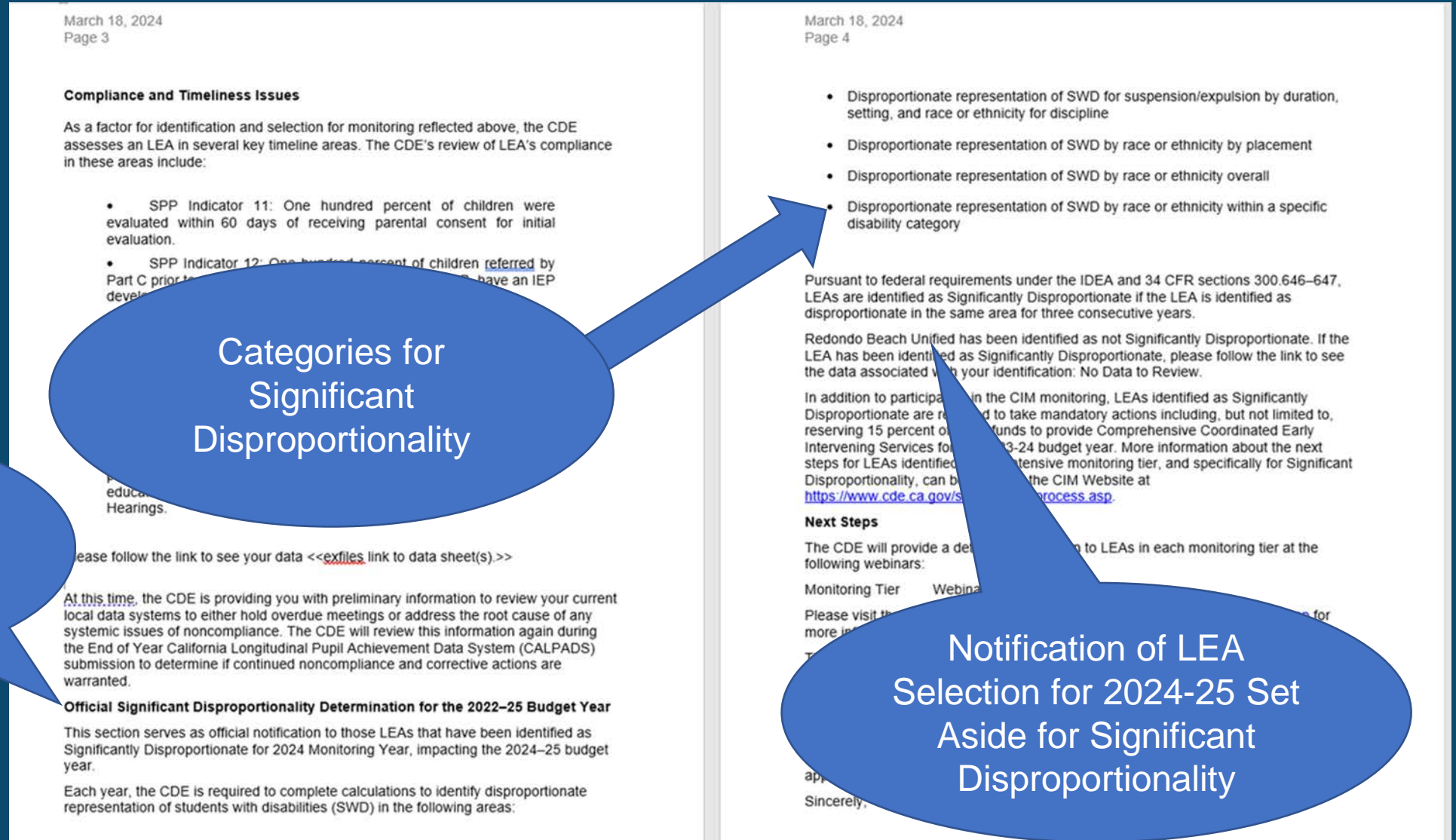
Each year, the CDE is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) in the following areas:

Timeline Compliance

The six categories of timelines that an LEA may be identified

The link to the data

How to Read the Annual Determination Letter



How to Read the Annual Determination Letter

Next Steps
Introductory
Webinars

Website and contact
information

March 18, 2024
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	<<Registration Link>>
-----------------	-----------------------	-----------------------



The CDE looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for SWD. We hope this communication is a helpful overview of the monitoring 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/

Dr. Rachel Heenan, Director

Special Education Division RH:sdb

cc: SELPA Director First Name Last Name; FMTA

Webinar Save the Date

- CIM Webinar, **Intensive** 3/20 10-11am
- CIM Webinar, **Targeted** 3/21
 - Steps 1-3: 10-11am
 - Step 4: 11-12
- **Smalls** intro webinar: 3/21 at 3pm
- Continuing **SIGDIS** 4/8 at 10-11:30am

Questions?



ccee

California Collaborative
for Educational Excellence

State SELPA Administrators of CA

February 29, 2024

Mindy Fattig, Senior Advisor



SSOS/CCEE Updates

- Statewide System of Support Resources
- IEP Template
- Questions



CA Statewide System of Support

➡
➡
One System not Systems

➡
Labels and/or zip codes
should not be a factor

➡
Coordinated, needs-based,
differentiated

➡
Growth mindset; Continuous
Improvement



CA Statewide System of Support

Online Tools

California Statewide System of Support Online Tools

Scan the QR codes below to visit and learn more about each of the System of Support online tools!



Statewide System of Support Directory

The CCEE Statewide System of Support Directory is a searchable directory that includes contact information for agencies, initiatives, and individuals who work in the California Statewide System of Support. This tool allows educational practitioners to identify who does what in the system and provides links to each initiative website.



CCEE Statewide System of Support Resource Hub

Discover a wealth of universal resources aimed at enhancing student outcomes and supporting educators! With over 30 statewide projects, grants, and initiatives, there is a new one-stop website designed to provide equity in access to valuable tools for educators. There are 130+ universal resources aimed at supporting districts, county offices, and charter schools, and this number will continue to grow! From webinars, to toolkits, to self-assessment frameworks, all resources are aimed to help educational partners improve outcomes for students.



Levers for System Change

The Levers for System Change tool is designed for LEAs to assess the quality of their educational infrastructure in order to improve outcomes for ALL students, inclusive of serving students with disabilities. LEA teams evaluate, document, and progress monitor the status of implementation of the six fundamental components necessary for a successful LEA.

2023-2024 Searchable Statewide System Directory

for Educational Excellence

Search by Agency

Agency

Agency Type: CCEE (1)

Search by Person

Name:

Search by Initiative

- Effective Language Acquisition Programs (EWIG)
- Geographic Leads (County Groups)
- Regional COE English Learner Specialists
- Special Education Resource Leads
- 21 CSLA
- California Dyslexia Initiative (CDI)
- California Early Childhood Special Education Network (CalECSE)
- California Coalition for Inclusive Learning (SPED EWIG)
- CA MTSS Multi-Tiered System of Support
- Community Engagement Initiative 1.0
- Community Engagement Initiative 2.0
- Community School Partnerships
- Comprehensive Literacy State Development Grant
- Expert Lead in Literacy
- Early Literacy Support Block Grant

Statewide System of Support Directory

Reset Filters

Select a Person to view their contact information below

Full Name	Position Title	Initiative(s)	Agency
Kashani Daniels	Program Specialist	Community Engagement Initiative, Com...	California Collaborative for ...
Matt Navo	Executive Director		California Collaborative for ...
Mayra Mendoza...	Administrative Assistant II	Community Engagement Initiative, Com...	California Collaborative for ...
Melissa Hodgson	Program Specialist	Geographic Leads - State Agency, Special...	California Collaborative for ...
Mindy Fattig	Senior Advisor	Geographic Leads - State Agency, Specia...	California Collaborative for ...
Nicole LoBese	Program Specialist	Community Engagement Initiative, Com...	California Collaborative for ...
Stacey Wedin	Assistant Director	Learning Acceleration System Grant	California Collaborative for ...
Stephanie Gregson	Deputy Executive Director		California Collaborative for ...
Steven Sterling M...	Assistant Director, CFI	Community Engagement Initiative, Com...	California Collaborative for ...

1 - 16 / 16 < >

Mindy Fattig

Position Senior Advisor

Initiative(s) Geographic Leads - State Agency, Special Education Resource Leads - State Agency

Agency California Collaborative for Educational Excellence

Agency Type CCEE

Phone (707) 616-3344

Email mfattig@ccee-ca.org

Levers for System Change: LEA Self Assessment



*Assessing Local Educational
Agency Infrastructures*

[LEVERS Home](#) [Start the LEVERS Tool](#)

THE **BASIC LEVERS** OF A LOCAL EDUCATIONAL AGENCY INFRASTRUCTURE

A Resource for Assessing the Components of Your
Local Educational Agency Infrastructure



Register Now



Start the Tool



CCEE Website

WELCOME TO THE LEVERS ASSESSMENT TOOL

Statewide System of Support Resource Hub

CALIFORNIA COLLABORATIVE FOR
EDUCATIONAL EXCELLENCE

Statewide System of Support Resource Hub



Welcome to the CCEE Statewide System of Support Resource Hub! Educators across the State of California are working hard every day to improve outcomes for our students. With this tool, County Offices of Education, districts, charter schools, Special Education Local Plan Areas, and other educational partners, can find information about state-funded initiatives and resources to employ best practices, facilitate improvement plans, and improve student outcomes. To learn more about the CCEE Statewide System of Support Resource Hub, [click here](#).

Statewide System of Support Resource Hub

Resources

Initiatives



Initiative

Student Groups

- ☐ All Students
- ☐ English Learners
- ☒ Students with Disabilities
- ☐ Socioeconomically Disadvantaged
- ☐ Homeless
- ☐ Foster Youth
- ☐ None of the Above
- ☐ Other

State Performance Indicators

- ☐ Academic Performance Indicator (ELA)
- ☐ Academic Performance Indicator (Math)
- ☐ English Learner Progress
- ☐ Chronic Absenteeism
- ☐ Graduation Rate
- ☐ Suspension Rate
- ☐ College/Career
- ☐ None of the above

Search by keyword or name...



Sort By

143 Resources Found



2022 Differentiated Assistance Dashboard

Geographic Lead Agency (Capitol, Central, Foothills Area Consortium - CCFAC)

RESOURCE



2023-2024 Expert Webinar Series

California Dyslexia Initiative (CDI)

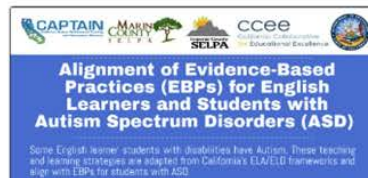
RESOURCE



21 CSLA Guidance Document

21st Century California School Leadership Academy (21CSLA)

RESOURCE



Alignment of Evidence-Based Practices (EBPs) for English Learners and...

Special Education Grant - EL Lead

RESOURCE



An Administrative Designee's Checklist for IEP Meetings

High Quality IEPs

RESOURCE



Appendices - California Practitioners' Guide for Educating English Learners

Special Education Grant - EL Lead

RESOURCE

State Performance Plan Indicators

- ☐ Graduation Rate
- ☐ Dropout Rate
- ☐ Statewide Assessment Participation Rate
- ☐ Statewide Assessment Proficiency Rate
- ☐ Discipline Rate: Overall
- ☐ Discipline Rate by Race or Ethnicity
- ☐ Least Restrictive Environment: Inside the Classroom 80% or More of the Day
- ☐ Least Restrictive Environment: Inside the Classroom Less than 40% of the Day
- ☐ Least Restrictive Environment: Separate Setting
- ☐ Preschool Least Restrictive Environments: Regular Setting
- ☐ Preschool Least Restrictive Environments: Separate Setting
- ☐ Preschool Outcomes: Positive Social-Emotional Skills
- ☐ Preschool Outcomes: Acquisition and Use of Knowledge and Skills
- ☐ Preschool Outcomes: Use of Appropriate Behaviors
- ☐ Parent Involvement
- ☐ Disproportionate Representation: Overall
- ☐ Disproportionate Representation by Disability Categories
- ☐ Timely Part C to B Transition
- ☐ Timely Eligibility
- ☐ Secondary Transition Goals and Services
- ☐ Post School Outcomes: Higher Education
- ☐ Post School Outcomes: Higher Education or Competitively Employed
- ☐ Post School Outcomes: Post-Secondary Education or Employed
- ☐ None of the Above

State Performance Indicators

- ☐ Academic Performance Indicator (ELA)
- ☐ Academic Performance Indicator (Math)
- ☐ English Learner Progress
- ☐ Chronic Absenteeism
- ☐ Graduation Rate
- ☐ Suspension Rate
- ☐ College/Career
- ☐ None of the above

Resource Type

- ☐ Documents
- ☐ Webinars
- ☐ Website
- ☐ Self Guided Training
- ☐ Handbooks
- ☐ Other

Professional Development

- ☐ Provided
- ☐ Not Provided

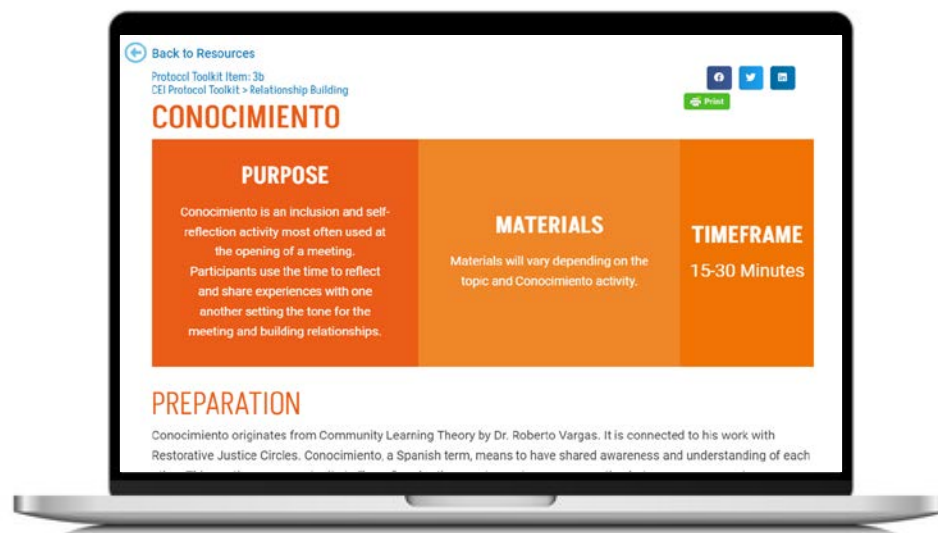
Consultative Support

- ☐ Provided
- ☐ Not Provided



Expansion of resources

CEI 2.0 Deliverable



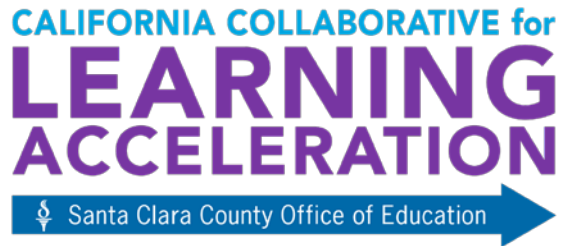
Community Engagement Initiative Web Modules

The Community Engagement Learning Modules offer a series of in-depth trainings on meaningful pupil, family, and community engagement that are scaffolded to support the continued professional development and deeper expertise of educators. Some of the focus areas include but are not limited to, progress monitoring and evaluation, enhancing engagement for LCAP design, engaging the community from the roots up, and collaborative leadership structures.

Learning Acceleration System Grant: Professional Learning Opportunities

[CCEE Webpage](#)

CCEE Contact: Stacey Wedin - swedin@ccee-ca.org

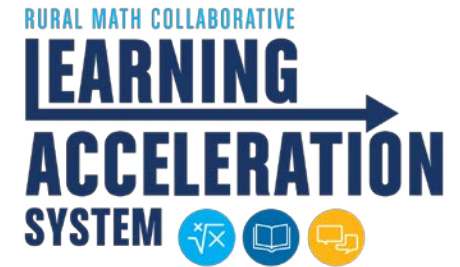


[Register now](#) for the California Collaborative for Learning Acceleration's (CCLA) [2024 Summit "Students First: Making Moments Matter"](#), which will be held on Saturday, March 16, 2024. Featured speakers on accelerating learning include Ken Shelton, Dr. Nicki Newton, Dr. Jeff Zweirs, and Aida Allen. Both in-person and virtual participation options are available!

Learn more about CCLA and access free online modules to accelerate learning in literacy, math, and language development [HERE](#).



[Project CLEAR](#) now offers educators the opportunity to complete a [grant-funded two-unit course on literacy assessment](#) with three different strands: one for teachers, one for administrators, and one offered in Spanish for teachers of multilingual learners. Participants will learn how to administer, score, and interpret assessment tasks of early literacy acquisition. Stipends are offered to educators for successful completion!



The Rural Math Collaborative supports improved mathematics instruction and achievement in small/rural COEs and LEAs by offering four pillars of support to its participating counties: training for instructional coaches, training and implementation support for Lesson Study, access to mathematics intervention and tutoring programs, and asynchronous modules on effective teaching strategies in mathematics. For more information, see our webpage [HERE](#).

Students with Disabilities Dashboard

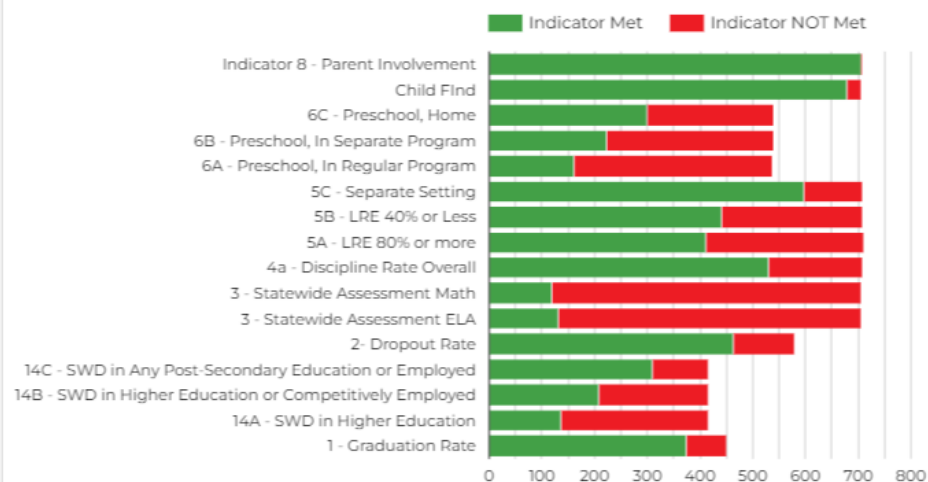


Statewide Summary for SWD Monitoring

[Reset Filters](#)

APR and Monitoring Level data is based on 2022-2023 school year data, Differentiated Assistance data is based on 2023 DA and California School Dashboard data released in December 2023.

Summary of APR Indicators



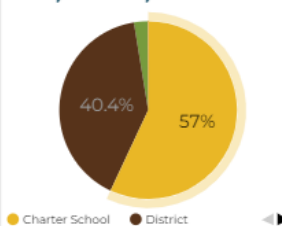
GeoLead

County

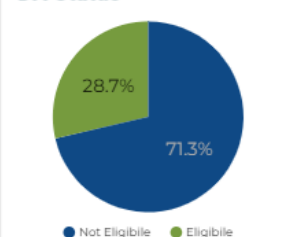
Charter

LEA

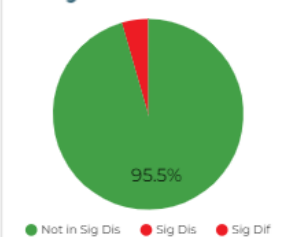
COE, District, or Charter



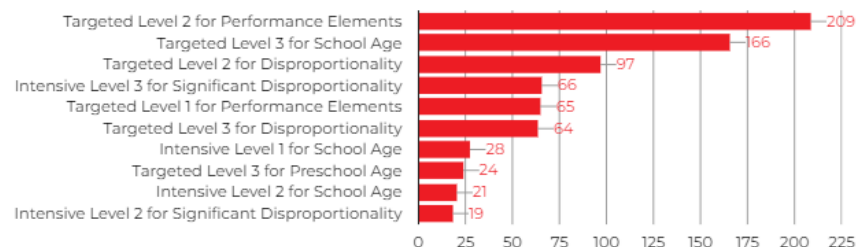
DA Status



Sig Dis Status



Monitoring Level of Support



Draft Report, last updated
January 25, 2024

LEAS

2,323

- ABC Unified
- ABLE Charter
- ACE Charter High
- ACE Empower Academy
- ACE Esperanza Middle
- ACE Inspire Academy
- AIMS College Prep High
- AIMS College Prep Middle
- APEX Academy
- ARISE High
- ASA Charter
- ASCEND
- Academia Avance Charter
- Academia Moderna
- Academies of the Antelope Valley
- Academy for Academic Excellence
- Academy of Careers and Exploration
- Academy of Media Arts
- Acalanes Union High
- Accelerated
- Accelerated Charter Elementary
- Accelerated Charter High
- Achieve Academy
- Achieve Charter High - Chico

Students with Disabilities Dashboard

LEA Summary Report for District or Charter School

2022 SWD Status Report for:

Sacramento City Unified

Select one District or Charter from the filter below:

LEA: Sacramento City Unified

(1) ▼

Reset Filters

SWD as Percent of Total Cumulative Enrollment



ⓘ Sig Dis Area(s)

AFAM Emotional Disturbance

SELPA

Sacramento City Unified

SELPA Contact

#N/A

*Draft Report, last updated
January 26, 2024*

[Visit System Improvement Leads Data Center for more information about APR indicator results](#)

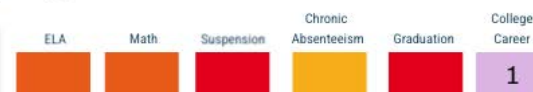
ⓘ Monitoring Level of Support

Intensive Level 3 for Significant Disproportionality

ⓘ 2023 DA Eligibility for SWD

Suspension
Grad
College/Career

ⓘ 2023 CA School Dashboard Level for SWD



● APR Indicators that were MET

1 - Graduation Rate
14C - SWD in Any Post-Secondary Education or Employed
2- Dropout Rate
Child Find
Indicator 8 - Parent Involvement

● APR Indicators that were NOT MET

14A - SWD in Higher Education
14B - SWD in Higher Education or Competitively Employed
3 - Statewide Assessment ELA
3 - Statewide Assessment Math
4a - Discipline Rate Overall
5A - LRE 80% or more
5B - LRE 40% or Less
5C - Separate Setting
6A - Preschool, In Regular Program
6B - Preschool, In Separate Program
6C - Preschool, Home

Email questions about this dashboard to: joel@inform2inspire.com

SPED System of Support Collaborative

Legislative SPED Projects

- ★ [SB 154 \(22-23\)](#)
[Sac COE](#)

Building Capacity Leads

- ★ Los Angeles COE
- ★ [Riverside SELPA](#)
[and El Dorado](#)
[SELPA, El Dorado](#)
[COE \(SIL\)](#)
- ★ Santa Clara COE

SPED Content Leads

- ★ [UDL: Placer COE, Placer SELPA,](#)
[Antelope Valley SELPA, North](#)
[Inland SELPA, Humboldt COE](#)
[\(Open Access\)](#)
- ★ [English Learners: Imperial SELPA](#)

State Agencies

- ★ [CA Collaborative for Educational Excellence](#)
- ★ [CA Dept of Education](#)
- ★ [State Board of Education](#)

SPED EWIG Grant

- ★ [Placer COE \(CCIL\),](#)
[LACOE, Fresno](#)
[County, San](#)
[Joaquin COE,](#)
[Sonoma COE, Geo](#)
[Leads \(VALCO,](#)
[Sac/Placer\)](#)

SPED Content Leads

- ★ **ADR:** Tehama SELPA and
Ventura SELPA, Ventura COE,
Rainbow Family Empowerment
Center, Tehama County
Department of Education,
Rowell Empowerment Center
- ★ [High Quality IEPs: East County](#)
[SELPA and Santa Clara County](#)
[SELPA](#)

CDE SPED Direct Funded

- ★ [Supporting Inclusive Practices \(SIP\)](#)
- ★ [CA Early Childhood Special Education \(Cal](#)
[ECSE\)](#)
- ★ [State Performance Plan TA Project \(SPP-TAP\)](#)
- ★ [Seeds of Partnership](#)



IEP Expert Panel

- Through June 30, 2024
- Provide an update on statewide IEP template to DOF, CDE, SBE and Legislators
- Currently in Focus Group feedback sessions through mid-March.

We are ALL the Statewide System of Support!

Thank you!

Mindy Fattig, Senior Advisor
mfattig@ccee-ca.org





7

REF: V-A

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 5, 2024, REGULAR MEETING

Public Session – 12:00 p.m.

Due to the Emergency Weather Condition Orders this meeting was held via Zoom

LOCATION: SEE BELOW BOARD MEMBER MEETING LOCATIONS

ZOOM Meeting ID: 844 3386 2239

Dr. Anne Hubbard, Superintendent (Chairperson)

HOPE SCHOOL DISTRICT

3970 La Colina Road,
Santa Barbara, CA 93110

Dr. Randal Haggard, Superintendent (Vice Chairperson)

BUELLTON UNION SCHOOL DISTRICT

301 Second Street
Buellton, CA 93427

Dr. Amy Alzina, Superintendent (Clerk)

COLD SPRINGS SCHOOL DISTRICT

2243 Sycamore Canyon Road
Santa Barbara, CA 93108

Ms. Hilda Maldonado, Superintendent

SANTA BARBARA UNIFIED SCHOOL DISTRICT

720 Santa Barbara Street
Santa Barbara, CA 93101

Dr. Holly Edds, Superintendent

ORCUTT UNION SCHOOL DISTRICT

500 Dyer Street
Orcutt, CA 93455

Dr. Emilio Handall, Superintendent

GUADALUPE UNION ELEMENTARY

4465 Ninth Street
Guadalupe, CA 93434

Mr. Antonio Garcia, Superintendent

SANTA MARIA JOINT UNION HIGH SCHOOL DIST.

2560 Skyway Drive
Santa Maria, CA 93455

Ms. Susan Salcido, Superintendent

SANTA BARBARA COUNTY SCHOOLS

4400 Cathedral Oaks Road
Santa Barbara, CA 93160-6307

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at **12:01 p.m.** via Zoom (**Meeting ID: 848 6142 6358**).

B. Roll Call

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

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 5, 2024, REGULAR MEETING

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

Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board, and other SBCSELPA staff:
Lindsay MacDonald, SBCSELPA Office Manager
Jennifer Connolly, SBCSELPA Coordinator
Rachel Wigle, SBCSELPA Chief Business Official
Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO
Beverly Sherman, Coordinator of 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. There were no other guests in attendance at the meeting.

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

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

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

Motion to Approve: Emilio Handal **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.

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

A. **Minutes of December 4, 2023 Regular Meeting**

B. **Minutes of January 17, 2024 Special Meeting**

C. **Ratification of Payment of Claims:** 01-769549 - 01-769575, 01-770757 – 01-770769, 01-771857 – 01-771884, 01-773096 – 01-773110, 01 – 774642 – 01-774664, 01-775769 – 01-775783, 01-776927 – 01-776932.

D. **2023-2024 Nonpublic School (NPS) Individual Service Agreement (ISA)**

1. Individual Service Agreement: Elevations Academy RTC

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 5, 2024 REGULAR MEETING

V. **CONSENT AGENDA** (*consent*)

E. **SBCSELPA Memorandum of Understanding (MOU) for Professional Services provided to Districts for 2023-24 BCBA Hours and Services**

1. MOU for Professional Services: Hope Elementary School District
2. MOU for Professional Services: Manzanita Charter School
3. MOU for Professional Services: Santa Barbara Charter School
4. MOU for Professional Services: Santa Barbara County Education Office

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

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

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. **PRESENTATIONS** – NO PRESENTATION

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

A. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Support Staff for Oakley Pre-School for the 2023-2024 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request for funding of the additional support staff for Oakley Pre-School for the 2023-24 school year as presented.

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.

Kirsten Escobedo, Assistant Superintendent of Special Education, SBCEO, introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

B. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Support Staff at Taylor Pre-School for the 2023-2024 School Year**

1. SBCEO Request

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

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

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

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 5, 2024 REGULAR MEETING

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

Kirsten Escobedo, Assistant Superintendent of Special Education, SBCEO, 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 Additional Support Staff for Cabrillo High School SDC for the 2024-2025
School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request for funding for the continuation of additional support staff for Cabrillo High School SDC for the 2024-25 school year as presented.

Motion to Approve: Randal Haggard **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.

Kirsten Escobedo, Assistant Superintendent of Special Education, SBCEO, 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 Tommie Kunst DHH Program to Continue for the 2024-2025 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request for Tommie Kunst DHH Program to continue for the 2024-25 school year as presented.

Motion to Approve: Antonio Garcia **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.

Kirsten Escobedo, Assistant Superintendent of Special Education, SBCEO, 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 Increase Itinerant DHH Teacher Staffing for the 2024-25 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request for Tommie Kunst DHH Program to continue for the 2024-25 school year as presented.

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

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.

Kirsten Escobedo, Assistant Superintendent of Special Education, SBCEO, introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 5, 2024 REGULAR MEETING

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

F. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Support Staff for the Alice Shaw Preschool for the 2023-24 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves t the SBCEO regional program request for funding of the additional support staff for Alice Shaw Pre-School for the 2023-24 school year as presented.

Motion to Approve: Emilio Handal **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.

Kirsten Escobedo, Assistant Superintendent of Special Education, SBCEO, introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

G. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Support Staff for Ontiveros Elementary School for the 2023-24 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request for funding of the additional support staff for Ontiveros Elementary School for the 2023-24 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.

Kirsten Escobedo, Assistant Superintendent of Special Education, SBCEO, introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

H. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request to Close the Arellanes Junior High School ESN Program for the 2024-24 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request to close the Arellanes Junior High School ESN Program for the 2024-25 school year as presented.

Motion to Approve: Emilio Handal **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.

Kirsten Escobedo, Assistant Superintendent of Special Education, SBCEO, introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 5, 2024 REGULAR MEETING

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

A. First Interim Financial Report and Analysis and Recommendations

Rachel Wigle, SBCSELPA CBO, introduced this item and shared with the Board that the SBCSELPA received a positive certification. The Board was satisfied; there were no questions or comments.

B. Resignation Notification from Rachel Bidinost, SBCSELPA WRAP Youth Support Specialist (YSS)

1. Resignation Letter

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

C. Announcement of New SBCSELPA WRAP Staff Members

1. Gissell Crespo, WRAP Bilingual YSS
2. Lauren Gerken, WRAP Bilingual YSS
3. Michelle White, WRAP Facilitator

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

D. SBCSELPA Procedural Handbook Revisions, Section 7, Low Incidence Disabilities – Vision Procedures

1. “Current” Section 7: Low Incidence Disabilities
2. “New” Vision Impairments Section
3. “New” Table of Contents for Section: Low Incidence Disabilities

Jennifer Connolly, SBCSELPA Coordinator, introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

E. SBCSELPA Professional Development Calendar for February 2024

1. SBCSELPA 22-23 Professional Development Offerings Booklet (Updated January 2024)

Jennifer Connolly, SBCSELPA Coordinator, introduced this item and reviewed the February 2024 Professional Development training that would be offered. The Board was satisfied; there were no questions or comments.

F. 2024 SBCSELPA SELPA-Bratton Announcement and Save the Date

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

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

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

H. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

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

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 5, 2024 REGULAR MEETING

VIII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

Hilda Maldonado brought up the topic of “Transition IEPs.” Specific points she highlighted were as follows: (1) Don’t always have 1-to-1 assigned; (2) MS and AS district are frustrated; and (3) SBUSD bearing the brunt of elementary district decisions. Hilda requested that there possibly be professional development offerings regarding transition meetings. There were no additional requests for future agenda items.

Next Scheduled JPA Board Meeting: **Date:** March 4, 2024
Time: 12:00 p.m.
Location: TBD – 2 locations

The JPA Board discussed and confirmed that they would proceed with 2 physical meeting locations for the March board meetings, 1 in the South County and 1 in the North County. For the South County location, it was confirmed that it would be held at SBCEO and for the North County location it was confirmed that it would be held at the Orcutt Union School District, Technology Center.

IX. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM

There were no public comments.

X. CLOSED SESSION: The JPA Board adjourned to Closed Session at **12:37 p.m.**

A. Confidential Nonpublic School (NPS) Student Updates

B. Evaluation of the SBCSELPA Executive Director, Ray Avila

C. Liability Claims: (Gov. Code § 54954.5(d))

Claimant: Goleta Union School District

Agency Claimed Against: Santa Barbara County SELPA

XI. RECONVENE TO PUBLIC SESSION: Anne Hubbard called the meeting back into Public Session at **12:45 p.m.** The Board took no action.

XII. ADJOURNMENT

The meeting was adjourned at **12:45 p.m.**

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

Checks Dated 01/24/2024 through 02/22/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-777973	01/30/2024	Facio-Leon, Natalie	01-5200		14.00
01-777974	01/30/2024	Aldous Pabon	01-5860		3,000.00
01-777975	01/30/2024	Alexandra Holdom	01-4300		37.91
01-777976	01/30/2024	Catherine Park	01-5860		3,000.00
01-777977	01/30/2024	CPR COMPUTER SERVICES	01-5860		1,140.00
01-777978	01/30/2024	██████████ NPS 2022-23-72	01-5890		315.17
01-777979	01/30/2024	Emma Warren	01-5860		3,000.00
01-777980	01/30/2024	Frontier	01-5910		116.90
01-777981	01/30/2024	Gabrielle Esposito	01-5860		3,000.00
01-777982	01/30/2024	Goleta Union School District	01-7281		59.80
01-777983	01/30/2024	Great America Financial Svcs.	01-5860		188.93
01-777984	01/30/2024	Moss Levy & Hartzheim	01-5810		9,000.00
01-777985	01/30/2024	Patterson Associates	01-5600		6,488.17
01-777986	01/30/2024	Regents of Univ. of CA	01-8699		5,882.94
01-777987	01/30/2024	Santa Barbara Unified District	01-7281		5,550.06
01-778938	02/06/2024	Bucio, Rosy	01-5910		35.00
01-778939	02/06/2024	Facio-Leon, Natalie	01-5910		35.00
01-778940	02/06/2024	Foote, Lisa A	01-5910		35.00
01-778941	02/06/2024	Alexandra Holdom	01-5200		917.06
01-778942	02/06/2024	Alexis Freeborn	01-4300	10.00	
			01-5200	378.87	
			01-5910	35.00	423.87
01-778943	02/06/2024	FAGEN FRIEDMAN & FULFROST LLP	01-5830		261.50
01-778944	02/06/2024	Frontier	01-5910		146.00
01-778945	02/06/2024	Gissell Crespo	01-5200		338.62
01-778946	02/06/2024	Jazmin Estebez	01-5200	921.45	
			01-5910	35.00	956.45
01-778947	02/06/2024	██████████ NPS 2022-23-74	01-5890		535.00
01-778948	02/06/2024	Lauren Gerken	01-5200		191.66
01-778949	02/06/2024	██████████ NPS 2022-23-74	01-5890		902.67
01-778950	02/06/2024	Rachel Bidinost	01-5200	882.52	
			01-5910	35.00	917.52
01-778951	02/06/2024	Santa Barbara Charter School	01-7281		770.00
01-778952	02/06/2024	Tania Nunez De La Torre	01-5200	721.39	
			01-5910	35.00	756.39
01-778953	02/06/2024	Tina Kurrels	01-5910		35.00
01-778954	02/06/2024	West Shield Adolescent Service	01-5890		7,278.43
01-780008	02/13/2024	Avila, Ray S	01-5200		1,173.18
01-780009	02/13/2024	ACSA	01-5300		135.61
01-780010	02/13/2024	Big Green Cleaning Company	01-5860		409.00
01-780011	02/13/2024	Devereux ABH	01-5890	17,598.08	
			01-5892	3,866.48	21,464.56
01-780012	02/13/2024	Dr. Shane Jimerson	01-5860		610.00
01-780013	02/13/2024	Elevations RTC	01-5890	22,420.00	
			01-5892	22,420.00	44,840.00
01-780014	02/13/2024	Frontier	01-5910		183.40

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.

 ERP for California

Page 1 of 2

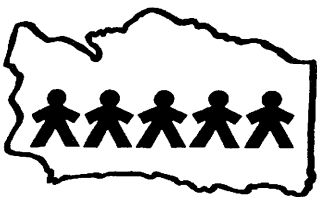
Checks Dated 01/24/2024 through 02/22/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-780015	02/13/2024	Gissell Crespo	01-4300		300.00
01-780016	02/13/2024	Greenacre Home and School	01-5890	14,992.41	
			01-5892	2,153.67	17,146.08
01-780017	02/13/2024	Lauren Gerken	01-5200		10.88
01-780018	02/13/2024	Lava Heights Academy	01-5890	4,774.00	
			01-5891	9,394.00	
			01-5892	1,155.00-	13,013.00
01-780019	02/13/2024	Michelle White	01-4300		62.00
01-780020	02/13/2024	North Valley Schools Inc.	01-5890	6,933.00	
			01-5892	4,470.00	11,403.00
01-780021	02/13/2024	Orcutt Union School District	01-5830		11,024.00
01-780022	02/13/2024	Sage Communications, Inc.	01-5910		391.71
01-780023	02/13/2024	Santa Barbara Charter School	01-5830		1,065.00
01-780024	02/13/2024	Staples Business Credit	01-4310		102.60
01-780025	02/13/2024	Tania Nunez De La Torre	01-4300		37.16
01-780026	02/13/2024	Verizon Wireless	01-5910		213.56
01-781005	02/20/2024	Foote, Lisa A	01-5200		290.11
01-781006	02/20/2024	Wigle, Rachel R	01-4300		43.81
01-781007	02/20/2024	ALD Telecom	01-5910		67.90
01-781008	02/20/2024	Goleta Union School District	01-7281		26,043.76
01-781009	02/20/2024	Great America Financial Svcs.	01-5860		160.65
01-781010	02/20/2024	Michelle White	01-4300		6.80
01-781011	02/20/2024	Rachel Bidinost	01-4300		19.99
01-781012	02/20/2024	Securitas Technology Corp.	01-5860		70.11
01-781013	02/20/2024	SIRAS Systems	01-5850		2,480.00
01-781014	02/20/2024	VISA	01-4300	1,220.61	
			01-5800	486.78	1,707.39
Total Number of Checks			61		209,804.31

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	61	209,804.31
	Total Number of Checks	61	209,804.31
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		209,804.31

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



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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Memorandum of Understanding (MOU) for Professional Services provided to District for 2023-24 BCBA Hours and Services for Santa Ynez Valley Special Education Consortium

BACKGROUND:

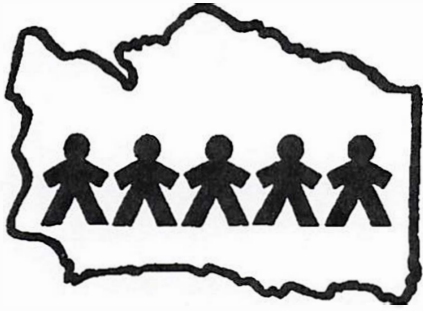
- The attached MOU for Professional Services for the 2023-2024 school year is being presented for JPA Board approval:

1. Santa Ynez Valley Special Education Consortium

FISCAL IMPACT: SBCSELPA shall be the employer of the BCBA for any purpose. SBCSELPA shall invoice LEA according to SBCSELPA's Board-approved rate sheet: BCBA Services, attached to MOU as Exhibit B. LEAs shall request and agree to reimburse a certain number of days of service per year, prior to the school year beginning.

RECOMMENDATION: The JPA Board approves the 2023-2024 MOU for Professional Services – BCBA Hours and Services as presented.

RA:lm



17
☒ **APPROVED**
 12/13/23 *[Signature]*

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

MEMORANDUM OF UNDERSTANDING FOR PROFESSIONAL SERVICES

Santa Barbara County SELPA and Santa Ynez Valley Special Education Consortium

This **Memorandum of Understanding ("MOU")** for professional services is made between the Santa Ynez Valley Special Education Consortium ("LEA") and the Santa Barbara County Special Education Local Plan Area ("SELPA"), a joint powers authority ("SBCSELPA"). The SBCSELPA and LEA may hereinafter be referred to individually as a "Party" or collectively as the "Parties." This MOU is entered into in accordance with Education Code Section 56195(b).

1. Recitals. This MOU is entered with reference to the following background recitals:

A. The SBCSELPA is comprised of 25 local education agencies, operating as a Joint Powers Agency as stated in the current *Joint Exercise Of Powers Agreement of the Santa Barbara County SELPA* ("JPA"). LEA is a member of the SBCSELPA and party to the SBCSELPA JPA.

B. Pursuant to the SBCSELPA's Local Plan, SBCSELPA employs one or more individuals qualified as Board Certified Behavior Analyst(s) ("BCBA"), who are made available to provide regionalized services to students attending programs within member local education agencies in the SBCSELPA. SBCSELPA BCBA(s) may provide various professional services within their scope of practice and expertise in Applied Behavior Analysis ("ABA") ("BCBA Services").

C. The purpose of this MOU is to clarify the terms and conditions between SBCSELPA and LEA, for the cost effective provision of BCBA Services to LEA student(s) by one or more employees of the SBCSELPA, as outlined in the *Scope of Work: BCBA Services*, attached hereto as Exhibit A and incorporated into this Agreement by reference ("*Scope of Work: BCBA*"). Nothing in this MOU shall be construed to supplant, modify or otherwise alter any of the terms, conditions, or obligations of the JPA. If there is any conflict found between this MOU and the JPA, the JPA shall control.

- 2. Responsibilities of SBCSELPA.** As a special education service provider, SBCSELPA shall make available one or more qualified employees of the SBCSELPA who are qualified to provide BCBA Services to LEA as outlined in the *Scope of Work: BCBA* during the term of this MOU.
- 3. LEA of Responsibility.** As the district of residence and/or responsibility for all students served by SBCSELPA pursuant to this MOU, LEA retains financial and legal responsibility for LEA's development and offer of a free appropriate public education ("FAPE") and provision of special education and related services under state and federal law to its students. Parties acknowledge and agree that LEA is and shall remain the LEA of special education responsibility for any and all LEA students served by SBCSELPA BCBA(s) during the term of this MOU, for all purposes, including but not limited to, with regard to any of the matters described in Title 34 of the Code of

Federal Regulations, Part 300.503(a)(1) and (2) (relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child).

4. **General Employer Responsibilities.** When providing BCBA Services to LEA pursuant to this MOU, the SBCSELPA employees shall remain employee(s) of SBCSELPA and shall not be considered an employee(s) of the LEA, for any purpose. The SBCSELPA employee(s) will remain regular employee(s) of SBCSELPA, on SBCSELPA's payroll, subject to SBCSELPA's general personnel administration, and shall remain subject to SBCSELPA's personnel policies, rules and regulations. SBCSELPA employee(s)'s full salary and benefits will continue to be paid by SBCSELPA exclusively. SBCSELPA shall further be responsible for payment of all employee salary and related benefits, pension, insurance, taxes and withholdings required under SBCSELPA's personnel rules, policies and contracts and applicable federal and state law. SBCSELPA shall be responsible for keeping and maintaining the personnel file and payroll and other records of the SBCSELPA employee(s), and for all employment-related state and federal reporting requirements, including but not limited to those related to employee compensation.
5. **Payment.** SBCSELPA shall invoice LEA according to SBCSELPA's Board-approved rate as stated in the Rate Sheet: BCBA Services, attached hereto as Exhibit B and incorporated into this Agreement by reference ("Rate Sheet: BCBA"). LEA shall reimburse SBCSELPA for the actual days of BCBA Services delivered by SBCSELPA to or on behalf of LEA student(s) under this MOU (in minimum increments of quarter days). SBCSELPA shall submit to LEA itemized invoices on a bi-annual basis, and reimbursement is due upon submission of the invoice, but not later than 60 days after the invoice is received.
6. **Term and Governing Law.** The term of this MOU will be July 1, 2023 through June 30, 2024. This MOU shall be governed by the laws of the State of California.
7. **Insurance.** Both Parties shall procure and maintain insurance for workers' compensation, general liability, and property coverage. Parties agree to maintain such coverage for the duration of this MOU and shall provide proof of coverage upon request. SBCSELPA shall maintain workers' compensation insurance for SBCSELPA employees.
8. **Indemnification and Hold Harmless.**
 - (a) To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless SBCSELPA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("SBCSELPA Indemnitees") against any and all claims, lawsuits, actions, administrative or special proceedings, whether judicial or administrative in nature, to include any loss, liability, or expense, including reasonable attorney's fees and costs of defense, arising as a result of SBCSELPA's obligations under this MOU ("Claims").
 - (b) LEA's duty and obligation to defend shall arise immediately upon tender of a request to defend a due process hearing complaint under the Individuals with Disabilities in Education Act, or lawsuit naming the SBCSELPA. The duty to indemnify and defend shall include any and all obligations including liabilities or debts incurred by the SBCSELPA as a result of the LEA's negligence which results in the SBCSELPA incurring any loss including but not limited to as a result of any administrative proceeding or civil action.

(c) LEA's obligation to defend, indemnify, and hold harmless the SBCSELPA per this MOU shall not apply if it is ultimately adjudicated that any Claim was proximately caused by the negligent, intentional or willful act or omission of SBCSELPA, including, without limit, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors). The defense and indemnification obligations of this MOU are to be undertaken in addition to, and shall not in any way be limited by, the insurance obligations contained in this MOU; and, shall survive the termination or completion of this MOU for the full period of time allowed by law.

9. **Termination for Substantial Change in Circumstances.** This MOU may be terminated by either Party upon at least thirty (30) calendar days written notice to the other Party due to a substantial change in circumstances, such as student relocation or change in IEP services, or loss of SBCSELPA staff. In the event of such termination, all work performed by SBCSELPA employee(s) or made available by SBCSELPA pursuant to the terms of this MOU prior to the date of termination, shall be compensated by LEA.

If LEA provides notice of termination due to reduction in need (*i.e.*, lack of work), SBCSELPA shall make every effort to reassign SBCSELPA employee(s) as soon as possible upon receipt of written notice of termination from LEA; however, if reassignment is not possible, LEA understands and agrees to continue to reimburse SBCSELPA for the proportion of BCBA Services/employee costs warranted by this MOU, up to the full 30-day notice period.

10. **Entire Agreement.** This MOU contains the sole and entire agreement and understanding of the Parties with respect to the terms set forth in this MOU. No representations, oral or otherwise, expressed, or implied other than those contained in this MOU are part of the terms or consideration of this MOU.
11. **Amendment.** The terms of this MOU may be modified only by a written addendum signed by the authorized representatives of both Parties.

Santa Barbara County SELPA, a JPA

Santa Ynez Valley Special Education Consortium

Name: Ray Avila

Title: Executive Director, SBCSELPA

Date: _____

JPA Board Approved (date): _____

Name: CLAUDIA ECHAVARRIA

Title: DIRECTOR

Date: 12/1/23

LEA Board Approved (date): _____

EXHIBIT A

Scope of Work: Board Certified Behavior Analyst Services

The roles and responsibilities of the SBCSELPA BCBA(s) shall consist of duties and time allocation described below, and shall include:

BCBA Services	Total Days in July 1, 2023 to June 30, 2024 (Estimated)
Delivery of BCBA Services (program development and supervision) to students identified by District according to the student(s)'s individualized education program ("IEP")	70 days
Collaboration with School and/or Home Behavior Team	
Functional Behavior Assessment	
IEP Team Meeting Attendance and Preparation	
District Staff Training/Professional Development	
Availability for the provision of Technical Assistance as requested	
Other:	

EXHIBIT B**Option 1: BCBA Costs**

	July 1, 2023 to June 30, 2024
Daily Rate	\$746



February 26, 2024

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, 2024.

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, 2024. 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, 2024.

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, 2024.

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: _____

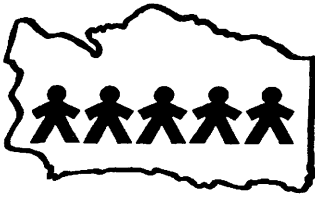
Title: _____

Date: _____

Governance signature: _____

Title: _____

Date: _____



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

Date: March 4, 2024
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: 2023-2024 Nonpublic Agency (NPA) Master Contract Rates

BACKGROUND:

- The attached Exhibit A Rates sheets for the following nonpublic agency (NPA) contractors are attached to the NPA master contract for the 2023-2024 school year and are being presented for JPA Board approval:

1. Exhibit A Rates Sheet: CareStaff Partners
2. Exhibit A Rates Sheet: E-Therapy, LLC

FISCAL IMPACT: Rates for services vary. Total costs for services will be determined by the individual service agreements written throughout the 2023-2024 school year and will be funded using 22-23 ending fund balance mental health dollars designated for SBCSELPA NPS placements.

RECOMMENDATION: The JPA Board approves the 2023-2024 NPA Master Contract rates for contractor services as presented.

RA:lm

EXHIBIT A: 2023-2024 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: CarestaffThe CONTRACTOR CDS NUMBER: 9903326

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

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

1) Daily Basic Education Rate: _____2) Inclusive Education Program

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

3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
Physical Therapist (PT)	<u>\$75-\$90</u>	<u>Hourly</u>
Physical Therapist Assistant (PTA)	<u>\$60-\$68</u>	<u>Hourly</u>
Occupational Therapist (OT)	<u>\$75-\$90</u>	<u>Hourly</u>
Certified Occupational Therapist Assistant (COTA)	<u>\$60-\$68</u>	<u>Hourly</u>
Audiologist (AUD)	<u>\$75-\$82</u>	<u>Hourly</u>
Speech Language Pathologist (SLP)	<u>\$75-\$90</u>	<u>Hourly</u>
Speech Language Pathologist Clinical Fellow (SLP-CF)	<u>\$65-\$75</u>	<u>Hourly</u>
Speech Language Pathologist Assistant (SLPA)	<u>\$60-\$70</u>	<u>Hourly</u>
School Psychologist (LSSP)	<u>\$75-\$90</u>	<u>Hourly</u>
Licensed Professional Counselor (LPC)	<u>\$70-\$80</u>	<u>Hourly</u>
Board Certified Behavioral Analyst (BCBA)	<u>\$75-\$82</u>	<u>Hourly</u>
Board Certified Assistant Behavior Analyst (BCaBA)	<u>\$75-\$85</u>	<u>Hourly</u>
School Social Worker (SW)	<u>\$60-\$70</u>	<u>Hourly</u>
Sign Language Interpreter (SLI)	<u>\$60-\$70</u>	<u>Hourly</u>
Educational Diagnostician (ED)	<u>\$58-\$65</u>	<u>Hourly</u>
Special Education Teacher (SPED-T)	<u>\$65-\$75</u>	<u>Hourly</u>
Visual Impairment Teacher (VIT)	<u>\$65-\$75</u>	<u>Hourly</u>
Orientation and Mobility Specialist (O&M)	<u>\$65-\$75</u>	<u>Hourly</u>

Teacher of the Deaf/Hard of Hearing (DHoH)	<u>\$65-\$75</u>	<u>Hourly</u>
Adapted Physical Education Teacher	<u>\$65-\$75</u>	<u>Hourly</u>
Paraprofessional/Paraeducator	<u>\$40-\$50</u>	<u>Hourly</u>
Assistive Technology Specialist	<u>\$50-\$60</u>	<u>Hourly</u>
Registered Nurse (RN)	<u>\$70-\$80</u>	<u>Hourly</u>
Licensed Practical Nurse (LPN)	<u>\$60-\$68</u>	<u>Hourly</u>

EXHIBIT A: 2023-2024 RATES**REF: V-E.2****4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: E-Therapy, LLCThe CONTRACTOR CDS NUMBER: 9900306

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

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

- 1) Daily Basic Education Rate: _____
- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

3) Related ServicesDIRECT THERAPY SERVICES

	<u>RATE</u>	<u>PERIOD</u>
Speech Language Therapy	<u>\$91.00</u>	<u>Hourly</u>
(Daily Rate)	<u>\$682.50</u>	<u>Hourly</u>
Physical Therapy	<u>\$91.00</u>	<u>Hourly</u>
Occupational Therapy	<u>\$91.00</u>	<u>Hourly</u>
School Counseling	<u>\$91.00</u>	<u>Hourly</u>
School Psychology	<u>\$91.00</u>	<u>Hourly</u>
(Daily Rate)	<u>\$682.50</u>	<u>Hourly</u>
Bilingual Therapy	<u>\$99.00</u>	<u>Hourly</u>
(Daily Rate)	<u>\$742.50</u>	<u>Hourly</u>
Equipment Fees	<u>\$25.00</u>	<u>Per Set</u>
Standard Therapy Evaluation	<u>\$350.00</u>	<u>Per Evaluation</u>
Bilingual Therapy Evaluation	<u>\$400.00</u>	<u>Per Evaluation</u>
Standard Psychoeducational Evaluation	<u>\$1,500.00</u>	<u>Per Evaluation</u>
Bilingual Psychoeducational Evaluation	<u>\$1,800.00</u>	<u>Per Evaluation</u>
Progress Reports	<u>\$25.00</u>	<u>Per Report</u>

INDIRECT THERAPY TIME

	<u>RATE</u>	<u>PERIOD</u>
Indirect Therapy	<u>\$91.00</u>	<u>Hourly</u>



Presentation to JPA Board

First Interim Report for Fiscal Year 2023-24

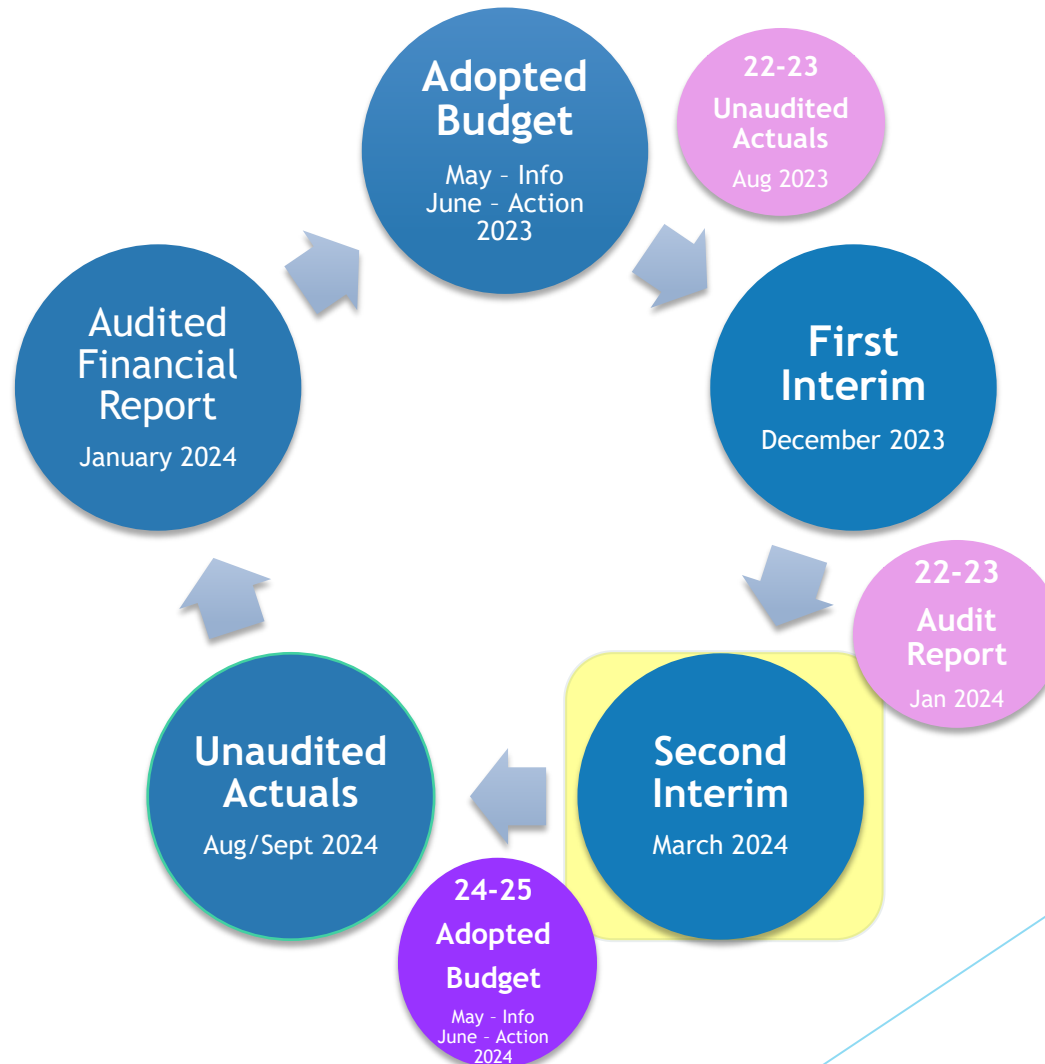
March 4, 2024

Presented by Rachel Wigle
SBCSELPA Chief Business Official



Schedule of SELPA Budgets Reviews FY 23-24

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



Second Interim – What is it?



Second **required** Mid Year Budget Revision

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**. 😊



23-24 Second Interim

What is in it?	What has changed since First Interim?
1) Beginning Balances	No Changes - no 22-23 audit adjustments
2) Revenues	<ul style="list-style-type: none"> • +\$1.08M Federal Grant Awards • -\$263k State Prior Year Corrections • +\$25,729 State P-1 Increase • +\$50,000 Local Interest • Updated Multi-Year Projection based for new COLA estimates & Proposed ongoing funding changes; 1x grant carryover removed
3) Expenditures	<p>Adjustments to 7000s for Revenue changes. No other significant budget changes. No salary increases negotiated for 23-24 yet.</p>
4) Ending Balance	Increased due to increased revenue with no additional expenses



FY 23-24 Second Interim Compared to First Interim

			23-24	23-24	Change from Prior	Explanations and Notes
			First Interim	Second Interim		
Beginning Balance			3,733,732	3,733,732		
Revenue:						
Fund 01	Federal Revenue	8100-8299	29,955	29,840	(115)	Adjusted for Grant Award Notification \$ (236,288) 22-23 P-Annual Prior Year Corrections \$ 25,729 23-24 P-1 Increased AB602 \$50,000 Interest Received; \$6,100 MAA
	State Revenue	8300-8599	5,376,257	5,165,698	(210,559)	
	Local Revenue	8600-8799	520,802	576,902	56,100	
	s/total Revenue Fund 01		5,927,014	5,772,440	(154,574)	
Fund 10	Federal Revenue	8100-8299	19,555,523	20,643,398	1,087,875	Increase for Federal IDEA Grant
	State Revenue	8300-8599	34,846,715	34,846,715	-	
	Local Revenue	8600-8799	-	-	-	
	s/total Revenue Fund 10		54,402,238	55,490,113	1,087,875	
					-	
Expenditures:						
Fund 01	Certificated	1000-1999	377,329	377,329	-	
	Classified	2000-2999	761,431	761,431	-	
	Benefits	3000-3999	399,047	399,047	-	
	Books & Supplies	4000-4999	199,908	199,908	-	
	Services & Other	5000-5999	3,422,677	3,421,662	(1,015)	Changes in PD and ADR Grant
	Capital outlay	6000-6999	-	-	-	
	Other Outgo	7000-7399	3,084,628	2,848,340	(236,288)	Change for Prior Year Adjustment
	s/total Expenditures Fund 01		8,245,020	8,007,717	(237,303)	
Fund 10	Transfer for Fed & State Expenditures		54,402,238	55,490,113	1,087,875	Increase for Federal IDEA Grant
					-	
Ending Balance June 30			1,415,727	1,498,455	82,728	
Reserves (see next slide):			1,141,390	1,285,890	144,500	
Fair Market Value Cash in Treasury			140,000	140,000	-	Accounting Procedure - Offsets Revenue
s/total Designated			1,281,390	1,425,890	144,500	
Undesignated			134,337	72,565	(61,772)	

Budget Reserves



▶ 5% minimum Economic Contingency	\$260,000
▶ SELPA Designated Legal Reserve	\$300,000
▶ MTU Site Improvement Fund	\$250,000
▶ NPS Reserve	\$260,000
▶ Regional Deferred Maintenance	\$ 38,000
▶ SELPA Reserve	\$ 80,000
▶ MAA & SIPE Reserves	\$ 76,345
▶ Professional Development Carryover	\$ 16,976
▶ SB-PIC Carryover	\$ 4,569

TOTAL RESERVES:	\$1,285,890
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Multi-Year Projection (MYP)

Ongoing Funding Proposal to replace current year use of \$1.7M 22/23 Ending Fund Balance

Representation	District	Name	Role
South Unified	SBUSD	Kim Hernandez	Fiscal
	SBUSD	John Schettler	Admin
South Elem	Goleta	Conrad Tedeschi	Fiscal
Direct Services Valley	SBCEO	Kirsten Escobedo	Admin
	SYVSEC	Claudia Echevarria	Admin
North Medium Elem	Orcutt	Mary Andrade	Fiscal
North Large Elem	SMBSD	Brian King	Fiscal
North Sr High	SMJUHSD	Michelle Coffin	Fiscal
Charter	SB Charter	Stacy Tolkin	Admin
SELPA	SELPA	Ray Avila	Admin
	SELPA	Rachel Wigle	Fiscal

Met:

Sept 19, 2023

Nov 14, 2023

Jan 18, 2024

- Reviewed Funding Model Tab-by-Tab to assess resources
- Consensus that the proposal is the best option with the least impact to LEAs.

Feb 9, 2024 - shared with SEAMBO with consensus

Next Steps:

Feb 27, 2024 - Committee will review Local Plan Language changes for proposal

Bring Changes to:

- SEAM in March; SEAMBO in April
- JPA in May & June



Multi-Year Projection (MYP)

Ongoing Funding Proposal to replace current year use of \$1.7M 22/23 Ending Fund Balance

	23/24	24/25
Budget	4.78 Million (M)	
Existing Funding Sources	\$3.08M	
22/23 Ending Fund Balance	\$1.7M	
Out of Home Care Shared (Foster and Reallocated Savings)		~\$870,000
Federal IDEA K-12		~\$830,000

Suggestion based on:

- 1) Ongoing Solution
- 2) Uses “selva-wide Shared” funding sources
- 3) Uses funding not currently in Budgeted in current or MYP or in Funding Model



Multi-Year Projection (MYP)

Out-Of-Home: Care Foster and Allocated Savings to SELPA Only:

Source/Distribution	Approx. Total Total
Foster Youth/ Reallocated Savings	
subtotal currently distributed by ADA	\$ 870,000
<i>Recommended: Change to fund SELPA Budget for NPS Pool in 24-25</i>	
Congregate Care to Specific LEAS:	
Short Term Residential Treatment Programs	
Group Homes	
Community Care Intermediate Care, Skilled Nursing,	
subtotal to specific LEAs (includes Group Homes)	\$ 370,000
<i>No changes proposed for this amount</i>	
Grand Total	\$ 1,240,000

- Not in Funding Model
- Received at year end as “extra”.
- Not in LEA Multi-Year Projections.

These portions continue to be allocated to LEAs with students in Congregate Care settings including Group Homes.

Federal IDEA Funds Part B Local Assistance (PL-142) K-12:

- 23-24 Increase of \$1,087,875 in Federal Funding - not yet budgeted by LEAs
 - All will go to LEAs this year.
 - LEAs informed of amounts to plan for in 24-25, such that ~\$830,000 utilized by SELPA



Multi-Year Projection (MYP)

Revenue:

- ▶ Federal funding flat; Adjustment for Funding Proposal
- ▶ State Funding
 - ▶ AB602 COLAs projected based on .76% for 24-25 & 2.73% for 25-26
 - ▶ Fluctuation in funding for CPI Training (every 2 years) (decrease in 24-25, increase in 25-26)
 - ▶ Prior Year Carryover Grant Revenue excluded from 24-25

Expenses:

- ▶ Salary step & column Increases; No negotiated salary increases
- ▶ Benefit costs: 10% increase up to employee CAP
- ▶ Materials and Services: Increased cost of supplies & applicable services according to Consumer Price Index
- ▶ Transfers: 1x Transfers Removed. Adjustment for 24-25 Funding proposal



FY 23-24 Second Interim with Multi-Year Projection

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				FY 21-22				FY 22-23				FY 23-24			
				Adopted Budget	First Interim	Second Interim	Unaudited Actuals	Adopted Budget "B"	First Interim	Second Interim	Unaudited Actuals	Adopted Budget	First Interim	Second Interim	Multi-Year Projection 24-25 25-26
Beginning Balance				2,747,052	4,353,741	4,353,741	4,353,741	3,409,294	4,091,908	4,487,245	4,487,245	2,759,402	3,733,732	3,733,732	1,498,455 1,879,849
Revenue:															
Fund 01	Federal Revenue	8100-8299		862,683	877,284	877,284	863,656	33,360	802,401	802,401	786,929	29,955	29,955	29,840	860,014 910,014
	State Revenue	8300-8599		2,063,763	5,865,417	5,985,406	5,300,003	5,105,994	5,708,185	5,949,744	6,850,537	5,383,074	5,376,257	5,165,698	5,343,081 5,408,991
	Local Revenue	8600-8799		3,948,143	527,466	632,101	641,599	528,745	420,253	572,072	641,603	351,740	520,802	576,902	415,074 415,074
	s/total Revenue Fund 01			6,874,589	7,270,167	7,494,791	6,805,258	5,668,099	6,930,839	7,324,217	8,279,069	5,764,769	5,927,014	5,772,440	6,618,169 6,734,079
Fund 10	Federal Revenue	8100-8299		13,054,980	19,770,017	23,085,085	21,725,587	13,670,137	17,808,674	17,808,674	13,151,725	13,913,183	19,555,523	20,643,398	14,170,883 14,170,883
	State Revenue	8300-8599		28,458,328	37,636,139	38,698,860	35,704,299	36,498,101	39,583,047	39,583,047	38,994,512	35,863,321	34,846,715	34,846,715	34,795,219 34,795,219
	Local Revenue	8600-8799					1,910				(1,822)				
	s/total Revenue Fund 10			41,513,308	57,406,156	61,783,945	57,429,886	50,168,238	57,391,721	57,391,721	52,144,415	49,776,504	54,402,238	55,490,113	55,490,113 55,490,113
Expenditures:															
Fund 01	Certificated	1000-1999		344,058	354,352	354,352	354,353	357,889	357,889	377,328	377,328	377,329	377,329	377,329	377,329 377,329
	Classified	2000-2999		737,539	806,599	776,663	781,346	764,928	822,035	866,278	866,513	761,431	761,431	761,431	761,156 761,853
	Benefits	3000-3999		372,194	375,012	394,133	398,018	389,470	428,080	433,312	394,378	413,617	399,047	399,047	406,495 410,072
	Books & Supplies	4000-4999		190,353	228,771	228,771	39,351	198,710	198,710	208,246	48,105	198,910	199,908	199,908	200,748 201,438
	Services & Other	5000-5999		3,403,360	4,167,122	4,259,460	1,798,215	2,122,483	4,103,763	3,998,246	2,299,653	3,357,491	3,422,677	3,421,662	3,409,997 3,487,990
	Capital outlay	6000-6999		5,390	18,760	18,760	-	-	-	-	-	-	-	-	- -
	Other Outgo	7000-7399		1,682,903	4,625,295	4,849,152	3,695,809	1,774,674	4,299,075	4,415,503	5,046,603	2,191,164	3,084,628	2,848,340	1,075,049 1,075,049
	s/total Expenditures Fund 01			6,735,797	10,575,911	10,881,291	7,067,091	5,608,154	10,209,552	10,298,913	9,032,580	7,299,942	8,245,020	8,007,717	6,236,774 6,313,732
Fund 10	Transfer for Fed & State Expenditures			41,513,308	57,406,156	61,783,945	57,431,796	50,168,238	57,391,721	57,391,721	52,144,415	49,776,504	54,402,238	55,490,113	55,490,113 55,490,113
Ending Balance June 30				2,885,844	1,047,997	967,241	4,091,908	3,469,239	813,195	1,512,549	3,733,732	1,224,230	1,415,727	1,498,455	1,879,849 2,300,197
Designated from Fund Balance:															
	5% Set aside for Economic Contingencies			105,648	150,000	150,000	150,000	150,000	155,000	300,000	260,000	150,000	260,000	260,000	260,000 260,000
	SELPA Designated Legal Reserve			325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	300,000	300,000	300,000 300,000
	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
	Regional Deferred Maintenance reserve			50,000	50,000	50,000	75,000	50,000	-	38,000	38,000	50,000	38,000	38,000	50,000 50,000
	MAA Reserve							20,882	31,619	41,719	44,500	45,883	35,000	41,100	31,600 22,100
	SIPE Rebate			37,246	35,246	35,246	35,246	35,246	35,246	35,246	35,246	35,246	35,245	35,245	35,245 35,245
	SELPA Reserve				100,000	100,000						150,000		80,000	160,000 240,000
	Fair Market Value EFB Set-Aside												140,000	140,000	
	NPS Reserve												200,000	260,000	520,000 780,000
	MH EFB Reserve				100,000	100,000									
Ending Fund Balance for Adopted Budget															
							21-22 EFB Board Approved increases 22-23 First Interim:				22-23 EFB Board Approved increases 22-23 First Interim:				
Low Incidence Carryover							227,372				600,770				
Deferred Maintenance											12,000				
MAA/SIPE Carryover							41,119								
SELPA-Wide Staff Development Carryover							31,449				31,000	19,449			
CPI carryover				23,219	-		3,677				13,350		18,576	16,976	16,976
Non-MH EFB to districts							723,666								
MH EFB carryover to districts							1,652,020								
LEA Legal fees carryover							99,672				99,673				
LEA Legal fees							300,000				200,000				
SB-PIC												4,569	4,569		
total designated				791,113	1,010,246	1,010,246	4,091,908	831,128	796,865	951,965	1,909,539	1,025,578	1,281,390	1,425,890	1,623,821 1,937,345
Unassigned				2,094,731	37,751	(43,005)	0	2,638,111	16,330	560,584	1,824,193	198,652	134,337	72,565	256,028 362,852

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

Non-Public School (NPS) Placements

2023-24 Mental Health NPS Placement Budget	\$	1,650,000
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$	1,457,684
Mental Health NPS Balance Available (Estimated)	\$	192,316

2023-24 Non Mental Health NPS Placement Budget	\$	360,000
Estimated Non Mental Health Placement Costs (SELPA)	\$	94,655
Non Mental Health NPS Balance Available (Estimated)	\$	265,345

There have been an increased number of NPS referrals and placements. Due to shift in Mental Health (MH) Funding, the MH NPS Budget was reduced by \$260,000. The NPS Ending Fund Balance Reserve is to replace to make up the difference of the reduced budget in the event the current budget is exhausted.

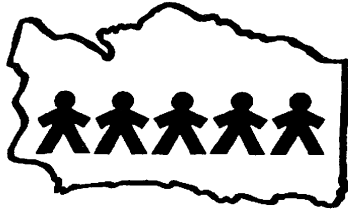




QUESTIONS? COMMENTS?

Thank you!





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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Certification of First Period Interim Report for the Fiscal Year 2023-2024

BACKGROUND:

The proposed first interim budget for 2023-2024 includes the following information:

➤ **Revenue Accounts**

- **8100-8299** – Federal Preschool Staff Development, Preschool Regionalized Services, Alternate Dispute Resolution
 - Fund 10 \$1,087,875 increase for actual IDEA Grant Award
- **8300-8599** – AB 602 Funding including 8.22% COLA for 23-24, 0.76% in 24-25, 2.73% in 25-26 & STRS On-Behalf
 - Fund 01 decrease for prior year corrections, which will be offset by a reduction in transfers out to LEAs for Out-of-Home Care
- **8600-8799** - Interest and District payments for services provided
 - Increase in Interest

➤ **Expenditure Accounts**

- No COLA was applied to Certificated and/or Classified salaries in 23-24, 23-24 and 24-25 for the multi-year projections. Step and Column increases were applied where appropriate.
- 10% was applied to health and welfare benefits for the multi-year projections based on prior history of increases.
- Consumer Price Index (CPI) was applied to the two subsequent years for applicable supplies
- Current Year: \$1,015 added to PD budget from existing carryover. Transfers to LEAs reduced to offset Prior Year Correction

➤ **Fund Balance**

- The Ending Fund Balance for 2023-2024 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 7000 transfers as these funds do not have a requirement for economic uncertainties.
- Ending Fund Balance Components:

▪ 5% Economic Uncertainties*:	\$ 260,000
▪ SELPA Legal Reserve (reduced for current year expenses):	\$ 300,000
▪ MTU Site improvement:	\$ 250,000
▪ Deferred Maintenance Reserve	\$ 38,000
▪ SIPE & MAA Reserve	\$ 76,345
▪ SELPA Reserve	\$ 80,000
▪ Fair Market Value Reserve	\$ 140,000
▪ Non-Public School Reserve	\$ 260,000

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

6a) Revenues & Expenditures for multi-year projections –

- Shift between State and Federal funds for Multi-year projections (MYPs) due to reduction in out-of-home care apportionment in 23-24 P-1.
- Local revenue increased in 23-24 due to interest, and in MYPs due to an increase in the SB-PIC program.
- Expenditures increased \$40,000 in associated with SB-PIC program increase, and decrease due to reclassifying \$300,000 increase in Non-Public School Budget as a Ending Fund Balance Reserve

- 8) Deficit Spending – Recognition of prior year carryover items (as referenced above) for expenditures causes the SELPA to appear to be deficit spending. These items were all identified in the Unaudited Actuals report as part of the ending fund balance to be budgeted at First Interim for expenditure.

RECOMMENDATION: The JPA Board certify the Second Period Interim Report for the Fiscal Year 2023-24 as presented.

RA:rw

Santa Barbara County SELPA
FY 23-24 First Interim Compared to FY 23-24 Second Interim Budget

				23-24	23-24	Change	Explanations and Notes
				First Interim	Second Interim	from Prior	
Beginning Balance				3,733,732	3,733,732		
Revenue:						-	
Fund 01	Federal Revenue	8100-8299		29,955	29,840	(115)	Adjusted for Grant Award Notification
							\$ (236,288) 22-23 P-Annual Prior Year Corrections
	State Revenue	8300-8599		5,376,257	5,165,698	(210,559)	\$ 25,729 23-24 P-1 Increased AB602
	Local Revenue	8600-8799		520,802	576,902	56,100	\$50,000 Interest Received; \$6,100 MAA
	s/total Revenue Fund 01			5,927,014	5,772,440	(154,574)	
Fund 10	Federal Revenue	8100-8299		19,555,523	20,643,398	1,087,875	Increase for Federal IDEA Grant
	State Revenue	8300-8599		34,846,715	34,846,715	-	
	Local Revenue	8600-8799		-	-	-	
	s/total Revenue Fund 10			54,402,238	55,490,113	1,087,875	
Expenditures:						-	
Fund 01	Certificated	1000-1999		377,329	377,329	-	
	Classified	2000-2999		761,431	761,431	-	
	Benefits	3000-3999		399,047	399,047	-	
	Books & Supplies	4000-4999		199,908	199,908	-	
	Services & Other	5000-5999		3,422,677	3,421,662	(1,015)	Changes in PD and ADR Grant
	Capital outlay	6000-6999		-	-	-	
	Other Outgo	7000-7399		3,084,628	2,848,340	(236,288)	Change for Prior Year Adjustment
	s/total Expenditures Fund 01			8,245,020	8,007,717	(237,303)	
Fund 10	Transfer for Fed & State Expenditures			54,402,238	55,490,113	1,087,875	Increase for Federal IDEA Grant
Ending Balance June 30				1,415,727	1,498,455	82,728	
Reserves:							
	5% for Economic Contingencies			260,000	260,000	-	
	SELPA Designated Legal Reserve			300,000	300,000	-	
	MTU Site Improvement Fund Reserve			250,000	250,000	-	
	Regional Deferred Maintenance reserve			38,000	38,000	-	
	MAA Reserve			35,000	41,100	6,100	
	SIPE Rebate			35,245	35,245	-	
	SELPA Reserve				80,000	80,000	
	Fair Market Value Reserve			140,000	140,000	-	Offsets Revenue Increase
	NPS Reserve			200,000	260,000	60,000	Restore part of NPS Pool (Originally reduced by \$300,000)
	Professional Development Carryover			18,576	16,976	(1,600)	
SB-PIC				4,569	4,569		
	s/total Designated			1,281,390	1,425,890	144,500	
	Unassigned			134,337	72,565	(61,772)	

Santa Barbara County SELPA

2023-24 Second Interim Budget With Multi-Year Projection

			FY 21-22				FY 22-23				FY 23-24				
			Adopted	First	Second	Unaudited	Adopted	First	Second	Unaudited	Adopted	First	Second	Multi-Year Projection	
			Budget	Interim	Interim	Actuals	Budget "B"	Interim	Interim	Actuals	Budget	Interim	Interim	24-25	25-26
Beginning Balance			2,747,052	4,353,741	4,353,741	4,353,741	3,409,294	4,091,908	4,487,245	4,487,245	2,759,402	3,733,732	3,733,732	1,498,455	1,879,849
Revenue:															
Fund 01	Federal Revenue	8100-8299	862,683	877,284	877,284	863,656	33,360	802,401	802,401	786,929	29,955	29,955	29,840	860,014	910,014
	State Revenue	8300-8599	2,063,763	5,865,417	5,985,406	5,300,003	5,105,994	5,708,185	5,949,744	6,850,537	5,383,074	5,376,257	5,165,698	5,343,081	5,408,991
	Local Revenue	8600-8799	3,948,143	527,466	632,101	641,599	528,745	420,253	572,072	641,603	351,740	520,802	576,902	415,074	415,074
	s/total Revenue Fund 01		6,874,589	7,270,167	7,494,791	6,805,258	5,668,099	6,930,839	7,324,217	8,279,069	5,764,769	5,927,014	5,772,440	6,618,169	6,734,079
Fund 10	Federal Revenue	8100-8299	13,054,980	19,770,017	23,085,085	21,725,587	13,670,137	17,808,674	17,808,674	13,151,725	13,913,183	19,555,523	20,643,398	14,170,883	14,170,883
	State Revenue	8300-8599	28,458,328	37,636,139	38,698,860	35,704,299	36,498,101	39,583,047	39,583,047	38,994,512	35,863,321	34,846,715	34,846,715	34,795,219	34,795,219
	Local Revenue	8600-8799				1,910				(1,822)					
	s/total Revenue Fund 10		41,513,308	57,406,156	61,783,945	57,429,886	50,168,238	57,391,721	57,391,721	52,144,415	49,776,504	54,402,238	55,490,113	55,490,113	55,490,113
Expenditures:															
Fund 01	Certificated	1000-1999	344,058	354,352	354,352	354,353	357,889	357,889	377,328	377,328	377,329	377,329	377,329	377,329	377,329
	Classified	2000-2999	737,539	806,599	776,663	781,346	764,928	822,035	866,278	866,513	761,431	761,431	761,431	767,156	761,853
	Benefits	3000-3999	372,194	375,012	394,133	398,018	389,470	428,080	433,312	394,378	413,617	399,047	399,047	406,495	410,072
	Books & Supplies	4000-4999	190,353	228,771	228,771	39,351	198,710	198,710	208,246	48,105	198,910	199,908	199,908	200,748	201,438
	Services & Other	5000-5999	3,403,360	4,167,122	4,259,460	1,798,215	2,122,483	4,103,763	3,998,246	2,299,653	3,357,491	3,422,677	3,421,662	3,409,997	3,487,990
	Capital outlay	6000-6999	5,390	18,760	18,760	-	-	-	-	-	-	-	-	-	-
	Other Outgo	7000-7399	1,682,903	4,625,295	4,849,152	3,695,809	1,774,674	4,299,075	4,415,503	5,046,603	2,191,164	3,084,628	2,848,340	1,075,049	1,075,049
	s/total Expenditures Fund 01		6,735,797	10,575,911	10,881,291	7,067,091	5,608,154	10,209,552	10,298,913	9,032,580	7,299,942	8,245,020	8,007,717	6,236,774	6,313,732
Fund 10	Transfer for Fed & State Expenditures		41,513,308	57,406,156	61,783,945	57,431,796	50,168,238	57,391,721	57,391,721	52,144,415	49,776,504	54,402,238	55,490,113	55,490,113	55,490,113
Ending Balance June 30			2,885,844	1,047,997	967,241	4,091,908	3,469,239	813,195	1,512,549	3,733,732	1,224,230	1,415,727	1,498,455	1,879,849	2,300,197
Designated from Fund Balance:															
	5% Set aside for Economic Contingencies		105,648	150,000	150,000	150,000	150,000	155,000	300,000	260,000	150,000	260,000	260,000	260,000	260,000
	SELPA Designated Legal Reserve		325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	325,000	300,000	300,000	300,000	300,000
	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
	Regional Deferred Maintenance reserve		50,000	50,000	50,000	75,000	50,000	-	38,000	38,000	50,000	38,000	38,000	50,000	50,000
	MAA Reserve						20,882	31,619	41,719	44,500	45,883	35,000	41,100	31,600	22,100
	SIPE Rebate		37,246	35,246	35,246	35,246	35,246	35,246	35,246	35,246	35,245	35,245	35,245	35,245	35,245
	SELPA Reserve			100,000	100,000						150,000		80,000	160,000	240,000
	Fair Market Value EFB Set-Aside											140,000	140,000		
	NPS Reserve											200,000	260,000	520,000	780,000
	MH EFB Reserve			100,000	100,000										
	Ending Fund Balance for Adopted Budget														
							21-22 EFB Board Approved increases 22-23 First Interim:			22-23 EFB Board Approved increases 22-23 First Interim:					
	Low Incidence Carryover					227,372				600,770					
	Deferred Maintenance									12,000					
	MAA/SIPE Carryover					41,119									
	SELPA-Wide Staff Development Carryover					31,449				31,000	19,449				
	CPI carryover		23,219	-		3,677				13,350		18,576	16,976	16,976	
	Non-MH EFB to districts					723,666									
	MH EFB carryover to districts					1,652,020									
	LEA Legal fees carryover					99,672				99,673					
	LEA Legal fees					300,000				200,000					
	SB-PIC											4,569	4,569		
	total designated		791,113	1,010,246	1,010,246	4,091,908	831,128	796,865	951,965	1,909,539	1,025,578	1,281,390	1,425,890	1,623,821	1,937,345
	Unassigned		2,094,731	37,751	(43,005)	0	2,638,111	16,330	560,584	1,824,193	198,652	134,337	72,565	256,028	362,852

**Multi-Year Projections Assumptions
2023-24 Second Interim Budget**

				Change from prior year	
				\$	\$
				24-25	25-26
REVENUE					
Fund 01					
8100-8299	Federal Funding for Mental Health			830,174	\$ 50,000
	(Allocation change to use some IDEA 3310 @ SELPA, replacing 22-23 Ending Fund Balance)				
8300-8599	AB602 Funding		State COLA	0.76%	2.73%
	AB602 Off-the-Top SE AB602 Off-the-Top SELPA COLA			11,303	40,910
	Remove 22-23 Prior Year Correction made in 23-24			236,288	0
	Change in Mental Health Expenses/Funding			(45,208)	0
	AB602 change every two years to pay for CPI with off the top AB602 funds			(25,000)	25,000
	s/total State Revenue			177,383	65,910
8699	Reduce for FMV Adjustment			(139,228)	0
	Reduction for Additional 23-24 Interest			(50,000)	
	Reduce for Contract to SLO			(6,500)	0
	MAA Revenue			(6,100)	
	Increase for SB-PIC Program			40,000	0
	s/total Local Revenue			(161,828)	0
	Fund 01 Total			845,729	115,910
EXPENSES					
Fund 01					
1xxx's	no increases projected	1.021059696		0	0
		1.023149359			
2xxx's	Step and Column increases ONLY; No raises			5,725	-5,303
3xxx's	+10% to H&W both years, statutory benefits for increase to step-column			7,448	3,577
4xxx's	Increase for cost of supplies California Consumer Price Index (CA CPI)				
	for 24-25 2.80% for 25-26 2.30%			840	690
5xxx's	Added CA CPI increase in applicable expenses for both years			11,835	9,994
	Prof Dev CPI Expenses change every other year			(25,000)	25,000
	Prof Dev EFB Expenses			(27,000)	0
	Contracts - SSC Compensation Study			7,000	(7,000)
	Deferred Maintenance			(12,000)	
	WRAP Staff Step & Column - no vacancies			0	50,000
	MTU Shed			(6,500)	0
	Increase for SB-PIC Program			40,000	
	s/total 5xxx			(11,665)	77,994
6xxx's	Capital			0	0
7xxx's	Remove Transfer to LEA for Out-of-Home Care, Utilize for NPS Placement			(872,798)	-
	Remove 1x Legal EFB Transfer			(299,793)	-
	Remove 1x Low Incidence Carryover EFB Transfer			(600,700)	-
	s/total			(1,773,291)	0
	Fund 01 Total			(1,770,943)	76,958

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 04, 2024

Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

 X POSITIVE CERTIFICATION

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

 QUALIFIED CERTIFICATION

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

 NEGATIVE CERTIFICATION

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

Contact person for additional information on the interim report:

Name: Rachel Wigle

Telephone: (805) 979-2135

Title: Chief Business Official

E-mail: rwigle@sbcselfpa.org

Criteria and Standards Review Summary

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

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

Second Interim
JPA CERTIFICATION OF INTERIM REPORT
For the Fiscal Year 2023-24

S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have transfers to or from the general fund to cover operating deficits changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the JPA have long-term (multi-year) commitments or debt agreements?	X	
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2022-23) 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	
		• Management/supervisor/confidential? (Section S8C, 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	29,955.00	29,955.00	1,998.15	29,840.00	(115.00)	-0.4%
3) Other State Revenue		8300-8599	5,383,074.00	5,376,257.00	3,027,274.00	5,165,698.00	(210,559.00)	-3.9%
4) Other Local Revenue		8600-8799	351,740.00	520,802.00	202,809.89	576,902.00	56,100.00	10.8%
5) TOTAL, REVENUES			5,764,769.00	5,927,014.00	3,232,082.04	5,772,440.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	377,328.84	377,328.84	220,108.49	377,328.84	0.00	0.0%
2) Classified Salaries		2000-2999	761,430.90	761,430.90	444,168.02	761,430.90	0.00	0.0%
3) Employee Benefits		3000-3999	413,614.44	399,046.00	229,958.15	399,047.08	(1.08)	0.0%
4) Books and Supplies		4000-4999	198,908.00	199,908.00	21,526.64	199,908.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,357,491.00	3,422,677.00	1,471,708.70	3,421,662.00	1,015.00	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	2,191,167.00	3,084,628.00	129,230.04	2,848,340.00	236,288.00	7.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,299,940.18	8,245,018.74	2,516,700.04	8,007,716.82		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,535,171.18)	(2,318,004.74)	715,382.00	(2,235,276.82)		
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)			(1,535,171.18)	(2,318,004.74)	715,382.00	(2,235,276.82)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,733,731.93	3,733,731.93		3,733,731.93	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)			3,733,731.93	3,733,731.93		3,733,731.93		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,733,731.93	3,733,731.93		3,733,731.93		
2) Ending Balance, June 30 (E + F1e)			2,198,560.75	1,415,727.19		1,498,455.11		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,852,159.54	971,470.98		998,098.90		

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	346,401.21	444,256.21		500,356.21		
FEDERAL REVENUE								
Special Education Discretionary Grants		8182	29,955.00	29,955.00	1,998.15	29,840.00	(115.00)	-0.4%
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			29,955.00	29,955.00	1,998.15	29,840.00	(115.00)	-0.4%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	5,340,501.00	5,340,566.00	3,027,274.00	5,366,295.00	25,729.00	0.5%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	(236,288.00)	(236,288.00)	New
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	42,573.00	35,691.00	0.00	35,691.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			5,383,074.00	5,376,257.00	3,027,274.00	5,165,698.00	(210,559.00)	-3.9%
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	25,000.00	25,000.00	50,663.52	75,000.00	50,000.00	200.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	139,228.00	139,228.00	139,228.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								

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	326,740.00	356,574.00	12,918.37	362,674.00	6,100.00	1.7%
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			351,740.00	520,802.00	202,809.89	576,902.00	56,100.00	10.8%
TOTAL, REVENUES			5,764,769.00	5,927,014.00	3,232,082.04	5,772,440.00		
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	312,596.04	312,596.04	182,347.69	312,596.04	0.00	0.0%
Other Certificated Salaries		1900	64,732.80	64,732.80	37,760.80	64,732.80	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			377,328.84	377,328.84	220,108.49	377,328.84	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	136,752.00	136,752.00	79,772.00	136,752.00	0.00	0.0%
Other Classified Salaries		2900	624,678.90	624,678.90	364,396.02	624,678.90	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			761,430.90	761,430.90	444,168.02	761,430.90	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	114,642.81	107,760.80	42,040.81	107,760.82	(.02)	0.0%
PERS		3201-3202	106,874.59	106,150.58	79,959.10	106,150.62	(.04)	0.0%
OASDI/Medicare/Alternative		3301-3302	16,487.03	16,519.36	9,605.54	16,460.99	58.37	0.4%
Health and Welfare Benefits		3401-3402	163,261.80	161,369.50	94,143.73	161,454.50	(85.00)	-0.1%
Unemployment Insurance		3501-3502	5,685.17	569.64	326.83	567.64	2.00	0.4%
Workers' Compensation		3601-3602	6,663.04	6,676.12	3,882.14	6,652.51	23.61	0.4%
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			413,614.44	399,046.00	229,958.15	399,047.08	(1.08)	0.0%
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	192,908.00	193,908.00	21,526.64	193,908.00	0.00	0.0%
Noncapitalized Equipment		4400	6,000.00	6,000.00	0.00	6,000.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			198,908.00	199,908.00	21,526.64	199,908.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	25,000.00	37,838.00	12,838.86	37,838.00	0.00	0.0%
Travel and Conferences		5200	131,000.00	131,000.00	59,022.71	131,000.00	0.00	0.0%
Dues and Memberships		5300	5,100.00	5,100.00	4,009.27	5,100.00	0.00	0.0%
Insurance		5400-5450	6,100.00	6,100.00	6,320.00	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	77,353.00	77,353.00	41,827.19	77,353.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	3,087,828.00	3,140,016.00	1,338,019.42	3,139,001.00	1,015.00	0.0%
Communications		5900	25,110.00	25,270.00	9,671.25	25,270.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,357,491.00	3,422,677.00	1,471,708.70	3,421,662.00	1,015.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	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%

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%
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	2,161,167.00	3,054,628.00	129,230.04	2,818,340.00	236,288.00	7.7%
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)			2,191,167.00	3,084,628.00	129,230.04	2,848,340.00	236,288.00	7.7%
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			7,299,940.18	8,245,018.74	2,516,700.04	8,007,716.82		
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%
Proceeds from SBITAs		8974	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%

Santa Barbara County SELPA JPA
Santa Barbara County

2023-24 Second Interim
General Fund / County School Service Fund
Expenditures by Object

42403780000000
Form 011
E827C8ZCXD(2023-24)

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)
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Santa Barbara County SELPA JPA
Santa Barbara County

2023-24 Second Interim
General Fund / County School Service Fund
Restricted Detail

42403780000000
Form 011
E827C8ZCXD(2023-24)

Resource	Description	2023-24 Projected Totals
6500	Special Education	998,098.90
Total, Restricted Balance		998,098.90

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	13,913,182.00	19,555,523.00	2,613,561.14	20,643,398.00	1,087,875.00	5.6%
3) Other State Revenue		8300-8599	35,863,321.00	34,846,715.00	19,751,553.14	34,846,715.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	8,483.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			49,776,503.00	54,402,238.00	22,373,597.28	55,490,113.00		
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	49,776,503.00	54,402,238.00	22,373,597.28	55,490,113.00	(1,087,875.00)	-2.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			49,776,503.00	54,402,238.00	22,373,597.28	55,490,113.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.00	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	0.00	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	13,913,182.00	19,555,523.00	2,613,561.14	20,643,398.00	1,087,875.00	5.6%
TOTAL, FEDERAL REVENUE			13,913,182.00	19,555,523.00	2,613,561.14	20,643,398.00	1,087,875.00	5.6%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	35,863,321.00	34,795,219.00	19,751,545.00	34,795,219.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	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	51,496.00	8.14	51,496.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			35,863,321.00	34,846,715.00	19,751,553.14	34,846,715.00	0.00	0.0%
OTHER LOCAL REVENUE								
Interest		8660	0.00	0.00	8,483.00	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	8,483.00	0.00	0.00	0.0%
TOTAL, REVENUES			49,776,503.00	54,402,238.00	22,373,597.28	55,490,113.00		
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	13,617,353.00	19,028,499.00	2,570,014.14	20,116,374.00	(1,087,875.00)	-5.7%
To County Offices		7212	295,829.00	578,520.00	52,038.14	578,520.00	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								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To Districts or Charter Schools	6500	7221	33,052,894.00	32,031,192.00	18,163,733.00	32,031,192.00	0.00	0.0%
To County Offices	6500	7222	2,810,427.00	2,764,027.00	1,587,812.00	2,764,027.00	0.00	0.0%
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)			49,776,503.00	54,402,238.00	22,373,597.28	55,490,113.00	(1,087,875.00)	-2.0%
TOTAL, EXPENDITURES			49,776,503.00	54,402,238.00	22,373,597.28	55,490,113.00		

Resource	Description	2023-24 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) 1,537,806.82

C. Percentage of Plant Services Costs Attributable to General Administration

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

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

**Entry
required**

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

A. Indirect Costs

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

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	0.00
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	0.00
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	0.00
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	0.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,090,908.82
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)	5,360.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	25,270.00
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)	5,121,538.82
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 2025-26 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
------	----------	--	--	-----------

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	29,840.00	2,782.08%	860,014.00	5.81%	910,014.00
3. Other State Revenues	8300-8599	5,165,698.00	3.43%	5,343,081.00	1.23%	5,408,991.00
4. Other Local Revenues	8600-8799	576,902.00	(28.05%)	415,074.00	0.00%	415,074.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		5,772,440.00	14.65%	6,618,169.00	1.75%	6,734,079.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				377,328.84		377,328.84
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	377,328.84	0.00%	377,328.84	0.00%	377,328.84
2. Classified Salaries						
a. Base Salaries				761,430.90		767,155.90
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment				5,725.00		(5,303.00)
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	761,430.90	.75%	767,155.90	(.69%)	761,852.90
3. Employee Benefits	3000-3999	399,047.08	1.87%	406,495.00	.88%	410,072.00
4. Books and Supplies	4000-4999	199,908.00	.42%	200,748.00	.34%	201,438.00
5. Services and Other Operating Expenditures	5000-5999	3,421,662.00	(.34%)	3,409,997.00	2.29%	3,487,990.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,848,340.00	(62.26%)	1,075,049.00	0.00%	1,075,049.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section G below)				.26		1.26
11. Total (Sum lines B1 thru B10)		8,007,716.82	(22.12%)	6,236,774.00	1.23%	6,313,732.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(2,235,276.82)		381,395.00		420,347.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,733,731.93		1,498,455.11		1,879,850.11
2. Ending Fund Balance (Sum lines C and D1)		1,498,455.11		1,879,850.11		2,300,197.11
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				
b. Restricted	9740	998,098.90		1,379,850.11		1,800,197.11
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)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		260,000.00		260,000.00
2. Unassigned/Unappropriated	9790	500,356.21		240,000.00		240,000.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,498,455.11		1,879,850.11		2,300,197.11
E. AVAILABLE RESERVES						
1. General Fund)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		260,000.00		260,000.00
c. Unassigned/Unappropriated	9790	500,356.21		240,000.00		240,000.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		500,356.21		500,000.00		500,000.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F2)		6.25%		8.02%		7.92%
F. RECOMMENDED RESERVES						
1. JPA ADA Used to determine the reserve standard percentage level on Line F5 (Enter ADA for current and two subsequent years, if applicable)		0.00		0.00		0.00
2. Total Expenditures and Other Financing Uses (Line B11)		8,007,716.82		6,236,774.00		6,313,732.00
3. Less: Special Education Pass-through (Not applicable for JPAs)		N/A		N/A		N/A
4. Sub-Total (Line F2 minus F3)		8,007,716.82		6,236,774.00		6,313,732.00
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)		400,385.84		311,838.70		315,686.60
7. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		80,000.00		80,000.00		80,000.00
8. Reserve Standard (Greater of Line F6 or F7)		400,385.84		311,838.70		315,686.60
9. Available Reserves (Line E3) Meet the Reserve Standard (Line F8)		YES		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. Rounding						

2023-24 Second Interim – Cash Flow Notes

All estimates are very conservative.

SBCSELPA will maintain positive cash flow for the next two years.

Revenues:

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

AB602 funding are distributed per the apportionment schedule.

Local Revenue (chargebacks to LEAs for BCBA,SB-PIC, etc.) are accrued and anticipated to be received by September of the following year.

Expenditures:

All expenditures are distributed on an even basis.

SBCSELPA will maintain positive cash flow for the next two years.

Santa Barbara County SELPA JPA
Santa Barbara County

Second Interim
2023-24 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
E827C8ZCXD(2023-24)

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January 2024									
A. BEGINNING CASH			4,185,266.34	4,273,388.96	4,154,194.85	4,712,354.20	4,711,828.36	5,094,120.56	4,471,328.49	4,433,111.42
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019									
Property Taxes	8020- 8079									
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299		173,473.89		(157,695.04)		(13,781.00)			
Other State Revenue	8300- 8599		268,813.00	263,267.00	484,472.00	484,472.00	535,508.00	495,371.00	495,371.00	430,000.00
Other Local Revenue	8600- 8799		23,788.09	87,185.26	13,337.98	23,540.71	9,637.27	3,931.00	41,389.00	
Interfund Transfers In	8910- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			466,074.98	350,452.26	340,114.94	508,012.71	531,364.27	499,302.00	536,760.00	430,000.00
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999		31,444.07	31,444.07	31,444.07	31,444.07	31,444.07	31,444.07	31,444.07	32,000.00
Classified Salaries	2000- 2999		63,452.57	63,452.58	63,452.58	63,452.57	63,453.00	63,453.00	63,453.00	64,000.00
Employee Benefits	3000- 3999		69,262.88	26,521.88	27,301.54	26,677.77	26,757.00	26,757.00	26,679.00	34,000.00
Books and Supplies	4000- 4999		400.00	3,249.43	1,054.09	2,354.25	1,726.00	1,777.00	10,966.00	36,000.00
Services	5000- 5999		142,592.16	116,520.83	174,730.55	211,818.94	159,656.00	236,436.00	429,954.00	390,000.00
Capital Outlay	6000- 6999									
Other Outgo	7000- 7499		(787,291.00)	(71,365.33)	867.74	172,790.95	478.00	789,271.00	24,479.00	550,000.00

Santa Barbara County SELPA JPA
Santa Barbara County

Second Interim
2023-24 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
E827C8ZCXD(2023-24)

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			(480,139.32)	169,823.46	298,850.57	508,538.55	283,514.07	1,149,138.07	586,975.07	1,106,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	139,228.00		(139,228.00)						
Accounts Receivable	9200-9299	(1,027,342.68)	248,638.64	68,323.86	520,894.98		134,442.00	27,044.00	11,998.00	
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(888,114.68)	248,638.64	(70,904.14)	520,894.98	0.00	134,442.00	27,044.00	11,998.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(1,339,649.09)	1,106,730.32	228,918.77	4,000.00					
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		(1,339,649.09)	1,106,730.32	228,918.77	4,000.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		451,534.41	(858,091.68)	(299,822.91)	516,894.98	0.00	134,442.00	27,044.00	11,998.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			88,122.62	(119,194.11)	558,159.35	(525.84)	382,292.20	(622,792.07)	(38,217.07)	(676,000.00)
F. ENDING CASH (A + E)			4,273,388.96	4,154,194.85	4,712,354.20	4,711,828.36	5,094,120.56	4,471,328.49	4,433,111.42	3,757,111.42
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Barbara County SELPA JPA
Santa Barbara County

Second Interim
2023-24 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
E827C8ZCXD(2023-24)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January 2024								
A. BEGINNING CASH		3,757,111.42	3,081,111.42	2,405,111.42	1,729,111.42				
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					27,842.15		29,840.00	29,840.00
Other State Revenue	8300- 8599	430,000.00	430,000.00	430,000.00	418,424.00			5,165,698.00	5,165,698.00
Other Local Revenue	8600- 8799					374,092.69		576,902.00	576,902.00
Interfund Transfers In	8910- 8929							0.00	0.00
All Other Financing Sources	8930- 8979							0.00	0.00
TOTAL RECEIPTS		430,000.00	430,000.00	430,000.00	418,424.00	401,934.84	0.00	5,772,440.00	5,772,440.00
C. DISBURSEMENTS									
Certificated Salaries	1000- 1999	32,000.00	32,000.00	32,000.00	29,220.35	0.00		377,328.84	377,328.84
Classified Salaries	2000- 2999	64,000.00	64,000.00	64,000.00	61,261.60			761,430.90	761,430.90
Employee Benefits	3000- 3999	34,000.00	34,000.00	34,000.00	33,090.01			399,047.08	399,047.08
Books and Supplies	4000- 4999	36,000.00	36,000.00	36,000.00	34,381.23			199,908.00	199,908.00
Services	5000- 5999	390,000.00	390,000.00	390,000.00	389,953.52			3,421,662.00	3,421,662.00
Capital Outlay	6000- 6999							0.00	0.00
Other Outgo	7000- 7499	550,000.00	550,000.00	550,000.00	519,109.64			2,848,340.00	2,848,340.00
Interfund Transfers Out	7600- 7629							0.00	0.00

Santa Barbara County SELPA JPA
Santa Barbara County

Second Interim
2023-24 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
E827C8ZCXD(2023-24)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		1,106,000.00	1,106,000.00	1,106,000.00	1,067,016.35	0.00	0.00	8,007,716.82	8,007,716.82
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							(139,228.00)	
Accounts Receivable	9200-9299				16,001.20	387,126.00		1,414,468.68	
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	16,001.20	387,126.00	0.00	1,275,240.68	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							1,339,649.09	
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	1,339,649.09	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	16,001.20	387,126.00	0.00	(64,408.41)	
E. NET INCREASE/DECREASE (B - C + D)		(676,000.00)	(676,000.00)	(676,000.00)	(632,591.15)	789,060.84	0.00	(2,299,685.23)	(2,235,276.82)
F. ENDING CASH (A + E)		3,081,111.42	2,405,111.42	1,729,111.42	1,096,520.27				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,885,581.11	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January 2024									
A. BEGINNING CASH			1,096,520.27	808,520.27	520,520.27	452,520.27	384,520.27	316,520.27	248,520.27	180,520.27
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		260,000.00	260,000.00	480,000.00	480,000.00	480,000.00	480,000.00	480,000.00	480,000.00
Other Local Revenue	8600- 8799									
Interfund Transfers In	8910- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			260,000.00	260,000.00	480,000.00	480,000.00	480,000.00	480,000.00	480,000.00	480,000.00
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		64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00	64,000.00
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	18,000.00	18,000.00	18,000.00
Services	5000- 5999		300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00
Capital Outlay	6000- 6999									
Other Outgo	7000- 7499		100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00
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			548,000.00	548,000.00	548,000.00	548,000.00	548,000.00	548,000.00	548,000.00	548,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(401,934.00)						0.00		
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(401,934.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(401,934.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(288,000.00)	(288,000.00)	(68,000.00)	(68,000.00)	(68,000.00)	(68,000.00)	(68,000.00)	(68,000.00)
F. ENDING CASH (A + E)			808,520.27	520,520.27	452,520.27	384,520.27	316,520.27	248,520.27	180,520.27	112,520.27
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Barbara County SELPA JPA
Santa Barbara County

Second Interim
2023-24 Budget
Cashflow Worksheet - Budget Year (2)

42 40378 0000000
Form CASH
E827C8ZCXD(2023-24)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January 2024								
A. BEGINNING CASH		112,520.27	446,454.27	378,454.27	370,454.27				
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					860,014.00		860,014.00	860,014.00
Other State Revenue	8300- 8599	480,000.00	480,000.00	480,000.00	503,081.00			5,343,081.00	5,343,081.00
Other Local Revenue	8600- 8799					415,074.00		415,074.00	415,074.00
Interfund Transfers In	8910- 8929							0.00	
All Other Financing Sources	8930- 8979							0.00	
TOTAL RECEIPTS		480,000.00	480,000.00	480,000.00	503,081.00	1,275,088.00	0.00	6,618,169.00	6,618,169.00
C. DISBURSEMENTS									
Certificated Salaries	1000- 1999	32,000.00	32,000.00	32,000.00	25,329.00			377,329.00	377,329.00
Classified Salaries	2000- 2999	64,000.00	64,000.00	64,000.00	63,156.00			767,156.00	767,156.00
Employee Benefits	3000- 3999	34,000.00	34,000.00	34,000.00	32,495.00			406,495.00	406,495.00
Books and Supplies	4000- 4999	18,000.00	18,000.00	18,000.00	2,748.00			200,748.00	200,748.00
Services	5000- 5999	300,000.00	300,000.00	300,000.00	109,997.00			3,409,997.00	3,409,997.00
Capital Outlay	6000- 6999							0.00	
Other Outgo	7000- 7499	100,000.00	100,000.00	40,000.00	35,049.00			1,075,049.00	1,075,049.00
Interfund Transfers Out	7600- 7629							0.00	

Santa Barbara County SELPA JPA
Santa Barbara County

Second Interim
2023-24 Budget
Cashflow Worksheet - Budget Year (2)

42 40378 0000000
Form CASH
E827C8ZCXD(2023-24)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		548,000.00	548,000.00	488,000.00	268,774.00	0.00	0.00	6,236,774.00	6,236,774.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	401,934.00						401,934.00	
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		401,934.00	0.00	0.00	0.00	0.00	0.00	401,934.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		401,934.00	0.00	0.00	0.00	0.00	0.00	401,934.00	
E. NET INCREASE/DECREASE (B - C + D)		333,934.00	(68,000.00)	(8,000.00)	234,307.00	1,275,088.00	0.00	783,329.00	381,395.00
F. ENDING CASH (A + E)		446,454.27	378,454.27	370,454.27	604,761.27				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,879,849.27	

2023-24 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

6a) Revenue and Expenditures:

Federal Revenue: For Multi-year projection 24-25 and 25-26 Revenue changed more than 5% from 23-24 First Interim due to a shift in revenue sources to cover mental health from State to Federal based on revised 23-24 P-1 Out-of-Home Care apportionment.

Local/Other Revenue: Revenue increased in 23-24 due to additional \$50k in interest projected. In 24-25 & 25-26 the increase is due an increase in the projected SB-PIC revenue \$40k

Services and Other Operating Expenditures : Increased Expenditures for SB-PIC program by \$40,000 for 24-25. In First Interim, planned to restore NPS Budget to previous 2022-23 levels +\$300k. In Second Interim this was removed and the replenishment is a designated ending fund balance item instead.

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 23-24. This includes \$600,770 in Low Incidence, \$299,673 in Legal and \$43,000 in other ending fund balance expenses. In addition, due to the shift of Mental Health Funding in the 2023-24 school year, and the calculated minimum allocation required to be distributed to LEAs from AB602 Base Grant, in order to continue all Mental Health Services and NPS Cost Pool, ~\$1.7 million in 22-23 Ending Fund Balance was designated to cover the shortfall in revenue over ongoing expenses for 23-24. This will be made up in future years by designating alternative ongoing funding sources for the mental health expenditures, including Non-Public School Cost Pool.

S5) This is an error in the SACS form. This does not apply to our JPA.

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 (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2020-21)	1,472,357.46	6,416,922.28	22.9%
Second Prior Year (2021-22)	1,533,716.72	7,067,091.19	21.7%
First Prior Year (2022-23)	1,638,219.00	9,032,580.00	18.1%
	Historical Average Ratio:		20.9%

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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):	15.9% to 25.9%	15.9% to 25.9%	15.9% to 25.9%

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 (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2023-24)	1,537,806.82	8,007,716.82	19.2%	Met
1st Subsequent Year (2024-25)	1,550,979.74	6,236,774.00	24.9%	Met
2nd Subsequent Year (2025-26)	1,549,253.74	6,313,732.00	24.5%	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 MET - Ratio of total salaries and benefits to total expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

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	Percent Change	Change Is Outside Explanation Range
	Projected Year Totals	Projected Year Totals		
	(Form 01CSI, Item 6A)	(Fund 01) (Form MYPI)		
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2023-24)	29,955.00	29,840.00	-.4%	No
1st Subsequent Year (2024-25)	779,955.00	860,014.00	10.3%	Yes
2nd Subsequent Year (2025-26)	853,955.00	910,014.00	6.6%	Yes

Explanation
(required if Yes)

For 2023-24, 22-23 Ending Fund Balance was used to cover ongoing Mental Health Costs no longer funded by State and Federal Mental Health dollars. For 2024-25 moving forward, it is proposed to change Local Plan language, such that SELPA may use some IDEA Federal Local Assistance Funding off the top for this purpose.

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

Current Year (2023-24)	5,376,257.00	5,165,698.00	-3.9%	No
1st Subsequent Year (2024-25)	5,393,999.00	5,343,081.00	-.9%	No
2nd Subsequent Year (2025-26)	5,466,015.00	5,408,991.00	-1.0%	No

Explanation
(required if Yes)

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

Current Year (2023-24)	520,802.00	576,902.00	10.8%	Yes
1st Subsequent Year (2024-25)	375,074.00	415,074.00	10.7%	Yes
2nd Subsequent Year (2025-26)	375,074.00	415,074.00	10.7%	Yes

Explanation
(required if Yes)

Revenue Increased in 23-24 due to additional \$50k in interest projected. In 24-25 & 25-26 the Increase is due an increase in the projected SB-PIC revenue \$40k

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

Current Year (2023-24)	199,908.00	199,908.00	0.0%	No
1st Subsequent Year (2024-25)	200,538.00	200,748.00	.1%	No
2nd Subsequent Year (2025-26)	201,228.00	201,438.00	.1%	No

Explanation
(required if Yes)

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

Current Year (2023-24)	3,422,677.00	3,421,662.00	0.0%	No
1st Subsequent Year (2024-25)	3,656,900.00	3,409,997.00	-6.8%	Yes
2nd Subsequent Year (2025-26)	3,711,654.00	3,487,990.00	-6.0%	Yes

Explanation
(required if Yes)

Increased Expenditures for SB-PIC program by \$40,000 for 24-25. In 1st Interim, planned to Restore NPS Budget to pre 23-24 levels +\$300k. In Second Interim this was removed and the replenishment is a designated ending fund balance item instead.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Explanation Range
----------------------------	--	---	----------------	-------------------

Total Federal, Other State, and Other Local Revenues (Section 6A)

Current Year (2023-24)	5,927,014.00	5,772,440.00	-2.6%	Met
1st Subsequent Year (2024-25)	6,549,028.00	6,618,169.00	1.1%	Met
2nd Subsequent Year (2025-26)	6,695,044.00	6,734,079.00	.6%	Met

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

Current Year (2023-24)	3,622,585.00	3,621,570.00	0.0%	Met
1st Subsequent Year (2024-25)	3,857,438.00	3,610,745.00	-6.4%	Not Met
2nd Subsequent Year (2025-26)	3,912,882.00	3,689,428.00	-5.7%	Not Met

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

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

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

Explanation:

Federal Revenue
(linked from 6A
if NOT met)

Explanation:

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

Explanation:

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

- 1b. STANDARD NOT MET - Projected total operating expenditures 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 projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

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

Explanation:

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

Increased Expenditures for SB-PIC program by \$40,000 for 24-25. In 1st Interim, planned to Restore NPS Budget to pre 23-24 levels +\$300k. In Second Interim this was removed and the replenishment is a designated ending fund balance item instead.

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
JPA's Available Reserve Percentage (Criterion 10C, Line 9)	6.2%	8.0%	7.9%
JPA's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	2.1%	2.7%	2.6%

8B. Calculating the JPA's Deficit Spending Percentages

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

Fiscal Year	Projected Year Totals			Status
	Net Change in Fund Balance (Form 01I, Section E)	Total Expenditures and Other Financing Uses (Form 01I, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Fund Balance is negative, else N/A)	
	(Form MYPI, Line C)	(Form MYPI, Line B11)		
Current Year (2023-24)	(2,235,276.82)	8,007,716.82	27.9%	Not Met
1st Subsequent Year (2024-25)	381,395.00	6,236,774.00	N/A	Met
2nd Subsequent Year (2025-26)	420,347.00	6,313,732.00	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)

In 23-24 there are additional expenditures as the result of 1x carry over of 22-23 Ending Fund Balances, mostly in the 7000s Transfers to LEAs. This includes \$600,770 in Low Incidence, \$299,673 in Legal and \$43,000 in other ending fund balance expenses. In addition, due to the shift of Mental Health Funding in the 2023-24 school year, and the calculated minimum allocation required to be distributed to LEAs from AB602 Base Grant, in order to continue all Mental Health Services and NPS Cost Pool, ~\$1.7 million in 22-23 Ending Fund Balance was designated to cover the shortfall in revenue for ongoing expenses for 23-24. This shortfall will be closed in 24-25 by reducing transfers out to LEAs, utilizing Out of Home care and IDEA Local Assistance

9. CRITERION: Fund and Cash Balances

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

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

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

Ending Fund Balance		
General Fund		
Projected Year Totals		
Fiscal Year	(Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2023-24)	1,498,455.11	Met
1st Subsequent Year (2024-25)	1,879,850.11	Met
2nd Subsequent Year (2025-26)	2,300,197.11	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 (2023-24)	1,096,520.27	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 \$80,000 (greater of)	0	to 300
4% or \$80,000 (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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
JPA ADA (Form MYPI, Line F1, if available; else defaults to zero and may be overwritten)	0.00	0.00	0.00
JPA's Reserve Standard Percentage Level:	5%	5%	5%

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

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

10B. Calculating the JPA's Reserve Standard

DATA ENTRY: All data are extracted or calculated.

	Current Year Projected Year Totals (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Total Expenditures and Other Financing Uses (Criterion 8, Item 8B)	8,007,716.82	6,236,774.00	6,313,732.00
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)	8,007,716.82	6,236,774.00	6,313,732.00
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	400,385.84	311,838.70	315,686.60
6. Reserve Standard - by Amount (\$80,000 for JPAs with less than 1,001 ADA, else 0)	80,000.00	80,000.00	80,000.00
7. JPA's Reserve Standard (Greater of Line B5 or Line B6)	400,385.84	311,838.70	315,686.60

10C. Calculating the JPA's Available Reserve Amount

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

Reserve Amounts	Current Year		
	Projected Year Totals	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)
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	260,000.00	260,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	500,356.21	240,000.00	240,000.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. JPA's Available Reserve Amount (Lines C1 thru C7)	500,356.21	500,000.00	500,000.00
9. JPA's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	6.25%	8.02%	7.92%
JPA's Reserve Standard (Section 10B, Line 7):	400,385.84	311,838.70	315,686.60
Status:	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 MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

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.					
<hr/>					
1b. Transfers In, General Fund *					
Current Year (2023-24)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2024-25)			0.0%	0.00	Not Met
2nd Subsequent Year (2025-26)			0.0%	0.00	Not Met
1c. Transfers Out, General Fund *					
Current Year (2023-24)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2024-25)			0.0%	0.00	Not Met
2nd Subsequent Year (2025-26)			0.0%	0.00	Not 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)

Not applicable to JPAs

- 1c.

NOT MET - The projected transfers out of 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)

Not applicable - amount is Zero.

- 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)

Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2022-23)	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.

4.

Comments:

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

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

1

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

No

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

n/a

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

n/a

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

3	Self-Insurance Contributions	First Interim	Second Interim
		(Form 01CSI, Item S7B)	
	a. Required contribution (funding) for self-insurance programs		
	Current Year (2023-24)		
	1st Subsequent Year (2024-25)		
	2nd Subsequent Year (2025-26)		
	b. Amount contributed (funded) for self-insurance programs		
	Current Year (2023-24)		
	1st Subsequent Year (2024-25)		
	2nd Subsequent Year (2025-26)		

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) (2022-23)	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full-time-equivalent (FTE) positions	.9	.9	.9	.9

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

(2023-24)

(2024-25)

(2025-26)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

Current Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

6.	Amount included for any tentative salary schedule increases			
----	---	--	--	--

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

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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		

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

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

--	--	--

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

--	--	--

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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		

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

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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?		

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) (2022-23)	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified (non-management) FTE positions	6.0	5.0	5.0	5.0

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

n/a

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

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

If No, complete questions 5 and 6.

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

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

(2023-24)

(2024-25)

(2025-26)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

6. Amount included for any tentative salary schedule increases

Current Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

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

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

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

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

Current Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
---------------------------	----------------------------------	----------------------------------

- 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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
---------------------------	----------------------------------	----------------------------------

- 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) (2022-23)	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	3.0	3.0	3.0	3.0

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

If Yes, complete question 2.

If No, complete questions 3 and 4.

n/a

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

If Yes, complete questions 3 and 4.

n/a

Negotiations Settled Since First Interim Projections

2. Salary settlement:

Current Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

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

(2023-24)

(2024-25)

(2025-26)

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

(2023-24)

(2024-25)

(2025-26)

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

(2023-24)

(2024-25)

(2025-26)

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

(2023-24)

(2024-25)

(2025-26)

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.

<p>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)</p>	No
<p>A2. Is the system of personnel position control independent from the payroll system?</p>	No
<p>A3. Is enrollment decreasing in both the prior and current fiscal years?</p>	n/a
<p>A4. Are new charter schools operating in JPA boundaries that impact the JPA's enrollment, either in the prior or current fiscal year?</p>	n/a
<p>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?</p>	No
<p>A6. Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?</p>	No
<p>A7. Is the JPA's financial system independent of the county office system?</p>	No
<p>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.)</p>	No
<p>A9. Have there been personnel changes in the JPA director or financial official positions within the last 12 months?</p>	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 First Interim – Technical Review Checks

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

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

SACS Web System - SACS V8
2/23/2024 11:50:12 AM

42-40378-0000000

Second Interim
Original Budget 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Santa Barbara County SELPA JPA

Santa Barbara County

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

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

SACS Web System - SACS V8

2/23/2024 2:58:38 PM

42-40378-0000000

Second Interim
Board Approved Operating Budget 2023-24

Technical Review Checks

Phase - All

Display - All Technical Checks

Santa Barbara County SELPA JPA**Santa Barbara County**

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

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

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IMPORT CHECKS

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (Fatal) - All FUND codes must be valid. **Passed**

CHECKGOAL - (Fatal) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (Fatal) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (Warning) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (Warning) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (Warning) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EXCESS-ASSIGN-REU - (Warning) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (Warning) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (Warning) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRA-FD-DIR-COST - (Warning) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT - (Warning) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAID-INDIRECT-FN - (Warning) - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<u>Passed</u>
LOTTERY-CONTRIB - (Warning) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).	<u>Passed</u>
OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund.	<u>Passed</u>
PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.	<u>Passed</u>
REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<u>Passed</u>
RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<u>Passed</u>
SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.	<u>Passed</u>
UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.	<u>Passed</u>
UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.	<u>Passed</u>

EXPORT VALIDATION CHECKS

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.	<u>Passed</u>
CHK-EXTRACTED-DATA-SOURCE - (Warning) - All forms that extract data from a prior reporting period use the same source extraction submission	<u>Passed</u>
VERSION-CHECK - (Warning) - All versions are current.	<u>Passed</u>

Second Interim
Actuals to Date 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Santa Barbara County SELPA JPA

Santa Barbara County

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

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

Second Interim
Projected Totals 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Santa Barbara County SELPA JPA

Santa Barbara County

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

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

SACS Web System - SACS V8

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Second Interim
Original Budget 2023-24
Technical Review Checks

Phase - All
Display - All Technical Checks

Santa Barbara County SELPA JPA**Santa Barbara County**

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

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

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

IMPORT CHECKS

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (Fatal) - All FUND codes must be valid. **Passed**

CHECKGOAL - (Fatal) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (Fatal) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (Warning) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (Warning) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRA-FD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

EXPORT VALIDATION CHECKS

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-EXTRACTED-DATA-SOURCE - (Warning) - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

VERSION-CHECK - (Warning) - All versions are current. **Passed**

Second Interim
Board Approved Operating Budget 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Santa Barbara County SELPA JPA

Santa Barbara County

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

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

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Second Interim
Actuals to Date 2023-24
Technical Review Checks

Phase - All
Display - All Technical Checks

Santa Barbara County SELPA JPA**Santa Barbara County**

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

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

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

IMPORT CHECKS

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
CHECKFUND - (Fatal) - All FUND codes must be valid.	<u>Passed</u>
CHECKGOAL - (Fatal) - All GOAL codes must be valid.	<u>Passed</u>
CHECKOBJECT - (Fatal) - All OBJECT codes must be valid.	<u>Passed</u>
CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid.	<u>Passed</u>
CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>Passed</u>
CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid.	<u>Passed</u>
CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.	<u>Passed</u>
CHK-GOALxFUNCTION-B - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699).	<u>Passed</u>

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

CONTRIB-RESTR-REV - (Warning) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (Warning) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

INTERFD-DIR-COST - (Warning) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (Warning) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRA FD-DIR-COST - (Warning) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRA FD-INDIRECT - (Warning) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRA FD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

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CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-EXTRACTED-DATA-SOURCE - (Warning) - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

VERSION-CHECK - (Warning) - All versions are current.

Passed

SACS Web System - SACS V8

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Second Interim
Projected Totals 2023-24
Technical Review Checks

Phase - All
Display - All Technical Checks

Santa Barbara County SELPA JPA**Santa Barbara County**

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EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

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INTERFD-IN-OUT - (Warning) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRA-FD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

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OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

CS-EXPLANATIONS - (Warning) - Explanations must be provided in the Criteria and Standards Review (Form 01CSI) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (Warning) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CSI) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

CASHFLOW-PROVIDE - (Warning) - A Cashflow Worksheet (Form CASH) must be provided with your Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **Passed**

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-EXTRACTED-DATA-SOURCE - (Warning) - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CSI) has been provided. **Passed**

INTERIM-CERT-PROVIDE - (Fatal) - Interim Certification (Form CI) must be provided.

Passed

MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Interim. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)

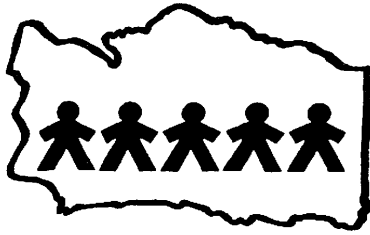
Passed

MYPIO-PROVIDE - (Warning) - A multiyear projection worksheet must be provided with your interim report for any fund projecting a negative balance at the end of the current fiscal year. (Note: LEAs may use a multiyear projection worksheet other than Form MYPIO, with approval of their reviewing agency.)

Passed

VERSION-CHECK - (Warning) - All versions are current.

Passed



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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Memorandum of Understanding (MOU) between Santa Barbara County SELPA (SBCSELPA) and Hope School District for the purpose of providing Administrative Unit (AU) services to SBCSELPA

BACKGROUND:

- Goleta Union School District (GUSD) notified SBCSELPA via written correspondence on August 16, 2023, that they wanted to terminate the MOU for Administrative Unit (AU) services at the end of the obligated MOU term. The current MOU between SBCSELPA and GUSD for the purpose of GUSD providing AU services to SBCSELPA expires on June 30, 2024.
- At the December 2023 SEAMBO meeting, the SBCSELPA Executive Director and Chief Business Official inquired if any member LEA was interested in becoming the AU for SBCSELPA. Soon after, the Chief Business Official for HOPE School District confirmed that his school district was interested.
- The SBCSELPA Executive Director and Chief Business Official met with the HOPE School District Superintendent and Chief Business Official on Wednesday, February 7, 2024, to discuss the logistics of HOPE School District becoming the AU and the terms of the MOU.
- The SBCSELPA Executive Director presented to the HOPE School District Board of Trustees on Monday, February 12, 2024, regarding the AU obligations and MOU content. The HOPE School District Board of Trustees approved the MOU as an action item at this meeting.

FISCAL IMPACT: None.

RECOMMENDATION: The JPA Board approves the proposed MOU between SBCSELPA and Hope School District for purposes of this LEA providing AU services for SBCSELPA as presented.

RA:lm



Hope School District

3970 LA COLINA ROAD, STE. 14 • SANTA BARBARA, CALIFORNIA 93110 • PHONE (805) 682-2564
Anne Hubbard, District Superintendent FAX (805) 687-7954

Resolution No.: 23/24-09

Resolution of the Governing Board

of the Hope Elementary School District

To Establish a New Fund 77 - SELPA Pass-Through Agency Fund, in accordance with

Whereas, the California School Accounting Manual (CDE) allows for the use of a fiduciary fund to account for assets held in an agency capacity for others, and to set up an agency fund to be used by the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) to account for special education pass-through revenues beginning July 1, 2024; and

Whereas, the Hope Elementary School District is the AU for the Santa Barbara County SELPA; and

Now, Therefore Be It Resolved that the governing board of the Hope Elementary School District hereby requests that the Santa Barbara County Auditor's Office establish a SELPA Pass-Through Fund (Fund 77) for the Hope Elementary School District.

And, Be It Further Resolved, that the interest earned on monies deposited in the established SELPA Pass-Through Fund (Fund 77) remains in the fund and will be passed through to the Santa Barbara County Special Education Local Plan Area.

Approved, Passed, and Adopted this 12th day of February 2024 by the governing board of the Hope Elementary School District by the following vote:

Ayes: 5

Noes: 0

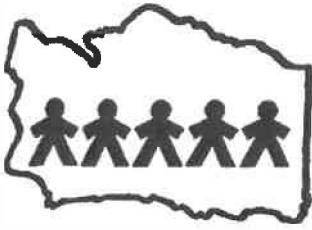
Absent: 0

Abstain: 0

(Signed)

Dr. Frann Wagenck, Board President

REF: VII-B.2



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

Memorandum of Understanding between Santa Barbara County SELPA and the Hope Elementary School District.

This memorandum of understanding between Santa Barbara County SELPA (SBCSELPA) and the Hope Elementary School District. is executed for the purpose of Hope Elementary School District. to provide the Administrative Unit (AU) services for Special Education funding in Santa Barbara County.

Hope Elementary School District. shall have the administrative involvement of receiving special education revenues as a cash conduit for the Santa Barbara County SELPA. All special education funding of federal special education grants, as well as funding from the State, will be received by the AU and passed to SBCSELPA who will then distribute revenue and expenditures to the member LEAs.

Pursuant to this agreement, Hope Elementary School District. shall have the responsibility for the following:

1. Receive and sign grant letters as the Grantee for SBCSELPA.
2. Provide a copy of signed grant letters to SBCSELPA.
3. Pass funds received to SBCSELPA in a timely manner.
4. Maintain auditable records on all grants and entitlements that pass-through the AU.
5. Track and reconcile these funds throughout the fiscal year.

Pursuant to this agreement, SBCSELPA shall have the responsibility for the following:

1. Allocation and Distribution of Federal and State funding to LEAs
2. Oversight of the LEA sub-recipients of special education funding
3. Reporting of sub-recipient expenditures for all Federal Grants

In consideration for the provision of these services on behalf of SBCSELPA, the Hope Elementary School District. shall be reimbursed \$6,600 per year.

Neither of the parties to this agreement shall be deemed an agent or employee of the other.

This agreement may be terminated at any time upon the mutual consent of the parties at the end of the current fiscal year by giving written notice by their respective Superintendent or Board Chairperson by March 1st of the current year.

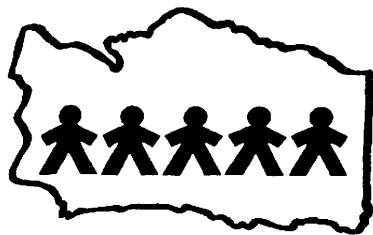
Dr. Anne Hubbard 
Hope School District, Superintendent

Date 2/12/24

Dr. Ray Avila _____
Santa Barbara County SELPA Executive Director

Date _____

5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111 • (805) 683-1424
fax - (805) 967-1960 • selpa@sbcseelpa.org



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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA/California Department of Rehabilitation (DOR) Interagency Agreement

BACKGROUND:

- Per Local Plan policy, the JPA Board shall approve all Interagency Agreements (IAAs).
- A Memorandum of Understanding was developed by SBCSELPA on behalf of the districts in Santa Barbara County that serve secondary age students and the Santa Barbara District of California State Department of Rehabilitation (DOR) as an Interagency Agreement (IAA).
- The IAA with DOR and SBCSELPA highlights working practices and agreements as required by Federal and State laws and regulations. The IAA is reviewed every three years for possible updates.
- The intent of the IAA between DOR and SBCSELPA is to:
 - a. Clarify and determine each agency's responsibility to students and their families, including services provided by each agency.
 - b. Establish a means for joint planning for the distribution of local resources.
 - c. Establish positive communication and coordination of agency services.
 - d. Conform to legislative mandates.
 - e. Describe the relation between SBCSELPA, its member districts, and the DOR.
- In collaboration with DOR and SBCSELPA, DOR and SBCSELPA wish to provide the SBCSELPA JPA Board with the updated IAA document, **REF: VII-C.2.**

FISCAL IMPACT: No fiscal impact

RECOMMENDATIONS: The JPA Board approves the revised SBCSELPA/California Department of Rehabilitation (DOR) revised Interagency Agreement as presented.

RA/JC:lm

MEMORANDUM OF UNDERSTANDING

BETWEEN

SANTA BARBARA COUNTY

SPECIAL EDUCATION LOCAL PLAN AREA

AND

SANTA BARBARA DISTRICT

OF

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

~~October 3, 2014~~

January 12, 2024

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INTRODUCTION

This Memorandum of Understanding was developed by a committee representing the Santa Barbara County Special Education Local Plan Area (SELPA) and the Santa Barbara District of California State Department of Rehabilitation (DOR).

SELPA is negotiating this agreement on behalf of the districts within Santa Barbara County that serve secondary age students. Whenever the term SELPA appears in this Memorandum of Understanding, it refers to the school districts that serve secondary age students.

There is a long-time history of cooperative working agreements between the high school districts of Santa Barbara County and the DOR.

While the document is an attempt to formulate, in writing, actual working practices and agreements as required by Federal and State laws and regulations, it will, in fact, become a changing document as laws, regulations and budget changes occur, which means that a periodic re-evaluation of the agreement must take place.

The intent of this document is to:

1. Clarify and determine each agency's responsibility to the individual clients/students and their families, including which services are to be provided by each agency.
2. Establish a means for joint planning to occur, which will ensure that local resources will be utilized in the most effective manner:
 - a. Commitment of resources based on identified needs.
 - b. The elimination of duplication of services.
3. Establish and maintain an attitude which will facilitate communication and coordination of agency services.
4. Conform to legislative mandates and to the intent of such mandates.
5. Describe the relationship between the SELPA, its representative districts, and the DOR.

This Memorandum of Understanding is predicated upon the following statement of shared goals.

Shared Goals

This agreement builds and operates from a partnership which results in the collaborative design and delivery of programs and services to support the successful transition to adulthood by youth with disabilities.

The primary goal of this agreement is to ensure that necessary Rehabilitation and Special Education Services are provided to clients/students in the most effective manner through joint planning, cooperative service delivery, judicious use of available resources and new resource development.

The agencies and clients/students represented in this agreement share a commonality of goals. It is the intent of this agreement to facilitate the following:

1. Development of vocational and academic competencies, which lead to gainful employment and are based on local job market survey information.
2. Development of social proficiency to the degree that clients/students will become successful members of the community.
3. Development of civic responsibility.
4. Realization of self-worth.

I. CONSUMER/STUDENT FIND

The DOR and the SELPA are committed to identifying individuals who require needed special services and mutually agree to safeguard individual rights, as required by Federal and State statutes. Each agency agrees to:

1. Develop information regarding eligibility criteria and services available and facilitate its dissemination.
2. School districts serving secondary age students will develop and implement strategies for the students who may be eligible for DOR services. Strategies shall include:
 - a. Developing procedures to inform key personnel (Counselors, Assistant Principals, Teachers, etc.) of DOR eligibility, services, and available programs.
 - b. Developing an expeditious referral process utilizing adopted forms which protect individual rights. (See Appendix)
3. Provide parents and guardians with information regarding the referral process, eligibility criteria and services available.
4. Accept each other's written referrals (including special education and other students with disabilities).

Note: Students referred to DOR must have the legal right to work in the United States .

Referrals for special education will be processed within 15 calendar days of receipt of the referral (as per Education Code requirements). **Individuals referred to DOR will be contacted 14 calendar days of receipt of the referral.**

5. Be responsible for assuring that all students who may be eligible to receive services are identified and referred.

II. ASSESSMENT

The DOR and the SELPA are committed to comprehensive, cost-effective assessment of clients/students to provide assistance which will facilitate a smooth transition from school to the world of work or post secondary training/education that leads to employment.

Assessment information obtained by either agency is used to aid the clients/students in developing marketable skills leading to greater independence, primarily in the areas of gainful employment and social proficiency.

Each agency agrees to the following:

1. Exchange information necessary with appropriate release of information to monitor and assist in the implementation of the IEP/ITP and IPE*.
2. Where appropriate, coordinate the development of an assessment plan and its implementation.
3. Assess referred individuals to determine:
 - 1.1 Eligibility for services
 - 1.2 Clients/students preferences
 - 1.3 Areas of need requiring training and remediation
 - 1.4 Appropriate services which will be included in the IEP/ITP and IPE

*IEP = Individualized Education Program

ITP = Individual Transition Plan

IPE = Individual Plan for Employment

III. INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE), INDIVIDUALIZED EDUCATION PROGRAM (IEP)/INDIVIDUAL TRANSITION PLAN (ITP)

DOR and SELPA are responsible for developing, implementing, and monitoring IPE and IEP/ITP respectively. Interagency coordination is critical to planning successful programming and support/services. Accordingly, the DOR and the SELPA will:

1. Designate/invite appropriate agency staff to participate in and/or submit written information for the development of the IPE, IEP, or ITP for mutual clients.
2. Assure the provision of services, either directly or by joint agreements with other providers, as specified in the IPE, IEP, or ITP.
3. Recognize the relationship of the IPE, IEP, and ITP and support the integration and implementation of these plans.
4. Ensure that the parents and clients/students and other participants are informed and actively involved as collaborative participants in meetings (IPE), (IEP) and (ITP).
5. Facilitate transition from school to work and/or post secondary training and adulthood through mutual activities which will increase awareness of community programs.
6. Release confidential information to each other only with parental and consumer consent in accordance with Section 5328 of the Welfare and Institutions Code, and Education Code 49073-49078.

IV. INTERAGENCY INSERVICE/STAFF DEVELOPMENT

DOR and SELPA believe in ongoing opportunities for professional growth and development of their staff and agree to:

1. Exchange announcements of inservice opportunities.
2. Invite representatives of each agency to participate in interagency inservice planning sessions to plan seminars and conferences of mutual interest.
3. Encourage each agency's staff to participate in mutually relevant in-service trainings and workshops.
4. Upon request, provide representative speakers, trainers, and workshop leaders for mutually relevant workshop/in-service topics.
5. Conduct training for administrators, teachers, students, parents, and businesspeople regarding the transition needs of clients/students.
6. Disseminate copies of this Memorandum of Understanding to staff within their respective agencies.

MEMORANDUM OF UNDERSTANDING APPROVAL

This agreement shall commence on the effective date of approval by the signatures. The agreement shall be reviewed every three years and revised at the request of either party. It shall remain in effect until any revisions are mutually agreed upon or either party provides 30 days written notice to terminate.

ANNE HUBBARD, CHAIRPERSON
SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD

DATE _____

BRIAN WINIC, REGIONAL DIRECTOR
SANTA BARBARA DISTRICT OF CALIFORNIA
STATE DEPARTMENT OF REHABILITATION

DATE _____

RAY AVILA, EXECUTIVE DIRECTOR
SANTA BARBARA COUNTY SELPA

DATE _____

APPENDIX

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Definitions

IEP Individualized Education Program:

The Individualized Education Program (IEP) is a legal document designed by an IEP Team Meeting including parents and educational professionals, that provides a child or a student eligible through assessment under one or more of the thirteen disabilities, services and supports in special education.

The IEP includes the following:

- a. general information about the child/student and their assessed disability.*
- b. present levels of the child/student's performance in school settings.*
- c. information about special factors including assistive technology, low incidence services, and other supports needed for educational access.*
- d. assessment data.*
- e. goals and/or objectives for the school year.*
- f. specific services to support goals and/or objectives.*
- g. location the supports and services will be provided.*

ITP Individual Postsecondary Transition Plan:

The Individual Postsecondary Transition Plan is a legal document designed by an IEP Team Meeting including parents, students, and educational professionals, that defines secondary transition services, goals, and supports for movement from school to post-school activities.

The ITP includes the following:

- a. Assessment data with a focus of postsecondary transition.*
- b. Postsecondary goals and annual goals in the areas of Education or Training, Employment, and Independent Living.*
- c. Activities to support Community Experiences.*
- d. Coordinated set of services with Interagency collaboration.*
- e. Graduation Requirements.*

IPE Individual Plan for Employment:

The Individualized Plan for Employment is a critical document in the vocational rehabilitation process with the Department of Rehabilitation (DOR). The IPE contains important information on employment goal(s) and the services and supports the DOR has agreed provide to assist in meeting goal(s).

DOR Santa Barbara District of State Department of Rehabilitation:

The Santa Barbara District of the State of California Department of Rehabilitation is a California state department which administers vocational rehabilitation services. It provides

vocational rehabilitation services and advocacy from over 100 locations throughout California seeking employment, independence, and equality for individuals with disabilities.

SBCSELPA Santa Barbara County Special Education Local Plan

SBCSELPA is a joint powers agency that provides oversight, guidance, training and support to member local education agencies (LEAs), parents, guardians, and the community related to identifying and providing compliant, best practice Individualized Education Programs(IEP) services and supports to students with disabilities providing a free and appropriate public education as per the Individuals with Disabilities Education Act PL 94-142 and California Laws.

SBCSELPA is governed by a Joint Powers Agency (JPA) board comprised of superintendents from Local Education Agencies (LEAs)/districts in Santa Barbara County SELPA and the Santa Barbara County Superintendent of Instruction. SBCSELPA encompasses the 20 school districts, Santa Barbara County Education Office, and four charter schools.

Referral Process to Department of Rehabilitation

1. Obtain signature(s) on medical and non-medical release forms.
2. Complete and obtain signature on referral to Department of Rehabilitation
3. Referral packet to include:
 - Referral ~~form~~ **Packet**
 - ~~Medical~~ **Release form**
 - ~~Non-medical release form~~ **(TAKE OUT)**
 - Assessments
 - Psychological evaluation
 - Health information
 - Work history, including community service and job skills training.
 - Any pertinent information documenting their current physical/mental disability and the severity of their impairment and functional limitations.

Referral to Department of Rehabilitation

Student Name: _____

Student Address: _____

School District: _____

Phone: _____ Special Education? _____ Yes _____ No

School: _____ Case Manager: _____

Grade: _____ Counselor: _____

Soc. Sec. #: _____ Other Service (DIS): _____

Description of Disability:

Reason For Referral:

Referral Source:

Name: _____ Title: _____

School: _____ Date: _____

I hereby give my consent to be referred to the Department of Rehabilitation, and for release of information between the above-mentioned School District and the Department of Rehabilitation.

Signature of Student

Date

Signature of Parent or Guardian

Date



DEPARTMENT of REHABILITATION

Employment, Independence & Equality



Consumer Information Handbook

Dates to Remember

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Important Contacts

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Mission

California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

Core Values

The values under which we operate all of our programs and services.

Quality

Strive to meet stakeholders' needs through continuous improvement, competence, creativity, and teamwork.

Respect

Be sensitive to the diverse needs of others, both internal and external stakeholders, by being courteous, compassionate, responsive, and professional.

Integrity

In all endeavors, act in an ethical, honest, and professional manner.

Openness

Be willing to listen to and share information with others. Be flexible, inclusive, trusting, and receptive to new ideas.

Accountability

Take ownership and responsibility for actions and their results.

Our Guiding Principles

The principles that guide us in our daily work.

1. Delivering effective vocational rehabilitation (VR) services, and other programs and services in an efficient, caring, professional, and prompt manner.
2. Attracting, developing, and retaining a competent, creative, and highly motivated workforce.
3. Maintaining public trust by being fiscally responsible and ensuring quality programs and services.
4. Sustaining our role as a respected leader in the disability community; inspiring hope in those we serve.

Introduction

If you have a disability and need VR services, DOR may be able to help you find work and become independent. This handbook will be your guide to the DOR's services.

As a DOR consumer, you and your VR counselor will develop your VR program, which includes your employment goal and the services you will need to reach your goal. You are the most important person in this process.

If you cannot find answers to your questions in this handbook, please contact the local DOR office in your area. The phone numbers and addresses of the DOR district offices are located on pages 21–22.

Purpose

DOR's vocational rehabilitation and independent living programs, projects, and activities shall be carried out in a manner consistent with the following principles: respect for individual dignity, personal responsibility, self-determination, and pursuit of independent living and meaningful careers, based on informed choice of individuals with disabilities.

(California Welfare and Institutions Code, section 19000(e) (1).)

Informed choice means the provision of activities whereby individuals with disabilities served by projects have the opportunity to be active, full partners in the rehabilitation process, making meaningful and informed choices as follows:

1. During assessments of eligibility and VR needs.
 2. In the selection of employment outcomes, services needed to achieve the outcomes, entities providing these services, and the methods used to secure these services.
- (34 Code of Federal Regulations, part 361.52; see also 29 United States Code, section 722(b) (2)(B).)

Who Should Apply?

- ☐ Do you have a disability?
- ☐ Do you want to work?
- ☐ Are you having trouble getting or keeping a job because of your disability?
- ☐ Do you believe VR services, such as job placement, training, or other job preparation, would help you get or keep a job?

If you answered "yes" to all these questions, you may qualify for DOR services. To learn more, contact your local DOR office.

Referral to Other Agencies

DOR also provides information and referral services to persons who do not wish to apply for services but request or need referral to another agency or program such as:

1. **Schedule A:** This form of federal assistance is available to persons with disabilities applying for federal jobs. Schedule A requires a certification letter from a DOR VR counselor.
2. **Limited Examination and Appointment Program (LEAP):** The LEAP helps recruit and hire persons with disabilities into State service in specific State job classifications. Persons who qualify for the LEAP can apply for any LEAP-specified examination if minimum qualifications are met. The LEAP eligibility and participation require disability certification from a DOR VR counselor.

To learn more about Schedule A, LEAP, and referrals to another agency or program call your local DOR office.

How to Apply

There are **three** requirements that comprise the application process.

1. Request VR services in one of the following ways:
 - a. Contact the local DOR office in your area. Complete and sign form DR 222—Vocational Rehabilitation Services Application.
 - b. Apply for Services online at the DOR website: www.dor.ca.gov or print an application from the DOR website and mail the completed form DR 222—Vocational Rehabilitation Services Application to your local DOR office.
 - c. Visit a One-Stop Center. Complete an intake application form requesting VR services.
2. Provide DOR with information necessary to begin an assessment to determine eligibility and priority for services.
3. Be available to complete the assessment process. This includes activities such as attending the initial interview, watching an orientation video, participating in the evaluation of your skills and capabilities, and completing your part of any actions you and your VR counselor agree upon.

To determine eligibility within the time required by law, **the date of application is the date when all three of the above requirements are met.**

After you have submitted an application or have requested services and provided basic information to the DOR, an interview appointment will be scheduled with you to begin the assessment process.

Assessment Process

The purpose of the assessment process is to allow you and your VR counselor to discuss:

- Your disability and how it affects your ability to work.
- The types of DOR services you may need to become employed.

Eligibility—You and your VR counselor will:

- Obtain and review medical and other information to determine how your disability affects your ability to work.
- Determine how DOR services can help you get or keep a job.

After obtaining enough information, your VR counselor will determine your eligibility for DOR services.

Priority for Services Determination—You and your VR counselor will:

- Review and discuss information obtained from you and other sources about your disability.
- Agree on how your disability limits you in six general areas of functioning: communication, mobility, interpersonal skills, self-care, work tolerance, and work skills.
- Determine your disability priority category based on the assessment that represents the significance of your work-related limitations.

VR Needs Assessment—You and your VR counselor will discuss:

- Your abilities and capabilities.
- Relevant assessments, to the extent necessary, to determine the services and assistance you will need to get or keep a job.

You and your VR counselor will be partners in making informed choices throughout your VR program. At your request, the DOR will communicate with you in your primary language and appropriate mode of communication so that you can fully understand the process.

Actively participate: Your VR program moves more quickly if you stay actively involved with your VR Service Delivery team and provide information requested as soon as you can.

You will be assigned a service delivery team to work closely with you. Your team will ensure consistent contact and support towards reaching an appropriate employment outcome. Your VR counselor determines your eligibility and priority for services, approves your Individualized Plan for Employment (I P E) and I P E amendments, and records your achievements of an employment outcome and/or case closure. All other team members are available to help you with questions, provide guidance, and monitor your services and case status.

How can you help with the assessment process?

1. Bring complete information to your first meeting, including:
 - Any documents you have about your disability.
 - Recent records and benefit letters such as those from the Social Security Administration or your “Ticket” from the federal Ticket to Work Program.
 - A list of names, addresses, and telephone numbers of doctors, professionals, and organizations you have consulted about your disability.
2. Learn about and understand the VR process.
 - Read the information we provided you about the program.
 - If you don't understand something you read or something described, ask a member of your team to explain it.
3. Keep your appointments and be on time.
 - Call your VR counselor's office if you cannot keep an appointment.
 - Tell your VR counselor or a member of your team if you move or change your phone number.
4. Follow through and complete your part of any actions you and your VR counselor agree upon.

It's Up To You!

Eligibility

If DOR receives complete information about your disability, your VR counselor will notify you in writing of your eligibility within 60 days of meeting the three requirements of application. If information about your disability is incomplete or delayed, you and your VR counselor will agree on a specific extension date to determine your eligibility.

To be eligible for services, an individual must:

- Have a physical or mental impairment that substantially impedes his or her ability to secure employment and VR services are required to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
- Be able to benefit from DOR services in terms of an employment outcome in an integrated setting.

If you are receiving Social Security Administration benefits or if you have a valid "Ticket to Work," you are presumed eligible for DOR services.

**Ticket to Work Hotline: 1-866-449-2730 Voice
1-866-359-7705 Telecommunications Device for the Deaf (TTY/TDD)**

If your disability is significant enough that you might not be able to benefit from DOR services, the DOR can arrange a Trial Work Experience or in certain circumstances, an Extended Evaluation. This is an opportunity to work in a realistic work setting to demonstrate if you can benefit from DOR services.

Receiving Services

Order of Selection: When DOR does not have enough funding to serve all applicants who are eligible for DOR services, the law requires DOR to use an “Order of Selection” process to make sure those persons with the most significant disabilities are served first.

Once you are deemed eligible by DOR, you will be given a priority category, called a Priority for Services Determination. Your priority category will be used in the “Order of Selection” process to determine when services begin. Placing applicants into priority categories is a fair method of serving all applicants in the order required by law.

There are **three priority categories**:

- Individuals with the most significant disabilities (priority category 1).
- Individuals with significant disabilities (priority category 2).
- All other eligible individuals determined to have a disability (priority category 3).

Within each disability priority category, consumers will be served according to their date of application.

Waiting List: If DOR does not have enough funding to serve eligible individuals in your disability priority category, you will be placed on a waiting list.

DOR will also:

- Notify you as to which category is being served.
- Notify you as soon as funds are available, and when you will be served based on your application date.

You may contact DOR at any time regarding your desire to remain or be removed from the waiting list.

While you are on the waiting list, DOR will provide you with information and referrals to other services that may help you reach your employment goal until you receive DOR services.

Individualized Plan for Employment

You and your VR counselor will jointly develop your I P E, if you:

- Have applied for services.
- Completed the assessment process.
- Are found eligible for services.
- Are placed in a disability priority category being served.

The I P E is your written plan listing your job objective and the DOR services you will receive to reach your employment goal. You and your VR counselor will discuss your unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice as you develop your I P E.

- You and your VR counselor will work in partnership in developing your I P E.
- You and your VR counselor will determine your employment goals.
- You will have the opportunity, within the DOR's regulations, to discuss and choose the specific VR services, providers, and settings you need to reach your employment goals.
- You and your VR counselor will discuss the process to obtain needed services.

Individualized Plan for Employment Development

Your I P E will include the following:

- Description of your employment goal.
- Timeline to reach your employment goal.
- Description of the services and service providers you will need.
- Timelines for providing each of the included services.
- Description of the process to get services.
- Description of the criteria to measure your progress.
- Responsibilities of your VR counselor, you, and others involved with your I P E.
- Information about your participation in paying for part of the I P E, if applicable.
- Identification of comparable services and benefits.

Options for developing your I P E include:

- Developing your I P E with your VR counselor.
- Receiving assistance from outside resources.
- Developing your own I P E.

A member of your team will:

- Explain the I P E components and DOR guidelines.
- Explain whether you may need to pay for a portion of your services (financial participation).
- Explain your need to use services available from other sources (comparable services and benefits) and other related information.
- Help you complete DOR forms.
- Explain the Ticket to Work program.

Your VR counselor will review a draft of your I P E to ensure that your goals and necessary VR services meet DOR guidelines.

Identify Your Goals

Employment Services

DOR will provide the range and duration of services necessary to assist you to secure, retain, or regain employment.

Your I P E must be completed and signed by you, and then approved in writing by your VR counselor and/or Team Manager before you can begin receiving services included in your I P E.

Not all available services are needed by all consumers. DOR's services include, but are not limited to:

- Counseling and guidance.
- Referrals and assistance to get services from other agencies.
- Job search and placement assistance.
- Vocational and other training services.
- Evaluation of physical and mental impairments.
- On-the-job or personal assistance services.
- Interpreter services.
- Rehabilitation and orientation/mobility services for individuals who are deaf/hard of hearing and/or blind/low vision.
- Occupational licenses, tools, equipment, initial stocks, and supplies.
- Technical assistance for self-employment.
- Rehabilitation assistive technology services and devices.
- Supported employment services.
- Services to the family.
- Transportation as required, such as travel and related expenses, necessary to enable you to participate in a VR service.
- Transition services for students.
- Expansion of employment opportunities for individuals with disabilities, which include, but are not limited to, professional employment and self-employment.
- Post-employment services.

Your Individualized Plan for Employment Responsibilities

After your I P E has been developed, it is your responsibility to:

- Maintain contact with your VR counselor and keep all appointments.
- Talk with a member of your team if you are having a problem that affects your plan (such as changes in your address, medical, or financial status).
- Discuss any changes that might be needed in your plan.
- Apply for and secure available comparable services and benefits (such as financial aid, grants, or services through non-DOR agencies).
- Participate financially in your plan, if necessary.
- Attend and fully participate in training programs and classes.
- Provide regular progress updates and academic grades.
- Attend annual review meetings as required.
- Participate fully in your job search and job placement activities.
- Obtain prior approval from your VR counselor or Team Manager before you purchase any goods and services related to your I P E. A written authorization is required before any services can be provided.
- Reach an agreement with your counselor and sign a written I P E amendment if making a significant change in your plan.
- Communicate and interact with courtesy, consideration, and respect.

You have the right to be treated with respect for individual dignity, personal responsibility, and self-determination. You have the responsibility of fully participating and cooperating with the VR process.

Failure to cooperate, failure to make reasonable effort, or failure to maintain ongoing communication or scheduled appointments could result in loss of further services and closure of your case file.

Employment Outcome Maximization

In developing an I P E, the consumer and the DOR will determine the employment outcome desired that is consistent with the consumer's unique strengths, resources, priorities, concerns, abilities, and capabilities.

The State VR services program is not intended solely to place individuals with disabilities in entry-level jobs but is intended to enable individuals to pursue meaningful careers by securing employment commensurate with their abilities and capabilities. (California Welfare & Institutions Code section 19000(a)(6).)

Future Goals:

Employment, Independence & Equality

Department of Rehabilitation Responsibilities

It is your VR counselor's and VRSD team's responsibility to:

- Assist you in exercising informed choice.
- Provide counseling and guidance.
- Keep information confidential, except where the law requires the VR counselor to share information.
- Inform you of available resources and referrals, as appropriate.
- Advise you of your rights and remedies, including review of DOR decisions.
- Explain how to request Mediation, Fair Hearing, or file a discrimination complaint.
- Inform you about the Client Assistance Program.
- Assist in coordinating services for your plan.
- Monitor your progress periodically and complete an Annual Plan Review to continue timely service delivery.
- Reach an agreement with you and provide a written amendment for your signature if there are major changes in your I P E.
- Keep you fully informed throughout your plan, including a full consultation before closing your record of services (case file).
- Communicate and interact with courtesy, consideration, and respect.

Together We Can Make Great Things Happen!

Case Closure

Your record of services (case file) may be closed for various reasons.

The best reason is you have been employed successfully for 90 days. At that time, your record of services can be successfully closed.

Other reasons for closing your record of services include:

- You are determined to be ineligible for services.
- You are not available to complete a needed assessment to determine your eligibility or priority for services.
- You cease contact with DOR, and you cannot be located or contacted.
- You decline to accept, participate in, or use DOR services.
- You fail to cooperate in assessments or your I P E.
- You engage in any criminal activity, including fraud, when applying for or receiving VR services.

You may appeal any of DOR's actions or decisions, including actions to close your record of services.

Client Assistance Program

If you encounter problems with the services provided by DOR, you may request assistance from the Client Assistance Program (CAP). You are encouraged to try to resolve problems first with your VR counselor or his or her Team Manager.

A CAP advocate may provide you with information, advice and representation, including assistance in pursuing legal, administrative or other appropriate remedies to ensure the protection of your rights and to help you access appropriate services.

You may have assistance from the CAP at any point from the time you apply for services, until after you stop receiving services.

It is always your right to bring a family member, a representative, or a CAP advocate to meet with DOR staff. The CAP advocates are independent advocates and not employees of the DOR.

If you cannot achieve resolution of your concerns at the local level, a CAP advocate may also help you request, prepare for, represent and/or advise you about the Administrative Review, Mediation or Fair Hearing processes.

You can find your local CAP Advocate at:

Disability Rights California

<http://www.disabilityrightsca.org/>

Client Assistance Program

Statewide referrals

1-800-776-5746

1-800-719-5798 TTY/TDD

Review of Decisions

Administrative Review

- When your concerns are not resolved after meeting with your VR counselor and/or Team Manager, you may request an Administrative Review by the District Administrator.
- This written decision will be rendered within 15 calendar days of the date of the request, unless you agree to a later date.

Mediation

- Mediation is another free service for resolving disputes with DOR. Mediation is a voluntary, confidential, and a problem-solving process, assisted by qualified, impartial mediators from outside the DOR.
- The objective of mediation is to reach an agreement acceptable to all parties.
- If both parties agree to mediate, a conference will be held within 25 calendar days of the receipt of the request unless both parties agree to a later date.

Fair Hearing

- If you are dissatisfied with any action or decision of DOR related to your application or to your services, you may request a Fair Hearing within one year of the DOR action or decision or within 30 calendar days of the receipt of the written decision of your Administrative Review.
- You may also request an Administrative Review and Fair Hearing concurrently.
- The hearing will be held within 60 calendar days of the receipt of the request unless you agree to a later date. If you are not satisfied with the Fair Hearing decision, you may file a writ of mandate with the California Superior Court within six months of the decision.

Many problems can be resolved locally, informally, and more quickly than a formal Fair Hearing process. It may be to your benefit to work through the Administrative Review first, before requesting Mediation and/or a formal Fair Hearing. **Again, you are welcome to bring a representative for support and assistance.**

To request Mediation and/or a Fair Hearing, complete form DR 107—Request for Mediation and/or Fair Hearing or other written request and send the form to the: Mediation and Fair Hearings Office, c/o DOR Legal Affairs. The form is available at the DOR website at: www.dor.ca.gov.

Confidentiality

DOR is committed to keeping any information you provide confidential.

The Information Practices Act of 1977, California Civil Code, section, 1798 et seq., guarantees you certain rights:

- **Right to Privacy:**

Only information about you that is relevant and necessary to carry out the purpose of DOR's program will be collected. The information will be used only in processing your program of services, including resolving consumer complaints or appeals. Some personal information may be shared with the Social Security Administration to verify that you are eligible for services.

- **Right to Access:**

You may request access to any of your records the DOR maintains. DOR shall promptly let you or your chosen representative inspect or shall provide you copies of any document or item of information in the record of services (case file).

- **Right to Request a Record of Services (case file) Amendment:**

You may seek correction of any misinformation in your record of services by making a request to your VR counselor or a Team Manager. The request should be in writing and as specific as possible. If the Team Manager does not agree with your amendment to the record, you may request an Administrative Review, Mediation and/or Fair Hearing (see page 17). If the results of the review or hearing do not agree with your amendment to your record, you may submit a written statement of reasonable length with your views of the disputed information. This statement will be placed in your record of services.

Disclosure

Generally, DOR cannot release applicant or consumer information without receiving authorization from you, the consumer. An applicant or consumer must sign an appropriate release form before DOR can release information to anyone, including information to a family member, unless there is a court order or a law that requires us to disclose. Under special circumstances there are disclosures without written consent as described in the California Code of Regulations, title 9 section 7143.

All persons allowed access to your records are prohibited from redisclosing this information to anyone else without your specific, informed, written consent.

Discrimination

It is DOR's policy to serve all qualified persons with a disability without discrimination based on their protected status, including: race, color, religion, ancestry, national origin, sexual orientation, marital status, medical condition, genetic information, physical or mental disability, sex, or age. Sometimes a requested service is denied based on the DOR's regulations or policies. You may disagree with your VR counselor's interpretation of these regulations or policies, but this is not discrimination. Discrimination occurs if the reason your VR counselor disagrees with you or denies your request is based on your race, age, disability, or another protected status noted above.

You have a right to have disagreements with your VR counselor settled by someone other than your VR counselor. You have a right to call a Client Assistance Program advocate to help you settle the disagreement (see page 16). You also have the right to ask for an Administrative Review, Mediation, and/or Fair Hearing to settle the disagreement (see page 17). These processes can settle most disagreements.

If you have information that the disagreement was because of your race, age, disability, or another protected status, you have a right to file a discrimination complaint to settle the problem within 180 days from the date of the discriminatory action.

There are three ways to file a discrimination complaint:

1. Contact the District Administrator and ask for an Administrative Review related to discrimination. Explain why you think the disagreement or denial is based on discrimination. **Because the District Administrator is located closest to your service delivery, she or he may be able to settle your complaint directly and more quickly than other complaint methods.** Your District Administrator can be reached by using the contact information on pages 21–22.
2. Contact DOR's Office of Civil Rights if you believe that actions taken and/or decisions made were because of unlawful discrimination (i.e., related to a protected status: race, color, religion, ancestry, national origin, sexual orientation, marital status, medical condition, genetic information, physical or mental disability, sex, or age) rather than DOR's policies or regulations. DOR Office of Civil Rights will send you a discrimination complaint filing form and provide detailed information that you should include within your complaint. Upon receiving and reviewing your complaint, if appropriate, DOR's Office of Civil Rights will conduct an investigation and let you know the outcome.

Department of Rehabilitation
Office of Civil Rights
721 Capitol Mall
Sacramento, CA 95814
(916) 558-5850 Phone
(844) 729-2800 TTY/TDD

3. Contact the U.S. Department of Education, Office for Civil Rights. Explain your disagreement or denial and provide information supporting why you think it is based on discrimination. The U.S. Department of Education, Office for Civil Rights may investigate your complaint and work with the DOR to resolve as appropriate.

U.S. Department of Education
Office for Civil Rights
50 Beale Street, Ste. 7200
San Francisco, CA 94105
(415) 486-5555 Phone
(877) 521-2172 TTY/TDD

DOR District Offices

Where to Find Information:

DOR website: www.dor.ca.gov

Social media: [Facebook](#), [Instagram](#), [Twitter](#), [LinkedIn](#), and [YouTube](#)

Northern/Central California

Greater East Bay

1485 Civic Court, Suite 1100
Concord, CA 94520
(925) 602-3953 Phone

San Joaquin Valley

2550 Mariposa Mall, Rm. 2000
P.O. Box 24001
Fresno, CA 93721
(559) 445-6011 Phone

Northern Sierra

721 Capitol Mall, Suite 110
Sacramento, CA 95814
(916) 558-5300 Phone

San Jose

100 Paseo de San Antonio
Rm. 324
San Jose, CA 95113
(408) 277-1355 Phone

Redwood Empire

50 D Street, Suite 425
Santa Rosa, CA 95404
(707) 576-2233 Phone

Santa Barbara

509 E. Montecito Street, Suite 101
Santa Barbara, CA 93103
(805) 560-8130 Phone

San Francisco

455 Golden Gate Ave., Ste. 7727
San Francisco, CA 94102
(415) 904-7100 Phone

TTY/TDD users may call the toll-free TTY/TDD number 844-729-2800 or use the relay service of choice to call the direct DOR number you want to reach.

DOR District Offices

Southern California

Greater Los Angeles

3333 Wilshire Blvd, Suite 200
Los Angeles, CA 90010
(213) 736-3904 Phone

Los Angeles South Bay

4300 Long Beach Blvd, Suite 200
Long Beach, CA 90807
(562) 422-8325 Phone

Orange/San Gabriel

222 S. Harbor Blvd, Suite 300
Anaheim, CA 92805
(714) 991-0800 Phone

Inland Empire

2010 Iowa Avenue, Building E,
Suite 100
Riverside, CA 92507
(951) 782-6650 Phone

San Diego

7575 Metropolitan Drive, Suite 107
San Diego, CA 92108
(619) 767-2100 Phone

Van Nuys/Foothill

15400 Sherman Way Ste. 140
Van Nuys, CA 91406
(818) 901-5024 Phone

TTY/TDD users may call the toll-free TTY/TDD number 844-729-2800 or use the relay service of choice to call the direct DOR number you want to reach.

State of California
Health and Human Services Agency
Department of Rehabilitation



NOTICE TO NON-ENGLISH SPEAKERS

If you are an applicant, a consumer, or a person seeking information from DOR, you have the right to communicate with DOR staff in your primary language.

Please tell us if it is difficult for you to understand or to speak English, and we will get help to communicate in your language.

If you want to report or complain about a language barrier with DOR staff, please ask to speak with the Team Manager in your local office to resolve the language barrier.

The DOR Is an Equal Opportunity Employer / Program



DEPARTMENT of REHABILITATION

Employment, Independence & Equality



Gavin Newsom
Governor
State of California

Mark A. Ghaly, MD, MPH
Secretary
California Health and Human Services Agency

Joe Xavier
Director
Department of Rehabilitation

This publication can be made available in Braille, large print, and computer disk. Requests should be made to:

Department of Rehabilitation
Office of Legislation & Communications
(916) 558-5874 Phone
(844) 729-2800 TTY/TDD
legislation.communications@dor.ca.gov
www.dor.ca.gov



CaliforniaDOR



DORCalifornia



CaliforniaDOR

Feel free to take notes in this book and store any useful information that will help attain your goals.

Notes:

[illegible]

Make the Commitment, Show Up, Communicate, And Follow Through

Notes:

[illegible]

Notes:

CIH Revised 7/2016

CONSENT TO RELEASE AND OBTAIN INFORMATION

DR 260 (Rev. 12/21)

DIVISION: _____

Name / Entity / Address:	Individual's Full Name and Address:
Record Number, if applies:	Date of Birth:




I hereby consent to and authorize the Department of Rehabilitation (DOR) to:
☐ Obtain from the above Name / Entity ☐ Release to the above Name / Entity

- | | |
|---|--|
| <input type="checkbox"/> Benefits Planning Query | <input type="checkbox"/> Benefits Summary and Analysis |
| <input type="checkbox"/> Employment History | <input type="checkbox"/> Financial Aid Award |
| <input type="checkbox"/> HIV / AIDS Information | <input type="checkbox"/> Progress Reports |
| <input type="checkbox"/> Individualized Education Program (IEP) | <input type="checkbox"/> Transcripts / Report Cards |
| <input type="checkbox"/> Individualized Plan for Employment (IPE) | <input type="checkbox"/> Work Incentives Plan |
| <input type="checkbox"/> Psychological / Psychiatric Reports | <input type="checkbox"/> Vocational Rehabilitation Records |
| <input type="checkbox"/> Drug and Alcohol Information, as explicitly described below | |
| <input type="checkbox"/> Regional Center Records, including Individual Program Plan (IPP) | |
| <input type="checkbox"/> Other: | |

The dates of the requested information are: _____ to _____

I acknowledge and understand the following: the requested information may contain medical history, treatment, and diagnosed mental and physical condition, including drug and alcohol information, psychiatric disabilities, or HIV / AIDS. I may refuse to allow DOR to release or obtain information by not signing this form or not checking some of the above boxes, which may affect the provision of vocational rehabilitation services. The information requested by DOR will be used to determine eligibility for or assist in the provision of vocational rehabilitation services. The DOR shall not make any disclosure of the information received without my signed authorization, unless required or permitted by law. I may revoke this authorization in writing at any time; however, the revocation will not be effective to the extent that any person or entity has already acted in reliance on my authorization prior to the revocation. I may have a copy of this signed authorization, which will remain valid for 30 days from the date of signature, unless

otherwise specified here: _____

Individual's Signature 	Date Signed
Parent, Guardian, or Conservator Signature (if needed) 	Date Signed
Witness Signature (if above signature by mark) 	Date Signed
Information sent To / From: Department of Rehabilitation	Phone Number:

Staff Name and Title: _____

Address: _____

CONSENT TO RELEASE AND OBTAIN INFORMATION

DR 260 (Rev. 12/21)

PRIVACY STATEMENT AND NOTICE

The California Information Practices Act of 1977 (Civ. Code § 1798.17) and the Federal Privacy Act (5 U.S.C. § 552a) require this notice be provided to individuals when collecting personal information. The information requested on this form is necessary to correctly identify the individual and provide written consent to obtain or release information for the limited purpose of determining eligibility for or assisting in the delivery of vocational rehabilitation services or release information at the individual's request. Please do not provide any personal information on this form that is not requested.

An individual has the right to revoke this authorization by providing written notice to the local Department of Rehabilitation (DOR) office serving the individual. If an individual revokes the authorization, it will not affect information already used or released before DOR received the individual's written notice. The federal Health Insurance Portability and Accountability Act (HIPAA) (42 U.S.C. § 290dd-2) may not protect information after it is released or provided to agencies not covered by that law. Even though DOR is not subject to HIPAA, DOR adheres to applicable federal and state privacy laws. The DOR's Privacy Policy is online at www.dor.ca.gov.

Information obtained by DOR will be included in the individual's record of services. An individual has the right to inspect information maintained by DOR about the individual, unless otherwise prohibited or conditioned by law or regulation. For assistance accessing such information, contact the DOR staff listed on the form.

Any personal information collected or released by DOR is subject to the limitations established in federal and state law and regulations. Federal law requires DOR to release some personal information to other state agencies in order to match data, such as wage records, for federal performance accountability requirements. In some cases, DOR may release personal information in response to a court order, investigations in connection with law enforcement, fraud, abuse, or to protect the individual or others. The DOR may also release personal information for audit, evaluation, or research purposes directly connected with the administration of the vocational rehabilitation program or to significantly improve the quality of life for applicants and recipients of services in accordance with a written agreement that limits use of the information and safeguards confidentiality, and if the final product reveals any personal identifying information, informed, written consent is required. (29 U.S.C. § 3141; 34 C.F.R. § 361.38; 42 C.F.R. §§ 2.33, 2.51, 2.52, 2.61, and 2.63; Civ. Code §§ 56.13 and 1798 et seq.; and Cal. Code of Regs., tit. 9, §§ 7140 through 7143.5.)

If information is RELEASED with the informed, written consent of the individual to whom the information pertains, the receiving individual or agency should be aware that the information from DOR is confidential. Federal and state law and regulation prohibit any further disclosure of this information without the informed, written consent of the individual to whom this information pertains, unless otherwise permitted by law.

MEMORANDUM OF UNDERSTANDING

BETWEEN

SANTA BARBARA COUNTY

SPECIAL EDUCATION LOCAL PLAN AREA

AND

SANTA BARBARA DISTRICT

OF

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

January 31, 2024

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INTRODUCTION

This Memorandum of Understanding was developed by a committee representing the Santa Barbara County Special Education Local Plan Area (SELPA) and the Santa Barbara District of California State Department of Rehabilitation (DOR).

SELPA is negotiating this agreement on behalf of the districts within Santa Barbara County that serve secondary age students. Whenever the term SELPA appears in this Memorandum of Understanding, it refers to the school districts that serve secondary age students.

There is a long-time history of cooperative working agreements between the high school districts of Santa Barbara County and the DOR.

While the document is an attempt to formulate, in writing, actual working practices and agreements as required by Federal and State laws and regulations, it will, in fact, become a changing document as laws, regulations and budget changes occur, which means that a periodic re-evaluation of the agreement must take place.

The intent of this document is to:

1. Clarify and determine each agency's responsibility to the individual clients/students and their families, including which services are to be provided by each agency.
2. Establish a means for joint planning to occur, which will ensure that local resources will be utilized in the most effective manner:
 - a. Commitment of resources based on identified needs.
 - b. The elimination of duplication of services.
3. Establish and maintain an attitude which will facilitate communication and coordination of agency services.
4. Conform to legislative mandates and to the intent of such mandates.
5. Describe the relationship between the SELPA, its representative districts, and the DOR.

This Memorandum of Understanding is predicated upon the following statement of shared goals.

Shared Goals

This agreement builds and operates from a partnership which results in the collaborative design and delivery of programs and services to support the successful transition to adulthood by youth with disabilities.

The primary goal of this agreement is to ensure that necessary Rehabilitation and Special Education Services are provided to clients/students in the most effective manner through joint planning, cooperative service delivery, judicious use of available resources and new resource development.

The agencies and clients/students represented in this agreement share a commonality of goals. It is the intent of this agreement to facilitate the following:

1. Development of vocational and academic competencies, which lead to gainful employment and are based on local job market survey information.
2. Development of social proficiency to the degree that clients/students will become successful members of the community.
3. Development of civic responsibility.
4. Realization of self-worth.

I. CONSUMER/STUDENT FIND

The DOR and the SELPA are committed to identifying individuals who require needed special services and mutually agree to safeguard individual rights, as required by Federal and State statutes. Each agency agrees to:

1. Develop information regarding eligibility criteria and services available and facilitate its dissemination.
2. School districts serving secondary age students will develop and implement strategies for the students who may be eligible for DOR services. Strategies shall include:
 - a. Developing procedures to inform key personnel (Counselors, Assistant Principals, Teachers, etc.) of DOR eligibility, services, and available programs.
 - b. Developing an expeditious referral process utilizing adopted forms which protect individual rights. (See Appendix)
3. Provide parents and guardians with information regarding the referral process, eligibility criteria and services available.
4. Accept each other's written referrals (including special education and other students with disabilities).

Note: Students referred to DOR must have the legal right to work in the United States .

Referrals for special education will be processed within 15 calendar days of receipt of the referral (as per Education Code requirements). Individuals referred to DOR will be contacted 14 calendar days of receipt of the referral.

5. Be responsible for assuring that all students who may be eligible to receive services are identified and referred.

II. ASSESSMENT

The DOR and the SELPA are committed to comprehensive, cost-effective assessment of clients/students to provide assistance which will facilitate a smooth transition from school to the world of work or post secondary training/education that leads to employment.

Assessment information obtained by either agency is used to aid the clients/students in developing marketable skills leading to greater independence, primarily in the areas of gainful employment and social proficiency.

Each agency agrees to the following:

1. Exchange information necessary with appropriate release of information to monitor and assist in the implementation of the IEP/ITP and IPE*.
2. Where appropriate, coordinate the development of an assessment plan and its implementation.
3. Assess referred individuals to determine:
 - 1.1 Eligibility for services
 - 1.2 Clients/students preferences
 - 1.3 Areas of need requiring training and remediation
 - 1.4 Appropriate services which will be included in the IEP/ITP and IPE

*IEP = Individualized Education Program

ITP = Individual Transition Plan

IPE = Individual Plan for Employment

III. INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE), INDIVIDUALIZED EDUCATION PROGRAM (IEP)/INDIVIDUAL TRANSITION PLAN (ITP)

DOR and SELPA are responsible for developing, implementing, and monitoring IPE and IEP/ITP respectively. Interagency coordination is critical to planning successful programming and support/services. Accordingly, the DOR and the SELPA will:

1. Designate/invite appropriate agency staff to participate in and/or submit written information for the development of the IPE, IEP, or ITP for mutual clients.
2. Assure the provision of services, either directly or by joint agreements with other providers, as specified in the IPE, IEP, or ITP.
3. Recognize the relationship of the IPE, IEP, and ITP and support the integration and implementation of these plans.
4. Ensure that the parents and clients/students and other participants are informed and actively involved as collaborative participants in meetings (IPE), (IEP) and (ITP).
5. Facilitate transition from school to work and/or post secondary training and adulthood through mutual activities which will increase awareness of community programs.
6. Release confidential information to each other only with parental and consumer consent in accordance with Section 5328 of the Welfare and Institutions Code, and Education Code 49073-49078.

IV. INTERAGENCY INSERVICE/STAFF DEVELOPMENT

DOR and SELPA believe in ongoing opportunities for professional growth and development of their staff and agree to:

1. Exchange announcements of inservice opportunities.
2. Invite representatives of each agency to participate in interagency inservice planning sessions to plan seminars and conferences of mutual interest.
3. Encourage each agency's staff to participate in mutually relevant in-service trainings and workshops.
4. Upon request, provide representative speakers, trainers, and workshop leaders for mutually relevant workshop/in-service topics.
5. Conduct training for administrators, teachers, students, parents, and businesspeople regarding the transition needs of clients/students.
6. Disseminate copies of this Memorandum of Understanding to staff within their respective agencies.

MEMORANDUM OF UNDERSTANDING APPROVAL

This agreement shall commence on the effective date of approval by the signatures. The agreement shall be reviewed every three years and revised at the request of either party. It shall remain in effect until any revisions are mutually agreed upon or either party provides 30 days written notice to terminate.

ANNE HUBBARD, CHAIRPERSON
SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD

DATE _____

BRIAN WINIC, REGIONAL DIRECTOR
SANTA BARBARA DISTRICT OF CALIFORNIA
STATE DEPARTMENT OF REHABILITATION

DATE _____

RAY AVILA, EXECUTIVE DIRECTOR
SANTA BARBARA COUNTY SELPA

DATE _____

APPENDIX

Definitions

IEP Individualized Education Program:

The Individualized Education Program (IEP) is a legal document designed by an IEP Team Meeting including parents and educational professionals, that provides a child or a student eligible through assessment under one or more of the thirteen disabilities, services and supports in special education.

The IEP includes the following:

- a. general information about the child/student and their assessed disability.
- b. present levels of the child/student's performance in school settings.
- c. information about special factors including assistive technology, low incidence services, and other supports needed for educational access.
- d. assessment data.
- e. goals and/or objectives for the school year.
- f. specific services to support goals and/or objectives.
- g. location the supports and services will be provided.

ITP Individual Postsecondary Transition Plan:

The Individual Postsecondary Transition Plan is a legal document designed by an IEP Team Meeting including parents, students, and educational professionals, that defines secondary transition services, goals, and supports for movement from school to post-school activities.

The ITP includes the following:

- a. Assessment data with a focus of postsecondary transition.
- b. Postsecondary goals and annual goals in the areas of Education or Training, Employment, and Independent Living.
- c. Activities to support Community Experiences.
- d. Coordinated set of services with Interagency collaboration.
- e. Graduation Requirements.

IPE Individual Plan for Employment:

The Individualized Plan for Employment is a critical document in the vocational rehabilitation process with the Department of Rehabilitation (DOR). The IPE contains important information on employment goal(s) and the services and supports the DOR has agreed provide to assist in meeting goal(s).

DOR Santa Barbara District of State Department of Rehabilitation:

The Santa Barbara District of the State of California Department of Rehabilitation is a California state department which administers vocational rehabilitation services. It provides vocational rehabilitation services and advocacy from over 100 locations throughout California seeking employment, independence, and equality for individuals with disabilities.

SBCSELPA Santa Barbara County Special Education Local Plan

SBCSELPA is a joint powers agency that provides oversight, guidance, training and support to member local education agencies (LEAs), parents, guardians, and the community related to identifying and providing compliant, best practice Individualized Education Programs (IEP) services and supports to students with disabilities providing a free and appropriate public education as per the Individuals with Disabilities Education Act PL 94-142 and California Laws.

SBCSELPA is governed by a Joint Powers Agency (JPA) board comprised of superintendents from Local Education Agencies (LEAs)/districts in Santa Barbara County SELPA and the Santa Barbara County Superintendent of Instruction. SBCSELPA encompasses the 20 school districts, Santa Barbara County Education Office, and four charter schools.

Referral Process to Department of Rehabilitation

1. Obtain signature(s) on medical and non-medical release forms.
2. Complete and obtain signature on referral to Department of Rehabilitation
3. Referral packet to include:
 - Referral Packet
 - Release form
 - Assessments
 - Psychological evaluation
 - Health information
 - Work history, including community service and job skills training.
 - Any pertinent information documenting their current physical/mental disability and the severity of their impairment and functional limitations.

Referral to Department of Rehabilitation

Student Name: _____

Student Address: _____

School District: _____

Phone: _____ Special Education? _____ Yes _____ No

School: _____ Case Manager: _____

Grade: _____ Counselor: _____

Soc. Sec. #: _____ Other Service (DIS): _____

Description of Disability:

Reason For Referral:

Referral Source:

Name: _____ Title: _____

School: _____ Date: _____

I hereby give my consent to be referred to the Department of Rehabilitation, and for release of information between the above-mentioned School District and the Department of Rehabilitation.

Signature of Student

Date

Signature of Parent or Guardian

Date



DEPARTMENT of REHABILITATION

Employment, Independence & Equality



Consumer Information Handbook

Dates to Remember

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Important Contacts

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Mission

California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

Core Values

The values under which we operate all of our programs and services.

Quality

Strive to meet stakeholders' needs through continuous improvement, competence, creativity, and teamwork.

Respect

Be sensitive to the diverse needs of others, both internal and external stakeholders, by being courteous, compassionate, responsive, and professional.

Integrity

In all endeavors, act in an ethical, honest, and professional manner.

Openness

Be willing to listen to and share information with others. Be flexible, inclusive, trusting, and receptive to new ideas.

Accountability

Take ownership and responsibility for actions and their results.

Our Guiding Principles

The principles that guide us in our daily work.

1. Delivering effective vocational rehabilitation (VR) services, and other programs and services in an efficient, caring, professional, and prompt manner.
2. Attracting, developing, and retaining a competent, creative, and highly motivated workforce.
3. Maintaining public trust by being fiscally responsible and ensuring quality programs and services.
4. Sustaining our role as a respected leader in the disability community; inspiring hope in those we serve.

Introduction

If you have a disability and need VR services, DOR may be able to help you find work and become independent. This handbook will be your guide to the DOR's services.

As a DOR consumer, you and your VR counselor will develop your VR program, which includes your employment goal and the services you will need to reach your goal. You are the most important person in this process.

If you cannot find answers to your questions in this handbook, please contact the local DOR office in your area. The phone numbers and addresses of the DOR district offices are located on pages 21–22.

Purpose

DOR's vocational rehabilitation and independent living programs, projects, and activities shall be carried out in a manner consistent with the following principles: respect for individual dignity, personal responsibility, self-determination, and pursuit of independent living and meaningful careers, based on informed choice of individuals with disabilities.

(California Welfare and Institutions Code, section 19000(e) (1).)

Informed choice means the provision of activities whereby individuals with disabilities served by projects have the opportunity to be active, full partners in the rehabilitation process, making meaningful and informed choices as follows:

1. During assessments of eligibility and VR needs.
2. In the selection of employment outcomes, services needed to achieve the outcomes, entities providing these services, and the methods used to secure these services.

(34 Code of Federal Regulations, part 361.52; see also 29 United States Code, section 722(b) (2)(B).)

Who Should Apply?

- ☐ Do you have a disability?
- ☐ Do you want to work?
- ☐ Are you having trouble getting or keeping a job because of your disability?
- ☐ Do you believe VR services, such as job placement, training, or other job preparation, would help you get or keep a job?

If you answered "yes" to all these questions, you may qualify for DOR services. To learn more, contact your local DOR office.

Referral to Other Agencies

DOR also provides information and referral services to persons who do not wish to apply for services but request or need referral to another agency or program such as:

1. **Schedule A:** This form of federal assistance is available to persons with disabilities applying for federal jobs. Schedule A requires a certification letter from a DOR VR counselor.
2. **Limited Examination and Appointment Program (LEAP):** The LEAP helps recruit and hire persons with disabilities into State service in specific State job classifications. Persons who qualify for the LEAP can apply for any LEAP-specified examination if minimum qualifications are met. The LEAP eligibility and participation require disability certification from a DOR VR counselor.

To learn more about Schedule A, LEAP, and referrals to another agency or program call your local DOR office.

How to Apply

There are **three** requirements that comprise the application process.

1. Request VR services in one of the following ways:
 - a. Contact the local DOR office in your area. Complete and sign form DR 222—Vocational Rehabilitation Services Application.
 - b. Apply for Services online at the DOR website: www.dor.ca.gov or print an application from the DOR website and mail the completed form DR 222—Vocational Rehabilitation Services Application to your local DOR office.
 - c. Visit a One-Stop Center. Complete an intake application form requesting VR services.
2. Provide DOR with information necessary to begin an assessment to determine eligibility and priority for services.
3. Be available to complete the assessment process. This includes activities such as attending the initial interview, watching an orientation video, participating in the evaluation of your skills and capabilities, and completing your part of any actions you and your VR counselor agree upon.

To determine eligibility within the time required by law, **the date of application is the date when all three of the above requirements are met.**

After you have submitted an application or have requested services and provided basic information to the DOR, an interview appointment will be scheduled with you to begin the assessment process.

Assessment Process

The purpose of the assessment process is to allow you and your VR counselor to discuss:

- Your disability and how it affects your ability to work.
- The types of DOR services you may need to become employed.

Eligibility—You and your VR counselor will:

- Obtain and review medical and other information to determine how your disability affects your ability to work.
- Determine how DOR services can help you get or keep a job.

After obtaining enough information, your VR counselor will determine your eligibility for DOR services.

Priority for Services Determination—You and your VR counselor will:

- Review and discuss information obtained from you and other sources about your disability.
- Agree on how your disability limits you in six general areas of functioning: communication, mobility, interpersonal skills, self-care, work tolerance, and work skills.
- Determine your disability priority category based on the assessment that represents the significance of your work-related limitations.

VR Needs Assessment—You and your VR counselor will discuss:

- Your abilities and capabilities.
- Relevant assessments, to the extent necessary, to determine the services and assistance you will need to get or keep a job.

You and your VR counselor will be partners in making informed choices throughout your VR program. At your request, the DOR will communicate with you in your primary language and appropriate mode of communication so that you can fully understand the process.

Actively participate: Your VR program moves more quickly if you stay actively involved with your VR Service Delivery team and provide information requested as soon as you can.

You will be assigned a service delivery team to work closely with you. Your team will ensure consistent contact and support towards reaching an appropriate employment outcome. Your VR counselor determines your eligibility and priority for services, approves your Individualized Plan for Employment (I P E) and I P E amendments, and records your achievements of an employment outcome and/or case closure. All other team members are available to help you with questions, provide guidance, and monitor your services and case status.

How can you help with the assessment process?

1. Bring complete information to your first meeting, including:
 - Any documents you have about your disability.
 - Recent records and benefit letters such as those from the Social Security Administration or your “Ticket” from the federal Ticket to Work Program.
 - A list of names, addresses, and telephone numbers of doctors, professionals, and organizations you have consulted about your disability.
2. Learn about and understand the VR process.
 - Read the information we provided you about the program.
 - If you don't understand something you read or something described, ask a member of your team to explain it.
3. Keep your appointments and be on time.
 - Call your VR counselor's office if you cannot keep an appointment.
 - Tell your VR counselor or a member of your team if you move or change your phone number.
4. Follow through and complete your part of any actions you and your VR counselor agree upon.

It's Up To You!

Eligibility

If DOR receives complete information about your disability, your VR counselor will notify you in writing of your eligibility within 60 days of meeting the three requirements of application. If information about your disability is incomplete or delayed, you and your VR counselor will agree on a specific extension date to determine your eligibility.

To be eligible for services, an individual must:

- Have a physical or mental impairment that substantially impedes his or her ability to secure employment and VR services are required to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
- Be able to benefit from DOR services in terms of an employment outcome in an integrated setting.

If you are receiving Social Security Administration benefits or if you have a valid "Ticket to Work," you are presumed eligible for DOR services.

**Ticket to Work Hotline: 1-866-449-2730 Voice
1-866-359-7705 Telecommunications Device for the Deaf (TTY/TDD)**

If your disability is significant enough that you might not be able to benefit from DOR services, the DOR can arrange a Trial Work Experience or in certain circumstances, an Extended Evaluation. This is an opportunity to work in a realistic work setting to demonstrate if you can benefit from DOR services.

Receiving Services

Order of Selection: When DOR does not have enough funding to serve all applicants who are eligible for DOR services, the law requires DOR to use an “Order of Selection” process to make sure those persons with the most significant disabilities are served first.

Once you are deemed eligible by DOR, you will be given a priority category, called a Priority for Services Determination. Your priority category will be used in the “Order of Selection” process to determine when services begin. Placing applicants into priority categories is a fair method of serving all applicants in the order required by law.

There are **three priority categories**:

- Individuals with the most significant disabilities (priority category 1).
- Individuals with significant disabilities (priority category 2).
- All other eligible individuals determined to have a disability (priority category 3).

Within each disability priority category, consumers will be served according to their date of application.

Waiting List: If DOR does not have enough funding to serve eligible individuals in your disability priority category, you will be placed on a waiting list.

DOR will also:

- Notify you as to which category is being served.
- Notify you as soon as funds are available, and when you will be served based on your application date.

You may contact DOR at any time regarding your desire to remain or be removed from the waiting list.

While you are on the waiting list, DOR will provide you with information and referrals to other services that may help you reach your employment goal until you receive DOR services.

Individualized Plan for Employment

You and your VR counselor will jointly develop your I P E, if you:

- Have applied for services.
- Completed the assessment process.
- Are found eligible for services.
- Are placed in a disability priority category being served.

The I P E is your written plan listing your job objective and the DOR services you will receive to reach your employment goal. You and your VR counselor will discuss your unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice as you develop your I P E.

- You and your VR counselor will work in partnership in developing your I P E.
- You and your VR counselor will determine your employment goals.
- You will have the opportunity, within the DOR's regulations, to discuss and choose the specific VR services, providers, and settings you need to reach your employment goals.
- You and your VR counselor will discuss the process to obtain needed services.

Individualized Plan for Employment Development

Your I P E will include the following:

- Description of your employment goal.
- Timeline to reach your employment goal.
- Description of the services and service providers you will need.
- Timelines for providing each of the included services.
- Description of the process to get services.
- Description of the criteria to measure your progress.
- Responsibilities of your VR counselor, you, and others involved with your I P E.
- Information about your participation in paying for part of the I P E, if applicable.
- Identification of comparable services and benefits.

Options for developing your I P E include:

- Developing your I P E with your VR counselor.
- Receiving assistance from outside resources.
- Developing your own I P E.

A member of your team will:

- Explain the I P E components and DOR guidelines.
- Explain whether you may need to pay for a portion of your services (financial participation).
- Explain your need to use services available from other sources (comparable services and benefits) and other related information.
- Help you complete DOR forms.
- Explain the Ticket to Work program.

Your VR counselor will review a draft of your I P E to ensure that your goals and necessary VR services meet DOR guidelines.

Identify Your Goals

Employment Services

DOR will provide the range and duration of services necessary to assist you to secure, retain, or regain employment.

Your I P E must be completed and signed by you, and then approved in writing by your VR counselor and/or Team Manager before you can begin receiving services included in your I P E.

Not all available services are needed by all consumers. DOR's services include, but are not limited to:

- Counseling and guidance.
- Referrals and assistance to get services from other agencies.
- Job search and placement assistance.
- Vocational and other training services.
- Evaluation of physical and mental impairments.
- On-the-job or personal assistance services.
- Interpreter services.
- Rehabilitation and orientation/mobility services for individuals who are deaf/hard of hearing and/or blind/low vision.
- Occupational licenses, tools, equipment, initial stocks, and supplies.
- Technical assistance for self-employment.
- Rehabilitation assistive technology services and devices.
- Supported employment services.
- Services to the family.
- Transportation as required, such as travel and related expenses, necessary to enable you to participate in a VR service.
- Transition services for students.
- Expansion of employment opportunities for individuals with disabilities, which include, but are not limited to, professional employment and self-employment.
- Post-employment services.

Your Individualized Plan for Employment Responsibilities

After your I P E has been developed, it is your responsibility to:

- Maintain contact with your VR counselor and keep all appointments.
- Talk with a member of your team if you are having a problem that affects your plan (such as changes in your address, medical, or financial status).
- Discuss any changes that might be needed in your plan.
- Apply for and secure available comparable services and benefits (such as financial aid, grants, or services through non-DOR agencies).
- Participate financially in your plan, if necessary.
- Attend and fully participate in training programs and classes.
- Provide regular progress updates and academic grades.
- Attend annual review meetings as required.
- Participate fully in your job search and job placement activities.
- Obtain prior approval from your VR counselor or Team Manager before you purchase any goods and services related to your I P E. A written authorization is required before any services can be provided.
- Reach an agreement with your counselor and sign a written I P E amendment if making a significant change in your plan.
- Communicate and interact with courtesy, consideration, and respect.

You have the right to be treated with respect for individual dignity, personal responsibility, and self-determination. You have the responsibility of fully participating and cooperating with the VR process.

Failure to cooperate, failure to make reasonable effort, or failure to maintain ongoing communication or scheduled appointments could result in loss of further services and closure of your case file.

Employment Outcome Maximization

In developing an I P E, the consumer and the DOR will determine the employment outcome desired that is consistent with the consumer's unique strengths, resources, priorities, concerns, abilities, and capabilities.

The State VR services program is not intended solely to place individuals with disabilities in entry-level jobs but is intended to enable individuals to pursue meaningful careers by securing employment commensurate with their abilities and capabilities. (California Welfare & Institutions Code section 19000(a)(6).)

Future Goals:

Employment, Independence & Equality

Department of Rehabilitation Responsibilities

It is your VR counselor's and VRSD team's responsibility to:

- Assist you in exercising informed choice.
- Provide counseling and guidance.
- Keep information confidential, except where the law requires the VR counselor to share information.
- Inform you of available resources and referrals, as appropriate.
- Advise you of your rights and remedies, including review of DOR decisions.
- Explain how to request Mediation, Fair Hearing, or file a discrimination complaint.
- Inform you about the Client Assistance Program.
- Assist in coordinating services for your plan.
- Monitor your progress periodically and complete an Annual Plan Review to continue timely service delivery.
- Reach an agreement with you and provide a written amendment for your signature if there are major changes in your I P E.
- Keep you fully informed throughout your plan, including a full consultation before closing your record of services (case file).
- Communicate and interact with courtesy, consideration, and respect.

Together We Can Make Great Things Happen!

Case Closure

Your record of services (case file) may be closed for various reasons.

The best reason is you have been employed successfully for 90 days. At that time, your record of services can be successfully closed.

Other reasons for closing your record of services include:

- You are determined to be ineligible for services.
- You are not available to complete a needed assessment to determine your eligibility or priority for services.
- You cease contact with DOR, and you cannot be located or contacted.
- You decline to accept, participate in, or use DOR services.
- You fail to cooperate in assessments or your I P E.
- You engage in any criminal activity, including fraud, when applying for or receiving VR services.

You may appeal any of DOR's actions or decisions, including actions to close your record of services.

Client Assistance Program

If you encounter problems with the services provided by DOR, you may request assistance from the Client Assistance Program (CAP). You are encouraged to try to resolve problems first with your VR counselor or his or her Team Manager.

A CAP advocate may provide you with information, advice and representation, including assistance in pursuing legal, administrative or other appropriate remedies to ensure the protection of your rights and to help you access appropriate services.

You may have assistance from the CAP at any point from the time you apply for services, until after you stop receiving services.

It is always your right to bring a family member, a representative, or a CAP advocate to meet with DOR staff. The CAP advocates are independent advocates and not employees of the DOR.

If you cannot achieve resolution of your concerns at the local level, a CAP advocate may also help you request, prepare for, represent and/or advise you about the Administrative Review, Mediation or Fair Hearing processes.

You can find your local CAP Advocate at:

Disability Rights California

<http://www.disabilityrightsca.org/>

Client Assistance Program

Statewide referrals

1-800-776-5746

1-800-719-5798 TTY/TDD

Review of Decisions

Administrative Review

- When your concerns are not resolved after meeting with your VR counselor and/or Team Manager, you may request an Administrative Review by the District Administrator.
- This written decision will be rendered within 15 calendar days of the date of the request, unless you agree to a later date.

Mediation

- Mediation is another free service for resolving disputes with DOR. Mediation is a voluntary, confidential, and a problem-solving process, assisted by qualified, impartial mediators from outside the DOR.
- The objective of mediation is to reach an agreement acceptable to all parties.
- If both parties agree to mediate, a conference will be held within 25 calendar days of the receipt of the request unless both parties agree to a later date.

Fair Hearing

- If you are dissatisfied with any action or decision of DOR related to your application or to your services, you may request a Fair Hearing within one year of the DOR action or decision or within 30 calendar days of the receipt of the written decision of your Administrative Review.
- You may also request an Administrative Review and Fair Hearing concurrently.
- The hearing will be held within 60 calendar days of the receipt of the request unless you agree to a later date. If you are not satisfied with the Fair Hearing decision, you may file a writ of mandate with the California Superior Court within six months of the decision.

Many problems can be resolved locally, informally, and more quickly than a formal Fair Hearing process. It may be to your benefit to work through the Administrative Review first, before requesting Mediation and/or a formal Fair Hearing. **Again, you are welcome to bring a representative for support and assistance.**

To request Mediation and/or a Fair Hearing, complete form DR 107—Request for Mediation and/or Fair Hearing or other written request and send the form to the: Mediation and Fair Hearings Office, c/o DOR Legal Affairs. The form is available at the DOR website at: www.dor.ca.gov.

Confidentiality

DOR is committed to keeping any information you provide confidential.

The Information Practices Act of 1977, California Civil Code, section, 1798 et seq., guarantees you certain rights:

- **Right to Privacy:**

Only information about you that is relevant and necessary to carry out the purpose of DOR's program will be collected. The information will be used only in processing your program of services, including resolving consumer complaints or appeals. Some personal information may be shared with the Social Security Administration to verify that you are eligible for services.

- **Right to Access:**

You may request access to any of your records the DOR maintains. DOR shall promptly let you or your chosen representative inspect or shall provide you copies of any document or item of information in the record of services (case file).

- **Right to Request a Record of Services (case file) Amendment:**

You may seek correction of any misinformation in your record of services by making a request to your VR counselor or a Team Manager. The request should be in writing and as specific as possible. If the Team Manager does not agree with your amendment to the record, you may request an Administrative Review, Mediation and/or Fair Hearing (see page 17). If the results of the review or hearing do not agree with your amendment to your record, you may submit a written statement of reasonable length with your views of the disputed information. This statement will be placed in your record of services.

Disclosure

Generally, DOR cannot release applicant or consumer information without receiving authorization from you, the consumer. An applicant or consumer must sign an appropriate release form before DOR can release information to anyone, including information to a family member, unless there is a court order or a law that requires us to disclose. Under special circumstances there are disclosures without written consent as described in the California Code of Regulations, title 9 section 7143.

All persons allowed access to your records are prohibited from redisclosing this information to anyone else without your specific, informed, written consent.

Discrimination

It is DOR's policy to serve all qualified persons with a disability without discrimination based on their protected status, including: race, color, religion, ancestry, national origin, sexual orientation, marital status, medical condition, genetic information, physical or mental disability, sex, or age. Sometimes a requested service is denied based on the DOR's regulations or policies. You may disagree with your VR counselor's interpretation of these regulations or policies, but this is not discrimination. Discrimination occurs if the reason your VR counselor disagrees with you or denies your request is based on your race, age, disability, or another protected status noted above.

You have a right to have disagreements with your VR counselor settled by someone other than your VR counselor. You have a right to call a Client Assistance Program advocate to help you settle the disagreement (see page 16). You also have the right to ask for an Administrative Review, Mediation, and/or Fair Hearing to settle the disagreement (see page 17). These processes can settle most disagreements.

If you have information that the disagreement was because of your race, age, disability, or another protected status, you have a right to file a discrimination complaint to settle the problem within 180 days from the date of the discriminatory action.

There are three ways to file a discrimination complaint:

1. Contact the District Administrator and ask for an Administrative Review related to discrimination. Explain why you think the disagreement or denial is based on discrimination. **Because the District Administrator is located closest to your service delivery, she or he may be able to settle your complaint directly and more quickly than other complaint methods.** Your District Administrator can be reached by using the contact information on pages 21–22.
2. Contact DOR's Office of Civil Rights if you believe that actions taken and/or decisions made were because of unlawful discrimination (i.e., related to a protected status: race, color, religion, ancestry, national origin, sexual orientation, marital status, medical condition, genetic information, physical or mental disability, sex, or age) rather than DOR's policies or regulations. DOR Office of Civil Rights will send you a discrimination complaint filing form and provide detailed information that you should include within your complaint. Upon receiving and reviewing your complaint, if appropriate, DOR's Office of Civil Rights will conduct an investigation and let you know the outcome.

Department of Rehabilitation
Office of Civil Rights
721 Capitol Mall
Sacramento, CA 95814
(916) 558-5850 Phone
(844) 729-2800 TTY/TDD

3. Contact the U.S. Department of Education, Office for Civil Rights. Explain your disagreement or denial and provide information supporting why you think it is based on discrimination. The U.S. Department of Education, Office for Civil Rights may investigate your complaint and work with the DOR to resolve as appropriate.

U.S. Department of Education
Office for Civil Rights
50 Beale Street, Ste. 7200
San Francisco, CA 94105
(415) 486-5555 Phone
(877) 521-2172 TTY/TDD

DOR District Offices

Where to Find Information:

DOR website: www.dor.ca.gov

Social media: [Facebook](#), [Instagram](#), [Twitter](#), [LinkedIn](#), and [YouTube](#)

Northern/Central California

Greater East Bay

1485 Civic Court, Suite 1100
Concord, CA 94520
(925) 602-3953 Phone

San Joaquin Valley

2550 Mariposa Mall, Rm. 2000
P.O. Box 24001
Fresno, CA 93721
(559) 445-6011 Phone

Northern Sierra

721 Capitol Mall, Suite 110
Sacramento, CA 95814
(916) 558-5300 Phone

San Jose

100 Paseo de San Antonio
Rm. 324
San Jose, CA 95113
(408) 277-1355 Phone

Redwood Empire

50 D Street, Suite 425
Santa Rosa, CA 95404
(707) 576-2233 Phone

Santa Barbara

509 E. Montecito Street, Suite 101
Santa Barbara, CA 93103
(805) 560-8130 Phone

San Francisco

455 Golden Gate Ave., Ste. 7727
San Francisco, CA 94102
(415) 904-7100 Phone

TTY/TDD users may call the toll-free TTY/TDD number 844-729-2800 or use the relay service of choice to call the direct DOR number you want to reach.

DOR District Offices

Southern California

Greater Los Angeles

3333 Wilshire Blvd, Suite 200
Los Angeles, CA 90010
(213) 736-3904 Phone

Los Angeles South Bay

4300 Long Beach Blvd, Suite 200
Long Beach, CA 90807
(562) 422-8325 Phone

Orange/San Gabriel

222 S. Harbor Blvd, Suite 300
Anaheim, CA 92805
(714) 991-0800 Phone

Inland Empire

2010 Iowa Avenue, Building E,
Suite 100
Riverside, CA 92507
(951) 782-6650 Phone

San Diego

7575 Metropolitan Drive, Suite 107
San Diego, CA 92108
(619) 767-2100 Phone

Van Nuys/Foothill

15400 Sherman Way Ste. 140
Van Nuys, CA 91406
(818) 901-5024 Phone

TTY/TDD users may call the toll-free TTY/TDD number 844-729-2800 or use the relay service of choice to call the direct DOR number you want to reach.

State of California
Health and Human Services Agency
Department of Rehabilitation



NOTICE TO NON-ENGLISH SPEAKERS

If you are an applicant, a consumer, or a person seeking information from DOR, you have the right to communicate with DOR staff in your primary language.

Please tell us if it is difficult for you to understand or to speak English, and we will get help to communicate in your language.

If you want to report or complain about a language barrier with DOR staff, please ask to speak with the Team Manager in your local office to resolve the language barrier.

The DOR Is an Equal Opportunity Employer / Program



DEPARTMENT of REHABILITATION

Employment, Independence & Equality



Gavin Newsom
Governor
State of California

Mark A. Ghaly, MD, MPH
Secretary
California Health and Human Services Agency

Joe Xavier
Director
Department of Rehabilitation

This publication can be made available in Braille, large print, and computer disk. Requests should be made to:

Department of Rehabilitation
Office of Legislation & Communications
(916) 558-5874 Phone
(844) 729-2800 TTY/TDD
legislation.communications@dor.ca.gov
www.dor.ca.gov



CaliforniaDOR



DORCalifornia



CaliforniaDOR

Feel free to take notes in this book and store any useful information that will help attain your goals.

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Make the Commitment, Show Up, Communicate, And Follow Through

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This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CONSENT TO RELEASE AND OBTAIN INFORMATION

DR 260 (Rev. 12/21)

DIVISION: _____

Name / Entity / Address:	Individual's Full Name and Address:
Record Number, if applies:	Date of Birth:




I hereby consent to and authorize the Department of Rehabilitation (DOR) to:
☐ Obtain from the above Name / Entity ☐ Release to the above Name / Entity

- | | |
|---|--|
| <input type="checkbox"/> Benefits Planning Query | <input type="checkbox"/> Benefits Summary and Analysis |
| <input type="checkbox"/> Employment History | <input type="checkbox"/> Financial Aid Award |
| <input type="checkbox"/> HIV / AIDS Information | <input type="checkbox"/> Progress Reports |
| <input type="checkbox"/> Individualized Education Program (IEP) | <input type="checkbox"/> Transcripts / Report Cards |
| <input type="checkbox"/> Individualized Plan for Employment (IPE) | <input type="checkbox"/> Work Incentives Plan |
| <input type="checkbox"/> Psychological / Psychiatric Reports | <input type="checkbox"/> Vocational Rehabilitation Records |
| <input type="checkbox"/> Drug and Alcohol Information, as explicitly described below | |
| <input type="checkbox"/> Regional Center Records, including Individual Program Plan (IPP) | |
| <input type="checkbox"/> Other: | |

The dates of the requested information are: _____ to _____

I acknowledge and understand the following: the requested information may contain medical history, treatment, and diagnosed mental and physical condition, including drug and alcohol information, psychiatric disabilities, or HIV / AIDS. I may refuse to allow DOR to release or obtain information by not signing this form or not checking some of the above boxes, which may affect the provision of vocational rehabilitation services. The information requested by DOR will be used to determine eligibility for or assist in the provision of vocational rehabilitation services. The DOR shall not make any disclosure of the information received without my signed authorization, unless required or permitted by law. I may revoke this authorization in writing at any time; however, the revocation will not be effective to the extent that any person or entity has already acted in reliance on my authorization prior to the revocation. I may have a copy of this signed authorization, which will remain valid for 30 days from the date of signature, unless

otherwise specified here: _____

Individual's Signature 	Date Signed
Parent, Guardian, or Conservator Signature (if needed) 	Date Signed
Witness Signature (if above signature by mark) 	Date Signed
Information sent To / From: Department of Rehabilitation	Phone Number:

Staff Name and Title: _____

Address: _____

CONSENT TO RELEASE AND OBTAIN INFORMATION

DR 260 (Rev. 12/21)

PRIVACY STATEMENT AND NOTICE

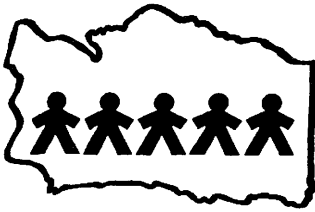
The California Information Practices Act of 1977 (Civ. Code § 1798.17) and the Federal Privacy Act (5 U.S.C. § 552a) require this notice be provided to individuals when collecting personal information. The information requested on this form is necessary to correctly identify the individual and provide written consent to obtain or release information for the limited purpose of determining eligibility for or assisting in the delivery of vocational rehabilitation services or release information at the individual's request. Please do not provide any personal information on this form that is not requested.

An individual has the right to revoke this authorization by providing written notice to the local Department of Rehabilitation (DOR) office serving the individual. If an individual revokes the authorization, it will not affect information already used or released before DOR received the individual's written notice. The federal Health Insurance Portability and Accountability Act (HIPAA) (42 U.S.C. § 290dd-2) may not protect information after it is released or provided to agencies not covered by that law. Even though DOR is not subject to HIPAA, DOR adheres to applicable federal and state privacy laws. The DOR's Privacy Policy is online at www.dor.ca.gov.

Information obtained by DOR will be included in the individual's record of services. An individual has the right to inspect information maintained by DOR about the individual, unless otherwise prohibited or conditioned by law or regulation. For assistance accessing such information, contact the DOR staff listed on the form.

Any personal information collected or released by DOR is subject to the limitations established in federal and state law and regulations. Federal law requires DOR to release some personal information to other state agencies in order to match data, such as wage records, for federal performance accountability requirements. In some cases, DOR may release personal information in response to a court order, investigations in connection with law enforcement, fraud, abuse, or to protect the individual or others. The DOR may also release personal information for audit, evaluation, or research purposes directly connected with the administration of the vocational rehabilitation program or to significantly improve the quality of life for applicants and recipients of services in accordance with a written agreement that limits use of the information and safeguards confidentiality, and if the final product reveals any personal identifying information, informed, written consent is required. (29 U.S.C. § 3141; 34 C.F.R. § 361.38; 42 C.F.R. §§ 2.33, 2.51, 2.52, 2.61, and 2.63; Civ. Code §§ 56.13 and 1798 et seq.; and Cal. Code of Regs., tit. 9, §§ 7140 through 7143.5.)

If information is RELEASED with the informed, written consent of the individual to whom the information pertains, the receiving individual or agency should be aware that the information from DOR is confidential. Federal and state law and regulation prohibit any further disclosure of this information without the informed, written consent of the individual to whom this information pertains, unless otherwise permitted by law.



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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA/Tri-County Regional Center (TCRC) Interagency Agreement

BACKGROUND:

- An Interagency Agreement was developed by representatives of Tri-Counties Regional Center (TCRC) and SBCSELPA.
- The IAA applies to individuals ages 3-22 who are eligible for both TCRC and are identified individuals with exceptional needs who are the responsibility of the local education agency of SBCSELPA.
- The intent of the IAA between TCRC and SBCSELPA is to:
 - a. Clarify and determine and coordinate each agency's responsibility to the student(s) and family served by both TCRC and SBCSELPA LEAs including which services are to be provided by each agency.
 - b. Establish a means for joint planning for the distribution of local resources.
 - c. Establish positive communication and coordination of agency services.
 - d. Conform to legislative mandates and create shared goals for students and families.
 - e. Describe the relationship between TCRC, SBCSELPA and its member districts.
- In collaboration with TCRC and SBCSELPA, TCRC and SBCSELPA wish to provide the SBCSELPA JPA board with the updated IAA document, **REF: VII-D.2.**

FISCAL IMPACT: No fiscal impact.

RECOMMENDATION: The JPA Board approve the proposed updated IAA with SBCSELPA and TCRC.

RA/JC:lm

INTERAGENCY AGREEMENT

BETWEEN

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

AND

TRI-COUNTIES REGIONAL CENTER

APPROVED:

~~JUNE 10, 2019~~

January 31, 2024

INTRODUCTION

This Interagency Agreement was developed by representatives of the Santa Barbara County Special Education Local Plan Area (**SBC**SELPA) and the Tri-Counties Regional Center (TCRC).

The Agreement applies to individuals ages 3-22 who are eligible for both TCRC and are identified individuals with exceptional needs who are the responsibility of a local education agency of the SELPA.

The intent of the document is to:

1. Clarify, determine, and coordinate each agency's responsibility to the individual student(s)/ person(s) and his/her family served by both SELPA and TCRC, including which services are to be provided by each agency.
2. Establish a means for joint planning to occur, which will ensure that local resources will be developed and utilized in the most effective manner including:
 - a. Commitment of resources based on identified needs;
 - b. Delineation of the collaboration of fiscal responsibilities in providing needed services to the individual.
3. Establish and maintain an attitude that will facilitate communication and collaboration between agencies.
4. Clarify that each agency agrees to conform to and share with each other legislative mandates and the intent of such mandates.

The overriding purpose of this agreement is to build, and operate from, a relationship that results in the collaborative design and delivery of programs and services to support all student(s)/person(s) served by both Santa Barbara County SELPA and TCRC to be successful during their school years and in adulthood.

This Interagency Agreement is predicated upon the following shared agency goals for student(s)/individual(s):

1. To provide opportunities which promote integration in the community and services in the least restrictive environment.
2. Promotion of self-advocacy (speaking for one's self).
3. Realization of self-worth.
4. Development of social proficiency so that student(s)/person(s) served by TCRC successfully participate in their communities.
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7. Development of appropriate leisure skills.
8. Maximization of individual choice and person centered thinking.

I. USE OF FUNDS

While neither agency may supplant the budget of any other agency that receives public funds and has the legal responsibility to provide specific services, the agencies will collaborate to provide services to individuals with exceptional needs. TCRC recognizes that SELPA and its member districts determine eligibility for special education services based upon the applicable provisions of the federal Individuals with Disabilities Education Act (IDEA), California Education Code and the California Code of Regulations. SELPA and its member districts recognize that TCRC determines eligibility for TCRC-provided services based upon the Lanterman Developmental Disabilities Services Act and Service Policies adopted by the Tri-Counties Association for the Developmentally Disabled, Inc. (TCADD).

It is specifically understood that neither agency shall presume, determine, or recommend eligibility and/or services for the other agency.

II. PROGRAM OUTREACH/CHILD FIND

TCRC and SELPA are committed to identifying children and youth who require special services.

Santa Barbara County SELPA will:

1. Engage in search and serve activities to ensure that individuals with disabilities who may be in need of special education services are assessed and identified for an Individualized Education Plan (IEP) when appropriate.
2. Assist parent/guardian in referring students ages 3-22 with suspected needs to TCRC for assessment for eligibility.

Tri-Counties Regional Center will:

1. Provide the general public with information regarding TCRC eligibility and services in order to ensure that individuals with developmental disabilities that may be eligible for an Individual Program Plan (IPP) are assessed and identified.
2. Assist parent/guardian in referring children/youth with suspected special education needs to school districts for assessment for eligibility.

III. EXCHANGE OF INFORMATION

TCRC and SELPA agree to follow procedures that promote mutual understanding of their services by:

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2. Exchanging information on mutual student(s)/person(s) served by TCRC on an ongoing basis with written permission of the parent/guardian or unconserved adult student.

3. Exchanging information regarding rights and Due Process procedures.
4. Facilitating visitations to school sites and community-based programs and services by agency personnel.

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2. Share results of assessment at an IEP meeting within 60 calendar days (not including school breaks in excess of 5 days) or receipt of signed assessment plan. With parent/guardian consent, the district/LEA will invite the TCRC service coordinator.
3. For students with a suspected diagnosis of autism, collaborate with TCRC to conduct a multi-agency, multidisciplinary team assessment with TCRC if agreed upon by parent/guardian and TCRC.

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2. If it is deemed assessment is needed, perform the assessment within 120 calendar days of the initial intake and determine eligibility.
3. Once eligibility is established, develop a person-centered Individual Program Plan (IPP) within 60 days. With parent/guardian consent, notify the district/LEA if student/person is found eligible.

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Provide services needed in order for the student to benefit from his/her educational program, and agreed upon by the IEP team, during school hours and/or school year as appropriate to the grade level of the student.

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1. Exchange copies of calendars, schedules, and announcements of in-service opportunities.
2. Invite representatives of each other's agencies to participate in in-service planning sessions, seminars and conferences that are of mutual interest.
3. Encourage each other's staff to participate in mutually relevant in-service training meetings and workshops.
4. Upon request, provide each other with speakers, trainers, or facilitators in order to provide mutually relevant workshop/in-service topics.
5. Mutually design and conduct at least one joint forum per year in which personnel of multiple agencies meet to determine roles, share information and engage in collaborative planning for the successful programming for student(s)/person(s) served by TCRC with disabilities.
6. Explore the development of new service options to maximize cost-effective utilization of resources.

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Santa Barbara County SELPA will:

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2. Acknowledge that the IEP shall constitute the education section of the IPP and that the education agency has the responsibility for educational placement of student(s)/person(s) served by TCRC enrolled in public school programs.
3. Assure the provision of services, either directly or by joint agreements with other providers, as specified in the IEP/IPP.
4. Ensure that the parent(s)/guardian(s) are invited and have the opportunity to be involved in the IEP/IPP planning meetings.

Tri-Counties Regional Center will:

1. Designate agency staff, as appropriate, to participate in and/or submit written information for the development of the IEP.

VIII. TRANSITION TO ADULT SERVICES

Both agencies recognize collaboration is necessary in order to plan effectively for student(s)/person(s) served by TCRC and recognize the relationship of the IEP transition plan and IPP for secondary age pupils and support the integration of these plans.

Santa Barbara County SELPA will:

1. Transition services: Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team.
2. Beginning at age 16, and updated annually, a statement of the transition service needs of the pupil shall be included under applicable components of the pupil's IEP that focuses on the pupil's course of study including, whenever appropriate, a statement of interagency responsibilities or any needed linkages.
 - Conducting activities to increase student(s)/person(s) served by TCRC/family awareness of post-secondary opportunities (e.g., adult services, employment opportunities, living options, training and education).
 - Collaborating to identify and develop services that would support meaningful work and an adult lifestyle.
3. Invite staff of TCRC with permission of the parent/guardian of adult student, if not conserve, to attend the IEP to discuss transition needs and services.
4. Collaborate with TCRC and other agencies to conduct an annual transition fair to increase community awareness and improve access to services.

Tri-Counties Regional Center will:

1. Beginning at age 14, discuss with the family and individual personal choices and goals for the future and upon exit from the K-12 public education system.
2. Attend IEP meetings when possible for students where transition supports and service will be discussed. If unable to attend IEP, TCRC agrees to provide input via alternate means (i.e. email, teleconference, or submission of written materials).
3. Assist families and individuals to make informed decisions about adult services by providing information and resources.
4. Assist family and individuals in visiting post-secondary transition programs to help prepare for potential transition to adult programs.
5. For students in the last year of public school, TCRC will coordinate with school staff, families, and student to assist the individual in making the transition to potential needed services (i.e. visits, tours).

Secondary Options for 18 to 22 year olds

SELPA and TCRC each agrees to the following provisions for students based on receipt of a certificate, diploma or voluntary exit:

Student Award	Criteria for Award	SELPA/LEA Responsibilities	TCRC Responsibilities
1. Regular Diploma	<ul style="list-style-type: none"> Completed district/LEA's Board approved prescribed course of study Passes Algebra 1 unless otherwise exempt or granted waiver Passes CAHSEE or other State Exit Exam unless otherwise exempt or granted waiver (TAKE OUT) 	<ul style="list-style-type: none"> Invite TCRC and other applicable agencies to IEPs w/student (parent/guardian if conserved) permission; schedule IEP at a mutually agreeable time so that TCRC staff are able to attend Develop a transition plan beginning no later than age 16 Provide student prior written notice they will be exiting K-12 education Provide student or parent/guardian if conserved Exit Summary 	<ul style="list-style-type: none"> Attend IEPs or provide written input Consult w/student (parent/guardian if conserved) to determine potential IPP * adult day/independent living services needed
2. Certificate of Achievement or Completion Alternative Pathway to a Diploma for individuals entering the 9th grade in the 2022-2023 school year or later.*	<ul style="list-style-type: none"> Completed district/LEA Board approved prescribed course of study Passes Algebra 1 unless otherwise exempt or granted a waiver <p>Completed the district/LEA's prescribed course of study but did not pass Algebra 1 or the CAHSEE or other State exit exam unless exempt or granted waiver, or</p> <ul style="list-style-type: none"> Met IEP goals during high school, or Satisfactorily attended high school and participated in the instruction prescribed in IEP, and has met transition objectives (TAKE OUT) 	<p>Student is not yet 22 and indicates they want to continue in K-12 public education:</p> <ul style="list-style-type: none"> Consult with parent/guardian and student to determine course of study plan and future exit plan annually Potentially contract with TCRC vendor for adult services <p>Student is not yet 22 and indicates they want to exit K-12 public education:</p> <ul style="list-style-type: none"> Invite TCRC and other applicable agencies to IEPs (w/parent/guardian permission if under age 18 or conserved); schedule IEP at a mutually agreeable time so that TCRC staff are able to attend Develop a transition plan beginning no later than age 16 Provide student or parent/guardian if conserved Exit Summary 	<p>Student is not yet 22 and indicates they want to continue in K-12 public education:</p> <ul style="list-style-type: none"> Attend IEPs or provide written input <p>Student is not yet 22 and indicates they want to exit K-12 public education:</p> <ul style="list-style-type: none"> Attend IEPs or provide written input No ** adult day/independent living services will be provided with TCRC funding Consult w/student (parent/guardian if conserved) to determine potential IPP adult day services needed Inform student of right to return to K-12 public education system up to age 22
<u>3. Certificate of Completion</u>	<ul style="list-style-type: none"> Completed district/LEA Board approved prescribed alternate course of study or Met IEP goals during high school, or Satisfactorily attended high school and participated in instruction prescribed in IEP, and has met transition objectives 	<p>Student is not yet 22 and indicates they want to continue in K-12 public education:</p> <ul style="list-style-type: none"> Consult with parent/guardian and student to determine course of study plan and future exit plan annually Potentially contract with TCRC vendor for adult services <p>Student is not yet 22 and indicates they want to exit K-12 public education:</p> <ul style="list-style-type: none"> Invite TCRC and other applicable agencies to IEPs (w/parent/guardian permission if under age 18 or conserved); schedule IEP at a mutually agreeable time so that TCRC staff are able to attend Develop a transition plan beginning no later than age 16 Provide student or parent/guardian if conserved Exit Summary 	<p>Student is not yet 22 and indicates they want to continue in K-12 public education:</p> <ul style="list-style-type: none"> Attend IEPs or provide written input <p>Student is not yet 22 and indicates they want to exit K-12 public education:</p> <ul style="list-style-type: none"> Attend IEPs or provide written input No ** adult day/independent living services will be provided with TCRC funding <p>Inform student of right to return to K-12 public education system up to age 22</p>

4. Voluntary Exit from K-12 Education (prior to turning age 22)	<ul style="list-style-type: none"> • Student voluntarily chose to exit K-12 public education system prior to 22nd birthday or receipt of a diploma or certificate of completion 	<ul style="list-style-type: none"> • Invite TCRC and other applicable agencies to IEPs (w/parent/guardian permission if under age 18 or conserved) • Develop a transition plan beginning no later than age 16 • Notify student in writing of right to return to K-12 public education to access IEP 	<ul style="list-style-type: none"> • Inform student (parent/guardian if conserved) in writing that student may not access TCRC funded **adult day/independent living services until their 22nd birthday • Inform student (parent/guardian if conserved) of right to return to K-12 public education system up to age 22
5. Student turns age **22	<ul style="list-style-type: none"> • Student must exit K-12 public education whether or not they have earned a Certificate of Completion or Achievement 	<ul style="list-style-type: none"> • Invite TCRC and other applicable agencies to IEP (w/student or parent/guardian permission if conserved); schedule IEP at a mutually agreeable time so that TCRC staff are able to attend • Provide student or parent/guardian if conserved Exit Summary 	<ul style="list-style-type: none"> • Attend IEPs or provide written input • Consult w/student (parent/guardian if conserved) to determine potential IPP *adult day/independent living services needed

Ed Code 51225.31 included in AB 181 (21/22 Education Omnibus Budget Trailer Bill) went into effect June 30, 2022.

****TCRC funded adult day services include: day program, vocational education, work services, independent living program, or mobility training and related transportation services in accordance with 4648.55. An exemption may be granted on an individual basis in extraordinary circumstances to permit purchase of a service. This will be determined through the IPP process and shall be based on a determination that the generic service is not appropriate to meet the person's needs.**

***** Students born in January through June may finish out the fiscal school year (July 1 to end of the district/LEA's current school year) and any extended school year program. Students born in September may not start a new fiscal year (beginning July 1 of the current school year), but if they are on a year-round program and are completing their IEPs in a term that extends into the new fiscal year, they may complete that term or semester.**

W & I Code 4648.55 / Ed Code 56391 / Ed Code 56026 / 34 CFR 300.320(b)

IX. STUDENTS'/PARENTS' RIGHTS AND PROTECTIONS

TCRC and SELPA agree to:

1. Maintain a collaborative and professional advocacy role for students/person(s) served by TCRC within their respective agencies.
2. Explain to parents and student(s)/person(s) served by TCRC their rights and protections established by law and the Due Process Procedures used by their respective agency.
3. Refer questions regarding rights and protections to the appropriate agency administrator.
4. Encourage and support interagency participation in in-service activities related to parents' rights and protections and Due Process Procedures.

X. SPECIALIZED EQUIPMENT

Santa Barbara County SELPA will:

Assure provision of specialized equipment as specified in the IEP.

Tri-Counties Regional Center will:

Coordinate with other local agencies for the procurement of specialized equipment.

XI. OUT-OF-HOME PLACEMENT

Santa Barbara County SELPA will:

1. Provide, as requested, educational staff to participate in an individual's out-of-home placement planning meeting.
2. Send educational records upon request to the local educational agency when a new placement has been selected
3. Contact student's TCRC Case Manager if it is determined a student may potentially need to be considered for an out-of-home placement in conjunction with an educational day treatment program placement by SELPA.
4. Be responsible for education costs of a state certified nonpublic (NPS), nonsectarian school when the placement is determined necessary to implement the IEP for students placed in an LCI or Foster Family Home within Santa Barbara County should an NPS become available within Santa Barbara County.

Tri-Counties Regional Center will:

1. Provide support services as specified in the IPP to maintain the individual in his/her family home or community placement.

2. With parental consent, invite appropriate educational staff to the individual out-of-home placement planning meeting.
3. Make every effort to place the individual within the geographic boundaries of the school district currently providing the special education services.
4. Prior to making a placement in a LCI residential facility or foster home, notify the SELPA director or designee in which the facility is located to determine the availability of an appropriate special education program.
5. Make every effort to facilitate out-of-home placement of an individual within a district that is able to provide the educational program in a public school setting as indicated in the IEP.
6. At least 10 days prior to discharge from a residential facility, notify in writing the local education agency in which the facility is located and the receiving local education agency where the individual is being referred of the impending discharge.
7. As part of the written notification, provide the receiving local education agency with a copy of the student's current IEP, the identity of the party responsible for representing interests of the individual for educational and related services, and other relevant information about the individual that will be useful in implementing the individual's IEP in the receiving local education agency.
8. Be responsible for residential cost of placement when such placement, including nonpublic schools and licensed children's institutions, is determined to be necessary for non-educational purposes.
9. Be responsible for residential and other non-educational costs when the placement is jointly determined and is necessary to implement both the IEP and the IPP.
10. When proposing to relocate the individual, complete the SELPA Outside Agency Notification of Placement to SBCSELPA (Form 22) in order to notify and request the assistance of the special education administrator of the district/LEA and SELPA Director, to determine the availability of the appropriate special education and related services prior to effecting the relocation (see SELPA Form 22 in Appendix).

XII. CONFLICT RESOLUTION

It is recognized that this agreement will be primarily implemented through the cooperative interaction of line staff. Agencies will exchange a list of management level staff to be contacted as backup to line staff for emergency decisions or consultations.

SELPA and TCRC are committed to fostering a collaborative working relationship in order to enhance the quality of services provided to mutual persons served. Each agency agrees to make every effort to resolve disagreements at the lowest possible administrative level.

The following processes are means by which outstanding agency issues may be resolved:

1. Interagency Conciliation Conference: The first attempt at conflict resolution shall consist of the district administrator of special education and the appropriate TCRC

manager involved discussing the point of difference in a meeting known as an Interagency Conciliation Conference (ICC).

- a. An ICC is a conference between the manager from the TCRC office involved (either Santa Maria or Santa Barbara) and the special education administrator from the school district involved. The direct service professionals from TCRC and the school involved shall have the opportunity to present their positions to the ICC.
 - b. The ICC shall be convened within five (5) working days, upon a written request by either agency, concurrently sent to the TCRC manager and the district special education administrator.
2. Director's Conference: Any issue that is unresolved by the manager and special education administrator shall be referred to TCRC's Executive Director (or his/her designee) and to the **Executive** Director of the SELPA for resolution.
 3. Those issues that cannot be resolved through the Director's Conference level will be referred to the appropriate State Department or, alternatively, be submitted to one or both of the agencies' appeal process.

During the pendency of any dispute between agencies, a student/individual must continue to receive the appropriate services currently being provided.

These interagency dispute resolution procedures shall not interfere with the right of an individual to access the respective agency's due process appeal system.

INTERAGENCY AGREEMENT

This agreement shall take effect upon the approval of each participating agency as indicated by the signature below. The agreement shall be reviewed once every three years and revised at the request of either party. It shall remain in effect until any revisions are mutually agreed upon or either party provides 20 days written notice to terminate.

RAY AVILA, EXECUTIVE DIRECTOR
SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD

DATE _____

OMAR NORZAD, Ph.D.,
EXECUTIVE DIRECTOR
TRI-COUNTIES REGIONAL CENTER

DATE _____

ANNE HUBBARD, CHAIRPERSON
SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD

DATE _____

DATE OF JPA BOARD APPROVAL:

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SPECIAL EDUCATION LOCAL PLAN AREA (SBCSELPA)

AND

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APPROVED:

February 12, 2024

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SELPA and TCRC each agrees to the following provisions for students based on receipt of a certificate, diploma or voluntary exit:

Student Award	Criteria for Award	SBCSELPA/LEA Responsibilities	TCRC Responsibilities
1. Regular Diploma	<ul style="list-style-type: none"> Completed district/LEA's Board approved prescribed course of study Passes Algebra 1 unless otherwise exempt or granted waiver 	<ul style="list-style-type: none"> Invite TCRC and other applicable agencies to IEPs w/student (parent/guardian if conserved) permission; schedule IEP at a mutually agreeable time so that TCRC staff are able to attend Develop a transition plan beginning no later than age 16 Provide student prior written notice they will be exiting K-12 education Provide student or parent/guardian if conserved Exit Summary 	<ul style="list-style-type: none"> Attend IEPs or provide written input Consult w/student (parent/guardian if conserved) to determine potential IPP * adult day/independent living services needed
2. Alternative Pathway to a Diploma for individuals entering the 9 th grade in the 2022-2023 school year or later.	<ul style="list-style-type: none"> Completed district/LEA Board approved prescribed course of study Passes Algebra 1 unless otherwise exempt or granted a waiver 	<p>Student is not yet 22 and indicates they want to continue in K-12 public education:</p> <ul style="list-style-type: none"> Consult with parent/guardian and student to determine course of study plan and future exit plan annually Potentially contract with TCRC vendor for adult services <p>Student is not yet 22 and indicates they want to exit K-12 public education:</p> <ul style="list-style-type: none"> Invite TCRC and other applicable agencies to IEPs (w/parent/guardian permission if under age 18 or conserved); schedule IEP at a mutually agreeable time so that TCRC staff are able to attend Develop a transition plan beginning no later than age 16 Provide student or parent/guardian if conserved Exit Summary 	<p>Student is not yet 22 and indicates they want to continue in K-12 public education:</p> <ul style="list-style-type: none"> Attend IEPs or provide written input <p>Student is not yet 22 and indicates they want to exit K-12 public education:</p> <ul style="list-style-type: none"> Attend IEPs or provide written input No ** adult day/independent living services will be provided with TCRC funding Inform student of right to return to K-12 public education system up to age 22
3. Certificate of Completion	<ul style="list-style-type: none"> Completed district/LEA Board approved prescribed alternate course of study or Met IEP goals during high school, or Satisfactorily attended high school and participated in instruction prescribed in IEP, and has met transition objectives 	<p>Student is not yet 22 and indicates they want to continue in K-12 public education:</p> <ul style="list-style-type: none"> Consult with parent/guardian and student to determine course of study plan and future exit plan annually Potentially contract with TCRC vendor for adult services <p>Student is not yet 22 and indicates they want to exit K-12 public education:</p> <ul style="list-style-type: none"> Invite TCRC and other applicable agencies to IEPs (w/parent/guardian permission if under age 18 or conserved); schedule IEP at a mutually agreeable time so that TCRC staff are able to attend Develop a transition plan beginning no later than age 16 Provide student or parent/guardian if conserved Exit Summary 	<p>Student is not yet 22 and indicates they want to continue in K-12 public education:</p> <ul style="list-style-type: none"> Attend IEPs or provide written input <p>Student is not yet 22 and indicates they want to exit K-12 public education:</p> <ul style="list-style-type: none"> Attend IEPs or provide written input No ** adult day/independent living services will be provided with TCRC funding Inform student of right to return to K-12 public education system up to age 22
4. Voluntary Exit from K-12 Education (prior to turning age 22)	<ul style="list-style-type: none"> Student voluntarily chose to exit K-12 public education system prior to 22nd birthday or receipt of a diploma or certificate of completion 	<ul style="list-style-type: none"> Invite TCRC and other applicable agencies to IEPs (w/parent/guardian permission if under age 18 or conserved) Develop a transition plan beginning no later than age 16 Notify student in writing of right to return to K-12 public education to access IEP 	<ul style="list-style-type: none"> Inform student (parent/guardian if conserved) in writing that student may not access TCRC funded **adult day/independent living services until their 22nd birthday Inform student (parent/guardian if conserved) of right to return to K-12 public education system up to age 22

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<p>3. Student turns age **22</p>	<ul style="list-style-type: none"> • Student must exit K-12 public education whether or not they have earned a Certificate of Completion or Achievement 	<ul style="list-style-type: none"> • Invite TCRC and other applicable agencies to IEP (w/student or parent/guardian permission if conserved); schedule IEP at a mutually agreeable time so that TCRC staff are able to attend • Provide student or parent/guardian if conserved Exit Summary 	<ul style="list-style-type: none"> • Attend IEPs or provide written input • Consult w/student (parent/guardian if conserved) to determine potential IPP *adult day/independent living services needed
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Ed Code 51225.31 included in AB 181 (21/22 Education Omnibus Budget Trailer Bill) went into effect June 30, 2022.

**TCRC funded adult day services include day program, vocational education, work services, independent living program, or mobility training and related transportation services in accordance with 4648.55. An exemption may be granted on an individual basis in extraordinary circumstances to permit purchase of a service. This will be determined through the IPP process and shall be based on a determination that the generic service is not appropriate to meet the person's needs.

*** Students born in January through June may finish out the fiscal school year (July 1 to end of the district/LEA's current school year) and any extended school year program. Students born in September may not start a new fiscal year (beginning July 1 of the current school year), but if they are on a year-round program and are completing their IEPs in a term that extends into the new fiscal year, they may complete that term or semester. W& I Code 4648.55/Ed Code 56391/Ed Code 56026/34/CFR 300.320 (b)

IX. STUDENTS'/PARENTS' RIGHTS AND PROTECTIONS

TCRC and SBCSELPA agree to:

1. Maintain a collaborative and professional advocacy role for students/person(s) served by TCRC within their respective agencies.
2. Explain to parents and student(s)/person(s) served by TCRC their rights and protections established by law and the Due Process Procedures used by their respective agency.
3. Refer questions regarding rights and protections to the appropriate agency administrator.
4. Encourage and support interagency participation in in-service activities related to parents' rights and protections and Due Process Procedures.

X. SPECIALIZED EQUIPMENT

Santa Barbara County SELPA (SBCSELPA) will:

Assure provision of specialized equipment as specified in the IEP.

Tri-Counties Regional Center (TCRC) will:

Coordinate with other local agencies for the procurement of specialized equipment.

XI. OUT-OF-HOME PLACEMENT

Santa Barbara County SELPA (SBCSELPA) will:

1. Provide, as requested, educational staff to participate in an individual's out-of-home placement planning meeting.
2. Send educational records upon request to the local educational agency when a new placement has been selected
3. Contact student's TCRC Case Manager if it is determined a student may potentially need to be considered for an out-of-home placement in conjunction with an educational day treatment program placement by SBCSELPA.
4. Be responsible for education costs of a state certified nonpublic (NPS), nonsectarian school when the placement is determined necessary to implement the IEP for students placed in an LCI or Foster Family Home within Santa Barbara County should an NPS become available within Santa Barbara County.

Tri-Counties Regional Center (TCRC) will:

1. Provide support services as specified in the IPP to maintain the individual in his/her family home or community placement.

2. With parental consent, invite appropriate educational staff to the individual out-of-home placement planning meeting.
3. Make every effort to place the individual within the geographic boundaries of the school district currently providing the special education services.
4. Prior to making a placement in a LCI residential facility or foster home, notify the SBCSELPA director or designee in which the facility is located to determine the availability of an appropriate special education program.
5. Make every effort to facilitate out-of-home placement of an individual within a district that is able to provide the educational program in a public school setting as indicated in the IEP.
6. At least 10 days prior to discharge from a residential facility, notify in writing the local education agency in which the facility is located and the receiving local education agency where the individual is being referred of the impending discharge.
7. As part of the written notification, provide the receiving local education agency with a copy of the student's current IEP, the identity of the party responsible for representing interests of the individual for educational and related services, and other relevant information about the individual that will be useful in implementing the individual's IEP in the receiving local education agency.
8. Be responsible for residential cost of placement when such placement, including nonpublic schools and licensed children's institutions, is determined to be necessary for non-educational purposes.
9. Be responsible for residential and other non-educational costs when the placement is jointly determined and is necessary to implement both the IEP and the IPP.
10. When proposing to relocate the individual, complete the SBCSELPA Outside Agency Notification of Placement to SBCSELPA (Form 22) in order to notify and request the assistance of the special education administrator of the district/LEA and SBCSELPA Executive Director, to determine the availability of the appropriate special education and related services prior to effecting the relocation (see SBCSELPA Form 22 in Appendix).

XII. CONFLICT RESOLUTION

It is recognized that this agreement will be primarily implemented through the cooperative interaction of line staff. Agencies will exchange a list of management level staff to be contacted as backup to line staff for emergency decisions or consultations.

SBCSELPA and TCRC are committed to fostering a collaborative working relationship in order to enhance the quality of services provided to mutual persons served. Each agency agrees to make every effort to resolve disagreements at the lowest possible administrative level.

The following processes are means by which outstanding agency issues may be resolved:

1. Interagency Conciliation Conference: The first attempt at conflict resolution shall consist of the district administrator of special education and the appropriate TCRC manager involved discussing the point of difference in a meeting known as an Interagency Conciliation Conference (ICC).
 - a. An ICC is a conference between the manager from the TCRC office involved (either Santa Maria or Santa Barbara) and the special education administrator from the school district involved. The direct service professionals from TCRC and the school involved shall have the opportunity to present their positions to the ICC.
 - b. The ICC shall be convened within five (5) working days, upon a written request by either agency, concurrently sent to the TCRC manager and the district special education administrator.
2. Director's Conference: Any issue that is unresolved by the manager and special education administrator shall be referred to TCRC's Executive Director (or his/her designee) and to the Executive Director of the SBCSELPA for resolution.
3. Those issues that cannot be resolved through the Director's Conference level will be referred to the appropriate State Department or, alternatively, be submitted to one or both of the agencies' appeal process.

During the pendency of any dispute between agencies, a student/individual must continue to receive the appropriate services currently being provided.

These interagency dispute resolution procedures shall not interfere with the right of an individual to access the respective agency's due process appeal system.

INTERAGENCY AGREEMENT

This agreement shall take effect upon the approval of each participating agency as indicated by the signature below. The agreement shall be reviewed once every three years and revised at the request of either party. It shall remain in effect until any revisions are mutually agreed upon or either party provides 20 days written notice to terminate.

RAY AVILA, EXECUTIVE DIRECTOR
SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD

DATE _____

ANNE HUBBARD, CHAIRPERSON
SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD

DATE _____

DATE OF JPA BOARD APPROVAL:

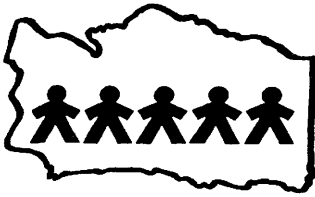
DocuSigned by:

Omar Norzad

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OMAR NORZAD, Ph.D.,
EXECUTIVE DIRECTOR
TRI-COUNTIES REGIONAL CENTER

DATE 2/15/2024



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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Lompoc Unified School District (LUSD) Request to Close Regional Elementary GROW Program in the 2024-25 School Year

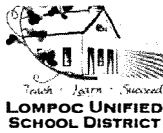
BACKGROUND:

- The SBCSELPA received a written request (**SEE REF: VIII-A.1**) from LUSD to close the Regional Elementary GROW program that is currently placed at Clarence Ruth Elementary School.
- According to the SBCSELPA Local Plan, when a regional program enrollment is projected to decrease below 60% of the established class size of 8-10 students (Local Plan 9-30, #3), it must be brought to the JPA Board for discussion.
- Currently, there are seven (7) students enrolled in this Regional Elementary GROW program, including one student from Santa Maria-Bonita School District (SM-BSD).
- The SM-BSD student transitioned back to their district on February 20, 2024, leaving six (6) students in the program. Additionally, two (2) more students are transitioning out of the program within this month due to exiting or program change. That will leave the program with four (4) remaining LUSD students.
- In addition to the low enrollment, LUSD has been unable to hire a qualified teacher for this specialized program since the beginning of the 2023-24 school year. The class has been taught by a rotation of substitute teachers, as no permanent teacher was hired due to unsuccessful recruitment. Currently, the class is being supervised by a site administrator because of the lack of substitute and/or permanent teaching staff.
- This request was shared at a recent Special Education Administrator Meeting (SEAM) and there was consensus to close the program due to low enrollment and lack of credentialed staff.
- The closing of this program will eliminate the option of a Regional Elementary GROW Program in the North part of our county. On that note, there is a *trend* throughout our county to place elementary age students in their least restrictive environment (LRE) with appropriate support to meet their mental health needs.

FISCAL IMPACT: This closure will not have a negative fiscal impact.

RECOMMENDATION: The JPA Board approves LUSD's request to close their Elementary Regional GROW program in the 2024-2025 school year as presented.

RA:lm

**Lompoc Unified School District**

Special Education & Auxiliary Support Services
PO Box 8000, 1301 North A St, Lompoc, CA 93438-8000
805.742.3301 FAX: 805.736.4620

February 9, 2024

Dear SELPA Executive Director,

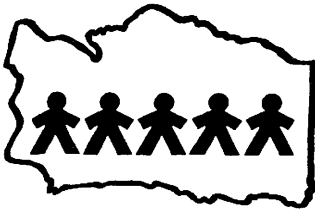
Please accept this as Lompoc Unified School District's notice to close the elementary Regional GROW program. At this time, the closure is following the SELPA guidelines due to declining enrollment. Currently, there are seven students enrolled, one being from outside our district, Santa Maria Bonita. This student is transitioning back to his home district on 2/20/24, which will leave six students enrolled. There are two additional students that are transitioning out of the program within the next month due to exiting or program change, which will leave four students enrolled in the program.

The past two years have been a challenge in hiring a qualified teacher for this highly specialized program. This year alone, there has been a rotation of subs as a teacher has not been found. At this time, the class remains without a teacher or a substitute and the site administrator is covering.

Due to lack of enrollment and the staffing challenges, LUSD is requesting to close the program on June 6, 2024

Thank you for your consideration,

Jamie Johnson
Director of Special Education
Lompoc Unified School District



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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director
 Jennifer Connolly, SBCSELPA Coordinator

Re: Transition IEP Data/ Instructional Assistant Data

BACKGROUND:

- An inquiry was made at the February 5, 2024, SBCSELPA JPA Board Meeting for the review of 1:1 Instructional Assistants per LEA in preparation of the transfer of students to the new school/LEA and for reflection of Instructional Assistant staffing increases with transition.
- Information was gathered by SBCSELPA member LEAs indicating:
 - a. The number of students receiving Instructional Assistant support written into IEPs.
 - b. The number of students receiving 1:1 Instructional Assistant support written into IEPs.
 - c. The number of students receiving support from a Registered Behavior Technician (RBT) trained Instructional Assistant.
- **REF: VIII-B.1:** [SBCSELPA LEA Instructional Assistant Support 2023](#)

FISCAL IMPACT: None.

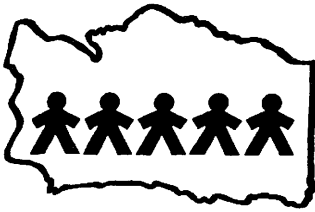
RA/JC:lm

RA/JC:lm

SBCSELPA LEAs 2023
IEPs
Instructional Assistant Support

District	# of students LEA with IEPs	# of students in LEA on ISPs	# of students in your LEA with a 1-on-1 aide assigned to them	# of students in LEA with RBT Instructional Assistant
Adelante Charter School	41 students on IEPs	0	1 1:1 IA	0 RBTs
Ballard Elementary	9 students on IEPs	0	No 1:1 IAs	0 RBTs
Blochman USD	23 students on IEPs	0	No 1:1 IAs	0 RBTs
Buellton Union School District	63 students on IEPs	0	No 1:1 IAs	No RBTs
Carpinteria USD	346 students on IEPs	3 ISPs	27 with 1:1 IA	7 are RBTs from an agency
Cold Spring Elementary	21 students on IEPs	0	1 1:1 IA	1 RBT
College School District	49 students on IEPs	2 ISPs	No 1:1 IAs	0 RBTs
Cuyama Joint Unified School District	33 students on IEPs	0	0 1:1 IAs	0 RBTs
Goleta Union School District	480 students on IEPs	13 ISPs	17 1:1 IAs	1 RBT
Guadalupe USD	194 students on IEPs	0	13 1:1 IAs	No RBT
Family Partnership Charter	44 students on IEPs	0	No 1:1 IAs	No RBTs
Hope School District	128 students on IEPs	0	7 1:1 IAs	No RBTs but need one
Lompoc USD	1594 students on IEPs	6 ISPs	26 1:1 IAs	0 RBTs

Los Olivos School District	14 students on IEPs	1 ISP	No 1:1 IAs	No RBTs
Manzanita	48 students on IEPs	0	1 1:1 IA	No RBTs
Montecito Union Elementary	40 students on IEPs	0	8 1:1 IAs	0 RBT
Orcutt USD	608 students on IEPs; 12.9%	14 ISPs	23 1:1 IAs, 3.7%	7 are RBTs from agencies
Santa Barbara Charter	30 students on IEPs	0	No 1:1 IAs	0 RBTs
Santa Barbara County Office of Education (SBCEO)	565 students on IEPs	3 ISPs	1 1:1 IA	1 RBT
Santa Barbara Juvenile Court District	22 students on IEPs	0	0 1:1 IAs	0 RBTs
Santa Barbara USD	1863 students on IEPs	38 ISPs	95 1:1 IAs, 5%	3 are RBTs from agencies
Santa Maria Bonita USD	1818 students on IEPs	2 ISPs	72 1:1 IAs	0 RBTs, considering 1
Santa Maria Joint UHSD	1162 students on IEPs	2 ISPs	35 1:1 IAs	4 RBTs from agencies
Santa Ynez Valley Union High School District	114 students on IEPs	2 ISPs	1 IA	0 RBT
Santa Ynez Valley Charter District	17 students on IEPs	0	—	—
Solvang Elementary	61 students on IEPs	0	No 1:1 IAs	1 RBT
Vista Del Mar Union	5 students on IEPs	0	No 1:1 IAs	No RBT



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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA Surrogate Volunteers

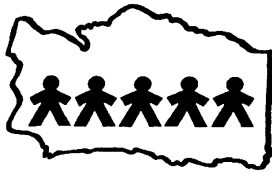
BACKGROUND:

- Surrogate Volunteers are occasionally called for by Santa Barbara County LEAs when a parent or guardian, after reasonable effort, cannot be identified, or the parent or guardian is unstable 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 a 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>
- As an annual renewal, SBCSELPA Coordinator re-trained five Surrogate Volunteers from Alpha Resource Center. Thank you to the following staff who are official Surrogate Volunteers:
 - **Meghan Davy**
 - **Patty Moore**
 - **Dena Davis**
 - **Mayra Oseguera** – Bilingual
 - **Mariana Murillo** – Bilingual
- The 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.

RA/JC:lm



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

Date: March 4, 2024

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: March 2024 Professional Development Calendar

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

March 2024 Professional Development Events

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, March 5, 2024 2:00-4:00 pm Zoom, Recorded Watch Party	Diagnostic Center of S. CA: Keeping the Day Sane: Mental Health 101 for Paraeducators Presenter: Tim Halphide	Free: Paraeducators, all staff, ERMHS staff, Behaviorists, IEP team members.
Wednesday, March 6, 2024 2:30-4:00 pm Zoom, Recorded	Postsecondary Transition Series Day 4: Writing ITPs: Activities and Community Experiences	Free: Event open to staff working with students ages 14-22.
Thursday, March 7, 2024 8:30-3:00 pm In Person, SMB Souza Center	NCPI Presenters: Phil Pandac and Natalie Facio- Leon	Free: Event for all countywide staff.
Tuesday, March 12, 2024 12:00-3:00 pm Zoom, Not Recorded	Digital Tools Day 4	Free: Event for all countywide staff.
Tuesday, March 12, 2024 3:30-5:00 pm Zoom, Recorded	Notetaking in IEPs Presenter: Dr. Margaret Saleh	Free: Event for all countywide staff.
Tuesday, March 19, 2024 3:30-4:30 pm Watch Party Zoom	The “What” of Structured Literacy Presenters: Dale Webster, Ph.D, and Carrie Thomas Bech, Ph.D.	Free: Recorded training. Open to all staff to watch and collaborate.
Wednesday, March 20, 2024 2:00-4:00 pm Zoom	Patterns of Strengths and Weaknesses Coaching Presenter: Jenny Ponzuric	Free: Event for all countywide staff.
Thursday, March 21, 2024 8:30 am - 3:00 pm In Person, SBCSELPA	NCPI Presenters: Natalie Facio-Leon and Rosy Bucio	Free: Event for all countywide staff.

Thursday, March 21, 2024 12:00-3:00 pm In Person and Zoom option, not recorded.	The Neuropsychology of Stress and Trauma: How to Develop a Trauma Informed School Presenter: Dr. Steven Feifer	Free: Event for all countywide staff.
Thursday, March 28, 2024 12:00-1:00 pm Zoom	Alternative Dispute Resolution Community of Practice: Topic: Conflict and Collaboration Presenter: Jennifer Connolly	Free: One-hour monthly topic and collaboration to support working with conflict resolution. All are welcome.

JC/lm

Santa Barbara County SELPA Professional Development Events



New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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Santa Barbara County SELPA Professional Development Events

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.

Santa Barbara County SELPA

Professional Development Events

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

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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 County Education Office	805-964-4711
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

New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

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.

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.

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.

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.

The Professional Development event to be added to the SBCSELPA Online Management System, OMS calendar for tracking purposes.

Attendance: Participants of the 'Mini' LEA requested Professional Development events do not have to register on OMS.

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.

Presenter (s) subject to change due to unforeseen emergencies.

District venues subject to change due to number of participants for Professional Development.

If more than one district requests the same topic on the same day, the 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 the registrant does not have an account, create an OMS account.
3. Select the link on the calendar and complete the registration. No Phone Registrations.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Network Meetings

All Santa Barbara County

Network	Dates
Adapted P.E. Network	<p>Thursday, September 21, 2:30-3:00 Thursday, November 30, 2:30-3:00 Thursday, February 29, 2:30-3:00 Thursday, April 18, 3:00-3:30</p> <p>Zoom link: https://us06web.zoom.us/j/89977662958?pwd=bVZBQzRqTEoxODhab3Z5K2hoMGMoZz09</p>
ADR Cadre	<p>Thursday, August 31, 8:30-9:30 at SELPA Thursday, November 30, 8:30-9:30 Thursday, April 18, 8:30-9:30</p> <p>Zoom link: https://us06web.zoom.us/j/81729152052?pwd=SnJXRzdBeWwyVDZNRmpkZ2hKcXg2QT09</p>
CALPADS/MIS Network	<p>Friday, August 4, 9:00-12:00 Friday, October 13, 9:00-10:00 Friday, December 1, 10:00-11:00 Friday, February 2, 9:00-10:00</p> <p>Zoom link: https://us06web.zoom.us/j/82386419909?pwd=bjFWUXVhUW9MY1R2dUs5dlRpeWhHZz09</p>
Interpreter/Translator Network	<p>Wednesday, October 27, 9:00-10:00 Wednesday, February 9, 9:00-10:00 Wednesday, April 11, 9:00-10:00</p> <p>Zoom link: https://us06web.zoom.us/j/82579190821?pwd=U1NMZ2dhZUJSRnpkMHNxdnR1QmdyUT09</p>
Medically Fragile Teacher Network	<p>Wednesday, September 27, 3:30-4:15 Wednesday, November 29, 3:30-4:15</p>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

	<p>Wednesday, February 7, 3:30-4:15 Wednesday, April 17, 3:30-4:15</p> <p>Hosted by SLO and SBC SELPA Zoom link: https://us06web.zoom.us/j/86311929848?pwd=bmlxN214QlY3TW5jK3lJRUFMNU5Zzo9</p>
Occupational Therapist Network	<p>Thursday, September 21, 3:00-3:30 Thursday November 16, 3:00-3:30 Thursday, February 29, 3:00-3:30 Thursday, March 14, 3:00-3:30</p> <p>Zoom link: https://us06web.zoom.us/j/85927406715?pwd=s7dAWW2Csku9PNGXK69r8RC3wQGsaR.1</p>
Preschool Staff Network	<p>Thursday, September 14, 3:15-4:00 Thursday, November 9, 3:15-4:00 Thursday, January 11, 3:30-4:15 Thursday, March 14, 3:30-4:15 Thursday, May 9, 3:30-4:15</p> <p>Zoom link: https://us06web.zoom.us/j/89473040888?pwd=cU51aE9paGVYdnZDbjRxUTY2QWVmZz09</p>
Nurses Network	<p>Thursday, August 31, 2:00-3:00 Tuesday, April 30, 8:30-12:00 (Symposium)</p> <p>Zoom link: https://us06web.zoom.us/j/84236211799?pwd=TXJFcUs2cG9mNXBnSU5p5TGkzNU1RUTo9</p>
School Psychologist Network	<p>Tuesday, September 12, 8:30-9:00 Tuesday, October 10, 8:30-9:00 Tuesday, February 13, 8:30-9:00 Tuesday, March 12, 8:30-9:00 Tuesday, April 16, 8:30-9:00</p> <p>Zoom link: https://us06web.zoom.us/j/82939772286?pwd=amwzTWRxNEdmYjNQakxYNmZoL0pPQT09</p>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

SIRAS Office Hours	<p>Monday, August 28, 3:30-4:30 Monday, September 18, 3:30-4:30 Monday, October 30, 3:30-4:30 Monday, November 27, 3:30-4:40</p> <p>Zoom link: https://us06web.zoom.us/j/89846079834?pwd=RWJ2NXFaWFdtR3BxeStSTFAvWjB3QT09</p>
SIRAS Forms Committee	<p>Friday, August 25, 9:00-10:00 Friday, December 1, 9:00-10:00 Friday, March 1, 9:00-10:00</p> <p>Zoom link: https://us06web.zoom.us/j/89845499439?pwd=MjkxcFptaXpJTmV4cXQ2aXBhNktNZzo9</p>
Speech and Language Network	<p>Thursday, September 14, 2:00-2:30 Thursday, November 16, 2:00-2:30 Thursday, February 8, 2:00-2:30 Thursday, April 18, 2:00-2:30</p> <p>Zoom link: https://us06web.zoom.us/j/82622050171?pwd=dUROQjVuNzZpdkFiTkVITGlla2tJUT09</p>
Specific Learning Disability Manual Team	<p>Wednesday, September 13, 8:30-9:30 Wednesday, October 11, 8:30-9:30 Wednesday, December 6, 8:30-9:30 Wednesday, February 7, 8:30-9:30 Wednesday, March 6, 8:30-9:30 Wednesday, April 17, 8:30-9:30</p> <p>Zoom link: https://us06web.zoom.us/j/87667695116?pwd=MzJuL2NIeVBQckJnK2RSdTZxSo41dz09</p>
Special Education Leadership Network	<p>Monday, August 28, 12:00-2:00 Monday, September 18, 9:00-10:00 Monday, October 30, 9:00-10:00 Monday, November 27, 9:00-10:00 Monday, January 29, 8:30-10:30 Monday, March 4, 9:00-10:00 Monday, April 29, 8:30-10:30 Monday, May 20, 9:00-10:00</p> <p>Zoom link: https://us06web.zoom.us/j/86876212937?pwd=</p>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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Transition Network Team	<p>Tuesday, September 26, 2:00-3:00 Tuesday, October 31, 2:00-3:00 Tuesday, November 14, 2:00-3:00 Tuesday, February 6, 2:00-3:00 Tuesday, March 19, 2:00-3:00</p> <p>Zoom link: https://us06web.zoom.us/j/87475366693?pwd=RS9FanBnMGVmQ051ZHU4QzJuNE9hUT09</p>
Vision Network	<p>Thursday, September 7, 1:30-3:30 SBCSELPA Conference Room- In Person Thursday, October 5, 1:30-3:30 SBCEO North- In Person Thursday, November 2, 1:30-3:30 TBD</p>

Santa Barbara County SELPA Professional Development Events

July and August



New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

July/August

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Thursday, July 6, 2023 10:00-11:00 Zoom Not Recorded	Consulting in Schools Presenter: Dr. Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Wednesday, July 26, 2023 10:00-11:00 Zoom Not Recorded	A New Lens on Behavior Presenter: Dr. Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
August		
Tuesday, August 1, 2023 12:30-3:30 In Person Orcutt USD and SMJUHSD Righetti H.S. Cafeteria	Paraprofessional/ Instructional Assistant Training: Presenter: Jennifer Connolly	Free: Event for Orcutt and SMJUHSD staff only.
Wednesday, August 2, 2023 In Person 12:30-3:30 In Person Orcutt USD and SMJUHSD Righetti H.S. Cafeteria	Paraprofessional/ Instructional Assistant Training: Presenter: Rosy Bucio	Free: Event for Orcutt and SMJUHSD staff only.
Wednesday, August 2, 2023 In person	GROW Training Presenter: Alison Lindsey	Free: Event for SMJUHSD GROW Program staff only.
Thursday, August 3, 2023 12:30-3:30 In Person Orcutt USD and SMJUHSD Pioneer Valley H.S. Library	Paraprofessional/ Instructional Assistant Training: Presenter: Alison Lindsey	Free: Event for Orcutt and SMJUHSD staff only.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Thursday, August 3, 2023 9:00-12:00 In Person and Zoom SBCSELPA Conference Room Santa Barbara Recorded	Overview of CALPADS Reporting by CDE Presenter: Brandi Jauregui and Alex Manriquez	Free: Event for Administrators and Leadership in Special Education
Friday, August 4, 2023 In Person	GROW Training Presenter: Alison Lindsey	Free: Event for LUSD GROW Program staff only.
Friday, August 4, 2023 9:00-12:00 In Person and Zoom SBCSELPA Conference Room Santa Barbara Recorded	CALPADS/ MIS Training Updates by CDE Presenter: Brandi Jauregui and Alex Manriquez	Free: Event for Administrators and Leadership in Special Education
Friday, August 4, 2023 8:30-3:30 In Person Orcutt USD and SMJUHSD Righetti H.S. Cafeteria	Nonviolent Crisis Prevention Intervention (NCPI) Presenters: Natalie Facio-Leon, Phil Pandac, Jody Dowell	Free: Event for Orcutt and SMJUHSD staff only.
Monday, August 7, 2023 In Person 1:30-3:30 Orcutt USD	SIRAS Beginners Training for new staff Presenter: Jennifer Connolly	Free: Event for Orcutt staff only.
Tuesday, August 8, 2023 In Person	GROW Training Presenter: Alison Lindsey	Free: Event for Santa Ynez Valley Consortium GROW Program staff only.
Tuesday, August 8-9, 2023 8:30-3:30 In Person Location: TBD	New Trainer of Trainers: Nonviolent Crisis Prevention Intervention (NCPI)	Free: Event closed to the public. Trainers approved by SELPA and Districts.
Wednesday, August 9, 2023 9:00-11:00 Zoom Recorded	Beginners MIS Clerk Training and SIRAS Updates for MIS Clerks Presenter: Brian Marcontell and Michael Brown	Free: Event for all Clerks and Admin. working with data in SIRAS.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Thursday, August 10, 2023 8:30-3:30 In Person Location: TBD	Trainer of Trainers: Nonviolent Crisis Prevention Intervention (NCPI)	Event closed to the public. Trainers approved by SELPA and Districts.
Thursday, August 24, 2023 9:00-10:00 Zoom Not Recorded	Supporting Students in Schools Presenter: Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Thursday, August 24, 2023 3:00-5:00 Zoom Recorded	SIRAS Beginners Training Presenter: Michael Brown	Free: Event for all staff new to SIRAS. Learn to create an IEP in SIRAS.
Monday, August 28, 2023 3:00-4:00 Zoom Not Recorded	Providing Students with Feedback Presenter: Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Monday, August 28, 2023 3:30-4:30 Zoom Not Recorded	SIRAS Office Hours Presenter: Jennifer Connolly	Free: Drop in with SIRAS Questions and Support Needs.
Thursday, August 31, 2023 2:00-3:00 Zoom Recorded	Seizure Action Plans and Headache Remediation Presenter: Dr. Genevieve Cruz	Free: Event for SB County Nurses and all staff

**Santa Barbara County SELPA
Professional Development Events
September**



New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

September

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, September 5, 2023 12:00-1:00 Zoom Not Recorded	Consulting in Schools Presenter: Dr. Rosy Bucio	Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Wednesday, September 6, 2023 2:30-4:30 Zoom, Recorded	SIRAS Beginners Training Presenter: Michael Brown	Event for all staff new to SIRAS. Learn to create an IEP in SIRAS.
Tuesday, September 12, 2023 12:30-3:30 In Person at SBCSELPA and Zoom	Manifestation Determination Presenter: Melissa Hatch	Free: Event for all staff.
Tuesday, September 12, 2023 4:00-7:00 In Person at SBCSELPA Dinner Provided	Bridge Authorization for Extensive Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Free: Event for staff needing to add the Bridge Authorization for staff holding a Mod/Severe (Extensive Support Needs) Credential.
Wednesday, September 13, 2023 12:00-3:00 Zoom, Not Recorded	Tier 1, Day 1 of 4: Placer County SELPA AAC Training	Free: Event for all SLPs.
Wednesday, September 13, 2023 4:00-7:00 In Person at SBCSELPA Dinner Provided	Bridge Authorization for Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	Free: Event for staff needing to add the Bridge Authorization for staff holding Early Childhood Special Education Credential.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Thursday, September 14, 2023 4:00-7:00 In Person at SBCSELPA Dinner Provided	Bridge Authorization for Mild Moderate Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Free: Event for staff needing to add the Bridge Authorization for staff holding a Mild Moderate or Resource Credential.
Monday, September 18, 2023 10:00-11:00 Zoom Not Recorded	A New Lens on Behavior Presenter: Dr. Rosy Bucio	Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Monday, September 18, 2023 3:30-4:30 Zoom, Not Recorded	SIRAS Office Hours Drop In with Jennifer Connolly	Free: Event for all staff.
Tuesday, September 19, 2023 2:30-4:30 Zoom, Recorded	SIRAS Updates with Service Logs Presenter: Brian Marcontell	Event for all staff. Learn how to create individual and group service logs.
Wednesday, September 20, 4:00-7:00 In person Dos Pueblos High School	South County Transition Fair	Event for parents, students and staff ages Junior HS to HS.
Friday, September 22, 2023 8:30-11:30 In Person- SBCSELPA Two locations: Friday, September 22, 2023 1:00-3:30 In Person- SMB Souza Center	Day 1 of 4: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Tuesday, September 26, 2023 3:15-4:30 Zoom Watch Party	Dyslexia and the Learning Brain Presenter: Maria Luisa Gorno Tempini (SCOE CA Dyslexia Initiative)	Free: Event for all countywide staff.

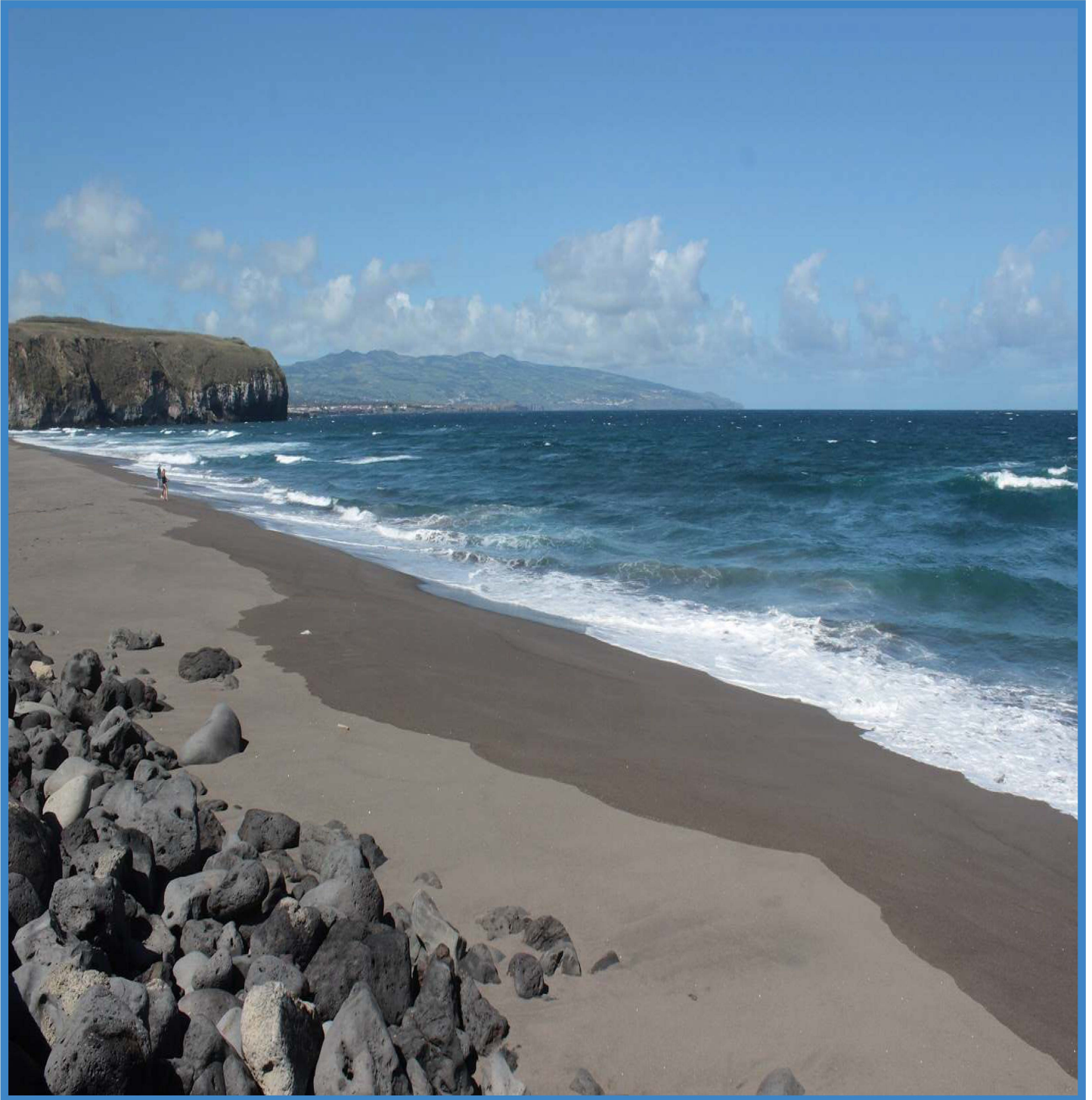
New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Wednesday, September 27, 2023 12:00-3:00 Zoom, Not Recorded	Tier 1, Day 2 of 4: Placer County SELPA AAC Training	Free: Event for all SLPs.
Thursday, September 28, 2023 3:30-4:30 Virtual, Not Recorded.	Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict	Free: For all staff, especially Leadership.

Santa Barbara County SELPA Professional Development Events

October



New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
October

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, October 3, 2023 3:00-4:00 Zoom Not Recorded	Supporting Students in Schools Presenter: Dr. Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Tuesday, October 4, 2023 3:15-4:30 Zoom Recorded event-Watch Party	Building Systems that Support Struggling Readers and Students with Dyslexia Presenter: Sharon Vaughn, U of Texas (SCOE, CA Dyslexia Initiative)	Free: Event for all countywide staff.
Wednesday, October 4, 2023 4:00-7:00 in person Pioneer Valley HS Cafeteria	North County Transition Fair	Event for parents, students and staff ages Junior HS to HS.
Wednesday, October 4, 2023 8:30-3:00 In person SBCSELPA and Zoom option	Patterns of Strengths and Weaknesses Presenter: Jenny Ponzuric	Free: Event for all countywide staff.
Thursday, October 5, 2023 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Alison Lindsey and Rosy Bucio	Free: Event for all countywide staff.
Monday, October 9, 2023 8:30-10:30 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Keeping the Day Sane: Mental Health 101 for Paraeducators Presenter: Tim Halphide	Free: Paraeducators, all staff, ERMHS staff, Behaviorists, IEP team members.
Tuesday, October 10,	Identifying Students At	Free: Event open to all

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

2023 3:15-4:30 Zoom Recorded Watch Party	Risk for Reading Difficulty Presenter: Dr. Jack Fletcher (SCOE CA Dyslexia Initiative)	staff.
Wednesday, October 11, 2023 12:00-3:00 Zoom	Tier 1, Day 3 of 4: Placer County SELPA AAC Training	Free: Event open to all SLPs.
Thursday, October 12, 2023 2:30-4:00 Zoom, Recorded	Transition Series Day 1: The Spirit of Transition and why we plan for Life after High School Presenters: TNT	Free: Event open to staff working with students ages 14-22.
Tuesday, October 17, 2023 4:00-7:00 In Person at Lompoc USD District Office Dinner Provided	Bridge Authorization for Extensive Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mod/Severe (Extensive Support Needs) Credential
Wednesday, October 18, 2023 In Person at Lompoc USD District Office Dinner Provided	Bridge Authorization for Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	Bridge Authorization for Early Childhood Special Education Credential
Thursday, October 19, 2023 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Jennifer Connolly and Chris Osborne	Free: Event for all countywide staff.
Thursday, October 19, 2023 4:00-7:00 In Person at Lompoc USD District Office Dinner Provided	Bridge Authorization for Mild/Moderate Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mild/Moderate Support Needs or Resource Credential
Tuesday, October 24, 2023 3:15-4:30 Zoom	Preventing Reading Difficulties Through Early Intervention Presenter: Hugh Catts	Free: Event open to all staff.

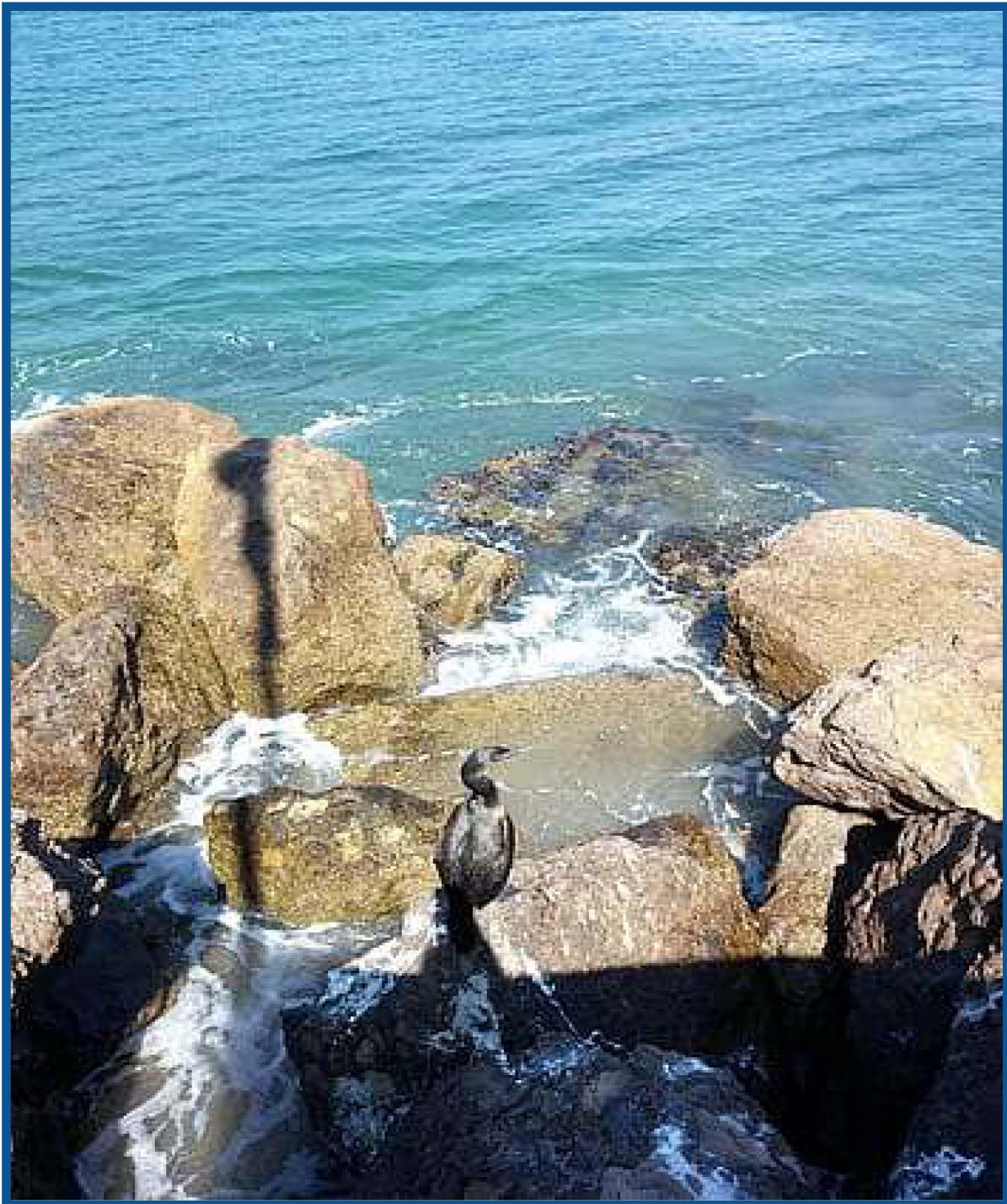
New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Watch Party	(SCOE CA Dyslexia Initiative)	
Tuesday, October 24, 2023 9:00-2:00 In person at SBCEO Auditorium	Inclusion Network Presenter: Kevin Schaefer	Free: Event open to all staff.
Wednesday, October 25, 2023 2:00-4:00 Zoom	Dyslexia Training Institute Presenter: Kelli Sandman-Hurley	Free: Event open to all staff.
Thursday, October 26, 2023 8:30-12:30 Zoom	Day 2: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Friday, October 27, 2023 1:00-3:00 Zoom	Dyslexia Training Institute Presenter: Kelli Sandman-Hurley	Free: Event open to all staff.
Monday, October 30, 2023 3:30-4:40 Zoom	SIRAS Office Hours with Jennifer Connolly drop in.	Free: For all staff.
Tuesday, October 31, 2023 3:15-4:30 Zoom Watch Party	Structured Literacy Reading Instruction for English Learners Presenter: Elsa Cardenas-Hagan (SCOE CA Dyslexia Initiative)	Free: Event for all countywide staff.

**Santa Barbara County SELPA
Professional Development Events**

November



New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

November

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Wednesday, November 1, 2023 3:30-5:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Reading Between the Lines Presenter: Andrea Abrishami	Free: Educators working with students with reading difficulties ASHA Hours for SLPs
Thursday, November 2, 2023 3:30-4:30 Virtual, Not Recorded.	Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Thursday, November 2, 2023 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Sarah Gunn and Phil Pandac	Free: Event for all countywide staff.
Monday, November 6, 2023 4:00-7:00 In Person Santa Maria Joint UHSD Board Room Dinner Provided	Bridge Authorization for Extensive Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Moderate/Severe, Extensive Support Needs Credential
Tuesday, November 7, 2023 4:00-7:00 In Person Santa Maria Joint UHSD Board Room Dinner Provided	Bridge Authorization for Mild/Moderate Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mild/Moderate Support Needs and Resource Credential
Tuesday, November 7, 2023 12:00-3:00	UDL/AT Immersion Day 1	Free: Event for all countrywide staff.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Location TBD		
Wednesday, November 8, 2023 8:30-10:30 Zoom	Hot Topics in Special Education Presenter: Jan Tomsy Fagen, Friedman, & Fulfroft	Free: Event for all countywide staff.
Wednesday, November 8, 2023 2:00-4:00 Zoom	Patterns of Strengths and Weaknesses Coaching Presenter: Jenny Ponzuric	Free: Event for all countywide staff.
Wednesday, November 8, 2023 4:00-7:00 In Person Santa Maria Joint UHSD Board Room Dinner Provided	Bridge Authorization for Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	Bridge Authorization for Early Childhood Special Education Credential
Wednesday, November 15, 2023 8:30-12:30 Zoom, Not Recorded	Day 3: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Wednesday, November 15, 2023 2:30-4:00 Zoom, Recorded	Transition Series Day 2: Transition Assessments Presenters: TNT	Free: Event open to staff working with students ages 14-22.
Thursday, November 16, 2023 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Rosy Bucio and Jermaine Powell	Free: Event for all countywide staff.
Monday, November 27, 2023 3:30-4:30 Zoom	SIRAS Office Hours Presenter: Jennifer Connolly	Free: Event for all countywide staff.
Tuesday, November 28, 2023 12:00-3:00 Virtual Not Recorded	UDL/AT Immersion Day 2	Free: Event for all countywide staff.

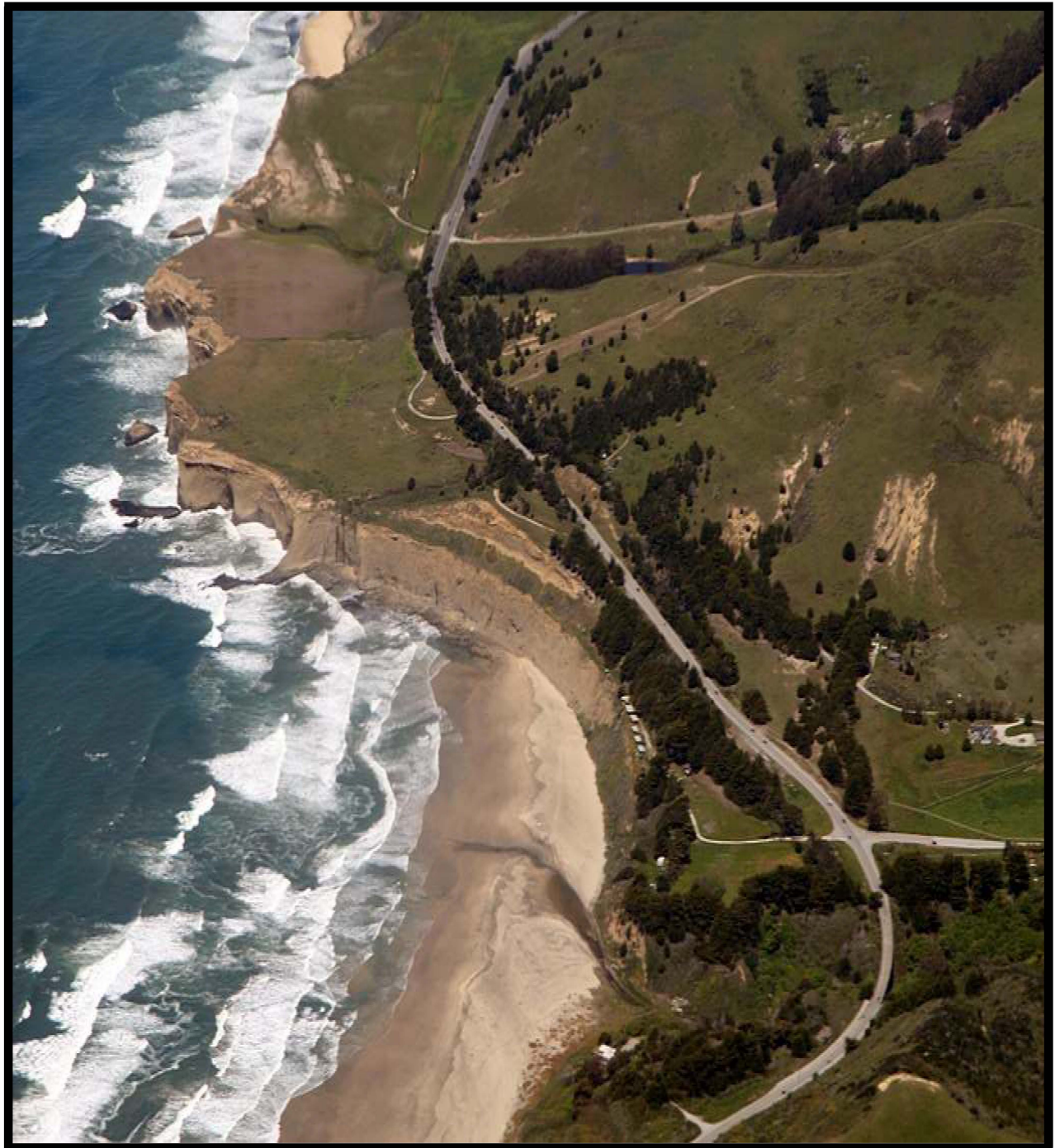
New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Tuesday, November 28, 2023 1:00-3:00 SMB Souza Center	Assessment and Identification of students with Emotional Disturbance Presenter: Melissa Hatch	Free: For all staff and leadership
Tuesday, November 28, 2023 3:30-4:30 Virtual	Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.

**Santa Barbara County SELPA
Professional Development Events**

December



New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

December

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Monday, December 4, 2023 3:30-5:30 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Part 1: Teaching Students with Moderate/Severe Intellectual Disabilities Presenter: Jill Martinez Margot Johnson	Free: All Special Education staff working with students with moderate/severe intellectual disabilities.
Tuesday, December 5, 2023 3:30-5:30 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Part 2: Teaching Students with Moderate/Severe Intellectual Disabilities Presenter: Jill Martinez Margot Johnson	Free: All Special Education staff working with students with moderate/severe intellectual disabilities.
Wednesday, December 6, 2023 2:30-4:00 Zoom Recorded	Transition Series Day 3: Writing ITPs (Post Secondary Goals, Annual Goals)	Free: Event open to staff working with students ages 14-22.
Thursday, December 7, 2023 8:30-12:30 Zoom, Not Recorded	Day 4: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Thursday, December 7, 2023 2:30-4:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Multisensory Math! Advanced Math Skills Presenter: Heather Barakat	Free: For all Staff, Gen. Ed. teachers, Admin., Paraeducators
Tuesday, December 12, 2023 12:00-3:00 Zoom, Not Recorded	UDL/AT Immersion Day 3	Free: Event for all countywide staff.
Wednesday, December	Coaching: Operating from	Free: For all staff, especially

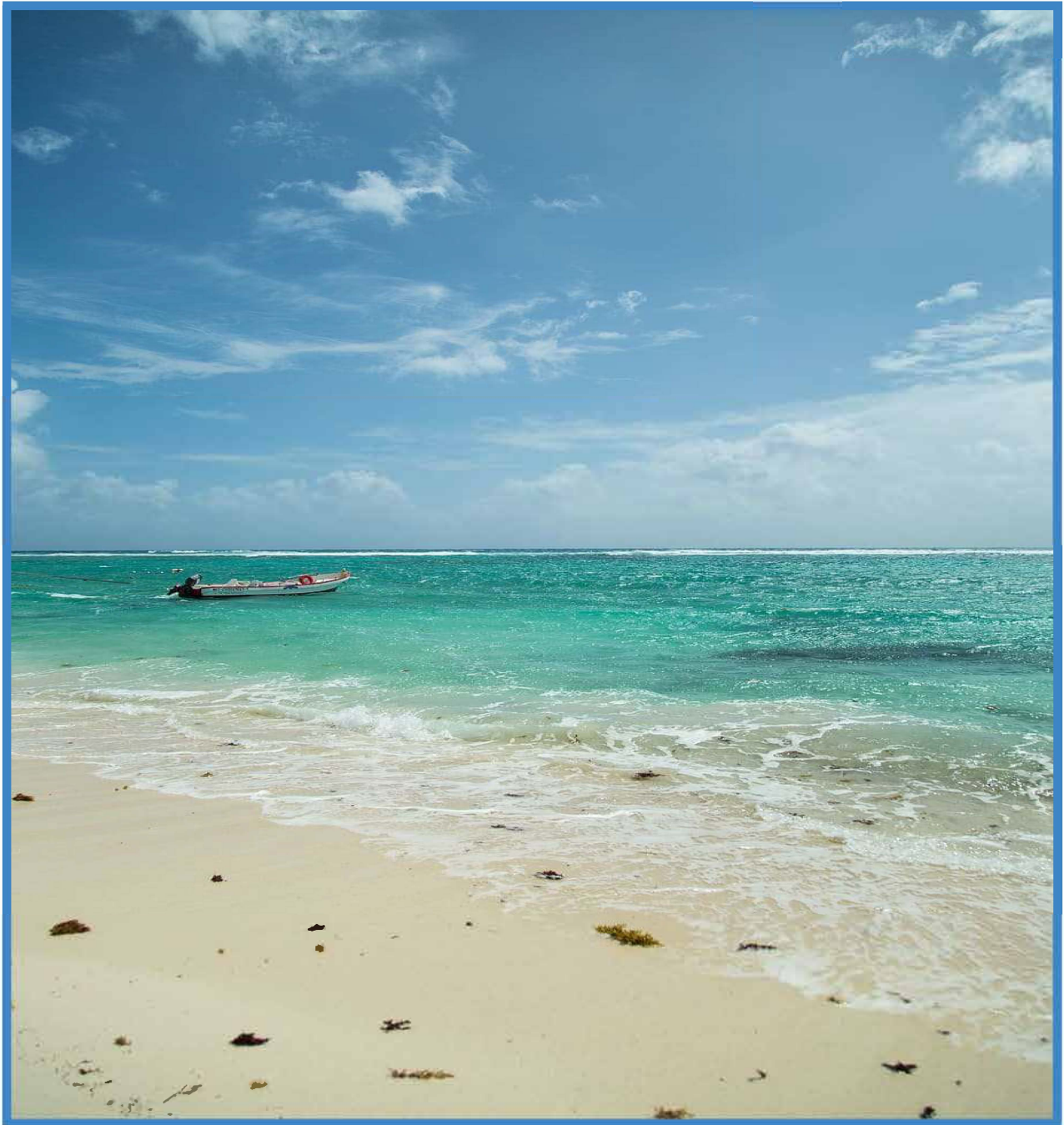
New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

13, 2023 3:30-4:30 Zoom, Not Recorded	the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Leadership.
Thursday, December 14, 2023 3:30-4:30 Zoom Recorded Watch Party	Diagnostic Center S. CA: Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness Presenter: Mojgan Mostael	Free: For all staff, Mental Health Specialists, Counselors and staff working with all students

Santa Barbara County SELPA Professional Development Events

January



New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

January

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Thursday, January 11, 2024 1:30-3:30 Zoom Recorded	SIRAS Updates, State Testing, Transition to Next Year's Data Presenter: Michael Brown	Event for all staff
Thursday, January 11, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Bethany Schacherer and David Ibsen	Free: Event for all countywide staff.
Wednesday, January 17, 2024 9:00-11:00 Zoom	504 Module Training Part 1 Presenter: Steve Ombrek	Free: Data Clerks interacting with 504's and leadership
Thursday, January 18, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Jennifer Connolly and Natalie Facio-Leon	Free: Event for all countywide staff.
Tuesday, January 23, 2024 4:00-7:00 Zoom, Not Recorded	Bridge Authorization for Extensive Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mod/Severe, Extensive Support Needs Credential
Wednesday, January 24, 2024 4:00-7:00 Zoom, Not Recorded	Bridge Authorization for Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	Bridge Authorization for Early Childhood Special Education Credential

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Thursday, January 25, 2024 4:00-7:00 Zoom, Not Recorded	Bridge Authorization for Mild/Mod Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mild/Mod Support Needs and Resource Credential
Tuesday, January 30, 2024 12:00-3:00 Zoom, Not Recorded	Digital Tools Day 1	Free: Event for all countywide staff.
Wednesday, January 31, 2024 1:00-3:00 Zoom	504 Module Training Part 2 Presenter: Steve Ombrek	Free: Data Clerks interacting with 504's and leadership

Santa Barbara County SELPA Professional Development Events

February



New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
February
<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Thursday, February 1, 2024 2:30-4:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Reading Between the Lines Presenter: Andrea Abrishami	Free: Educators working with students with reading difficulties
Tuesday, February 6, 2024 3:30-4:30 Watch Party Zoom	Screening and Assessments Across Tiers of an MTSS Framework Presenter: Jessica Toste, Ph.D	Free: Recorded training. Open to all staff to watch and collaborate.
Thursday, February 8, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Jennifer Connolly and Alison Lindsey	Free: Event for all countywide staff.
Tuesday, February 13, 2024 12:00-3:00 Zoom Not Recorded	Digital Tools Day 2	Free: Event for all countywide staff.
Tuesday, February 13, 2024 3:30-4:30 Watch Party Zoom	Overview of Structured Literacy Instruction and Updated IDA Graphic Presenter: Barbara Wilson, M.Ed.	Free: Recorded training. Open to all staff to watch and collaborate.
Tuesday, February 20, 2024 3:30-4:30 Zoom Watch Party	Maximizing AAC Opportunities within Daily Routines- Diagnostic Center of So. Cal. Presenter: Heather Defelice and Lisa Foote	Free: Event for Speech and Language Pathologists, teachers, paraeducators, parents. *SLP's will receive ASHA Verification form for hours.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Thursday, February 22, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Chris Osborn and Alison Lindsey	Free: Event for all countrywide staff.
Tuesday, February 27, 2024 12:00-3:00 Zoom Not Recorded	Digital Tools Day 3	Free: Event for all countywide staff.
Wednesday, February 28, 2024 8:30-3:00 In Person Santa Maria Bonita with Zoom option	Patterns of Strengths and Weaknesses Presenter: Jenny Ponzuric	Free: Event for all countywide staff.
Thursday, February 29, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Collaboration and Mutual Purpose Presenter: Jennifer Connolly	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are welcome.

**Santa Barbara County SELPA
Professional Development Events
March**



New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
March

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, March 5, 2024 2:00-4:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Keeping the Day Sane: Mental Health 101 for Paraeducators Presenter: Tim Halphide	Free: Paraeducators, all staff, ERMHS staff, Behaviorists, IEP team members.
Wednesday, March 6, 2024 2:30-4:00 Zoom, Recorded	Postsecondary Transition Series Day 4: Writing ITPs: Activities and Community Experiences	Free: Event open to staff working with students ages 14-22.
Thursday, March 7, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Phil Pandac and Natalie Facio- Leon	Free: Event for all countywide staff.
Tuesday, March 12, 2024 12:00-3:00 Zoom Not Recorded	Digital Tools Day 4	Free: Event for all countywide staff.
Tuesday, March 12, 2024 3:30-5:00 Zoom Recorded	Notetaking in IEPs Presenter: Dr. Margaret Saleh	Free: Event for all countywide staff.
Tuesday, March 19, 2024 3:30-4:30 Watch Party Zoom	The “What” of Structured Literacy Presenters: Dale Webster, Ph.D, and Carrie Thomas Bech, Ph.D.	Free: Recorded training. Open to all staff to watch and collaborate.
Wednesday, March 20, 2024	Patterns of Strengths and Weaknesses Coaching	Free: Event for all countywide staff.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

2:00-4:00 Zoom	Presenter: Jenny Ponzuric	
Thursday, March 21, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Natalie Facio-Leon and Rosy Bucio	Free: Event for all countywide staff.
Thursday, March 21, 12:00-3:00 In Person with Zoom option, not recorded	The Neuropsychology of Stress and Trauma: How to Develop a Trauma Informed School Presenter: Dr. Steven Feifer	Free: Event for all countywide staff.
Thursday, March 28, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Conflict and Collaboration Presenter: Jennifer Connolly	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are welcome.

**Santa Barbara County SELPA
Professional Development Events
April**



New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
April
<https://sbcselfpa.k12oms.org>

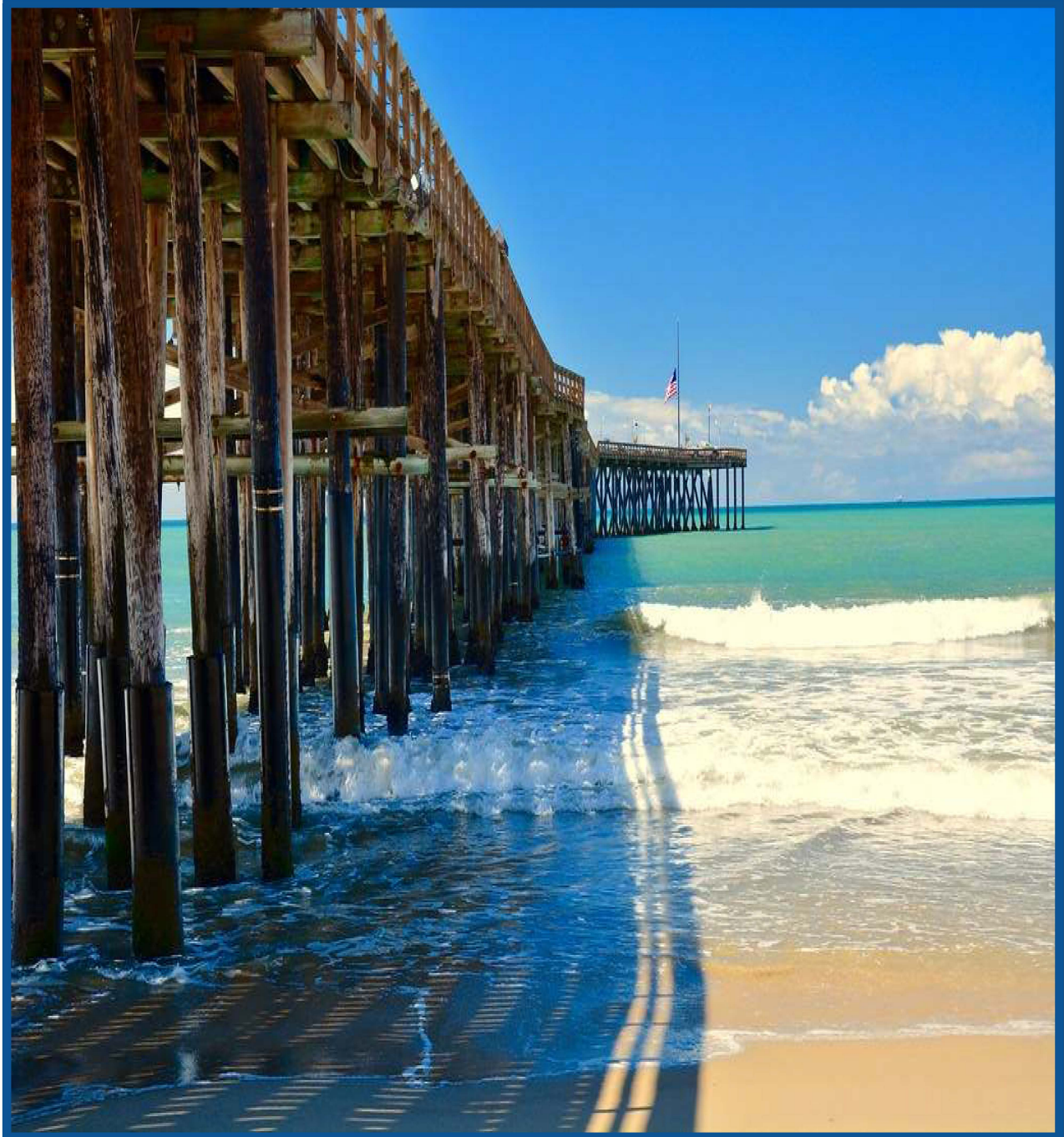
<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, April 9, 2024 3:30-4:30 Watch Party Zoom	The “How” of Structured Literacy Presenter: Anita Archer	Free: Recorded training. Open to all staff to watch and collaborate.
Wednesday, April 10, 2024 1:30-3:30 Zoom	Hot Topics in Special Education Presenter: Jan Tomsky Fagen, Friedman, and Fulfrost	Free: Event for all countrywide staff.
Thursday, April 11, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: David Ibsen and Bethany Schacherer	Free: Event for all countywide staff.
Tuesday, April 16, 2024 12:00-3:00 Zoom Not Recorded	Introduction to SAP Day 1	Free: Event for all countywide staff.
Thursday, April 18, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Alison Lindsay and Jennifer Connolly	Free: Event for all countywide staff.
Thursday, April 23, 2024 4:00-5:00 Zoom, Recorded	Transition Series Day 5: Writing ITPs: Agency Linkages and Transition Services	Free: Event open to staff working with students ages 14-22.
Thursday, April 25, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Collaboration as a process of shared learning Presenter: Jennifer	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are welcome.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

	Connolly	
Thursday, April 25, 2024 2:30-4:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Multisensory Math! Advanced Math Skills Presenter: Heather Barakat	Free: For all Staff, Gen. Ed. teachers, Admin., Paraeducators
Tuesday, April 30, 2024 12:00-3:00 Zoom Not Recorded	Introduction to SAP Day 2	Free: Event for all countywide staff.
Tuesday, April 30, 2024 Watch Party Zoom	Teaching Language Comprehension in a Structured Literacy Approach Presenter: Lillian Duran, Ph.D	Free: Recorded training. Open to all staff to watch and collaborate.

**Santa Barbara County SELPA
Professional Development Events
May**



New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
May
<https://sbcselfpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Wednesday, May 1, 2024 8:30-11:30 Zoom Recorded	End of Year Reminders Presenter: Brian Marcontell	Event for CALPADS and MIS Clerks, Administrators
Tuesday, May 7, 2024 8:30-12:00 In Person, Zoom TBD	Nurses Symposium	Event for all countywide nurses
Thursday, May 9, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Sarah Gunn and Rosy Bucio	Free: Event for all countywide staff.
Tuesday, May 14, 2024 3:30-4:30 Watch Party Zoom	Teaching Writing in a Structured Literacy Approach Presenter: Joan Sedita, Ph.D	Free: Recorded training. Open to all staff to watch and collaborate.
Thursday, May 16, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Jermaine Powell and Alison Lindsey	Free: Event for all countywide staff.
Thursday, May 16, 2024 5:00-8:00 In person Glen Annie Golf Course	SELPA-Bration Awards Night	Invited Guests
Thursday, May 23, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Essential elements	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are

New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events

	of effective collaboration Presenter: Jennifer Connolly	welcome.
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Santa Barbara County SELPA Professional Development Events

'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 support, 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.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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.

Santa Barbara County SELPA Professional Development Events

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's fillable! This short training will explain what Wrap supports are, how the referral process works, and how to document on an IEP. This training will be recorded and available for viewing at your convenience.

Brain-Based Behavioral Perspectives and Support Strategies

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

Relational Scaffolding

Drawing from foundations of interpersonal neurobiology, applied developmental attachment, and specific communication skills; participants will gain a functional understanding of how educators can best utilize

Santa Barbara County SELPA Professional Development Events

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.

Paraprofessional Series

Series for Paraprofessionals.

Day 1: Supporting Students in Special Education and being a Team Player

Day 2: Behavior

Day 3: Self Care, Mental Health for the Paraeducator

Day 4: Nonviolent Crisis Intervention Prevention

***Series can be tailored to the needs and requests of the district.**

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 how to maneuver through SIRAS and how to create an IEP in SIRAS.

Santa Barbara County SELPA Professional Development Events

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.

Santa Barbara County SELPA Professional Development Events

‘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.

June:

- 12: SBUSD: Self Care for Educators
- 12: Manzanita: CPI Training
- 12: SBUSD: UDL/AT
- 13: SBUSD: UDL/AT
- 13: SBUSD: Self Care for Educators
- 13: BCBA Training
- 14: SBUSD: New Lens on Behavior

July:

- 31-1: SLO SELPA GROW

August:

- 1-4: SMJUHSD and Orcutt: Paraprofessional Series and CPI
- 2: SMJUHSD: GROW
- 4: LUSD: GROW
- 7: Orcutt: SIRAS Beginners Training
- 8: SYVSEC: GROW
- 8: LUSD: SIRAS Training
- 11: SBUSD: Paraprofessional training
- 15: Los Olivos: Wellness for Educators
- 17: SBUSD: Brain States
- 17: SBUSD: IA/Paraprofessional Training 135 people
- 17: SBUSD: A Framework for Supporting the Emotional and Behavioral Needs for our Students

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

21: Hope: CPI Training

23: Carpinteria: Special Education (Timelines, Parent Rights, ADR, Elig/Assessment)

24: Pediatric Resident Training with Alpha Resource Center: Special Education and SELPA

28: SYVUHSD: De-Escalation Strategies

September:

4: Carpinteria: Autism Behavior Training

6: Manzanita: Behavior Paraprofessional Series

7: SBCEO: Behavior Paraprofessional Series

7: SYVSEC Los Olivos: Wellness for Educators

11: CAPTAIN Region 8 Meeting

12: SBUSD: Behavior Paraprofessional Series

13: SBUSD: Behavior Paraprofessional Series

13: Lompoc: IEP Training

14: SBUSD: Behavior Paraprofessional Series

18: Family Partnership: A Framework for Supporting Emotional and Behavioral Needs of our Students.

19: SBUSD: Paraeducator Training

20: Lompoc: IEP Training

20: Carpinteria: Paraeducator Training

25: SYVUHSD: De-escalation Strategies

25: Lompoc: IEP Training

27: SBUSD: What is SELPA for Parents

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

28: NPS Report Writing & Scheduling

October:

3: SBUSD: Seminar Series

4: Manzanita: Para Series

9: Carpinteria: Understanding and Supporting Behaviors

12: SBCEO: Para Series

12: GUSD: GROW Training

13: SBPIC GROW

16: SBUSD: CPI Training

16: SBUSD: Into to Brain States and De-Escalation

17: SBUSD: Brain States and Coaching

18: Carpinteria: Para Seminar

19: SBUSD: Para Seminar

23: SBUSD: Brain States

24: All LEAs: Parent Support Series

25: SBUSD: Para Seminar Series

25: SBUSD: Brain States and Coaching

26: SBCEO: Paraeducator

26: All LEAs: Parent Support Series

27: Lompoc: Intro to Behavior Practices

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

27: Solvang: Building Behavioral Practices

30: SYVUHSD: De-escalation Strategies

November:

2: SBUSD: Para Seminar Series

6: JPA GROW

7: SBUSD: Paraeducator

8: Manzanita Paraeducator Series

9: Carpinteria: Para Seminar Series

9: MUS: CPI Training

10: Cold Springs: Supporting Students and Families with Technology and Social Media

14: All LEAs: Parent Support Series

15: MUS: CPI Training

15: Manzanita: Paraeducator Series

17: MUS: CPI Training

28: All LEAs: Parent Support Series

29: SBUSD: Paraeducator

30: SBCEO: Para Seminar Series

December:

5: SBUSD: Paraeducator Series

6: Manzanita: Para Seminar Series

7: Hope: Behavior

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

8: SBCEO: Preschool CAPTAIN PRT

8: SBUSD: GROW

13: Carpinteria: Para Seminar Series

14: SBUSD: Para Seminar Series

14: SBCEO: Para Seminar Series

January:

9: Guadalupe: Paraeducator Training

10: SMJUHSD: Paraeducator Training

26: SBCEO: Paraeducator Training

February:

March:

April:

May:

Santa Barbara County SELPA

Professional Development Events

SBCSELPA Staff

5385 Hollister Avenue Bld. 7 Santa Barbara, CA 93111 805-683-1424

Dr. Ray Avila

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Mental Health Manager

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SBCSELPA BCBA

Regional Implementation SELPA Lead for C.A.P.T.A.I.N.

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Audiologist

Lisa Foote

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SBCSELPA AT/AAC Specialist

Natalie Facio-Leon

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Mental Health Specialist (Bilingual)

Rachel Bidinost

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New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Youth Support Specialist

Tania Nunez

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WRAP Facilitator

Jazmin Estebez

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Youth Support Specialist

Alex Holdom

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WRAP Facilitator

Gisell Crespo

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Youth Support Specialist

Lauren Gerken

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Youth Support Specialist

Michelle White

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Youth Support Specialist

Professional Development Presenter(s) Information

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Regional Implementation SELPA Lead for C.A.P.T.A.I.N.

Rachel Wigle

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New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
P.E.N.T. Team (Behavior)

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Orcutt Program Specialist

Yolanda Horton

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SMB BCBA

Rosy Bucio

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Phil Pandac

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Orcutt BCBA

Robert Santiago

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Carpinteria School Psychologist

Sarah Gunn

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Lompoc USD

C.A.P.T.A.I.N. Team (Autism)

Rosy Bucio

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Regional Implementation SELPA Lead for C.A.P.T.A.I.N.

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SBCEO Special Education Teacher

Meghan Davy

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Advocacy Systems Specialist

Alpha Resource Center

Ivan Alvarez

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SBCEO School Psychologist

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Haley Smith

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Hope BCBA

CPI Presenters North County

Sarah Gunn

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Bethany Schacherer

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Phil Pandac

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David Ibsen

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CPI Presenters South County

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Santa Barbara County SELPA Professional Development Events

ADR Cadre

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Patty Moore

Help Me Grow, Director

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Amy Gillespie

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Beverly Sherman

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Rusty Gordon

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Meghan Davy

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Nathan Moreno

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Stacy Tolkin

Santa Barbara Charter, Director of Special Education

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Dr. Ray Avila

SBCSELPA Executive Director

ravila@sbcsepa.org

Santa Barbara County SELPA Professional Development Events

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
Turning 3: Transition from Early Start to Preschool	www.sbcselpa.org

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

Educators Resources

SBCSELPA website 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,

New Events Added Monthly

**Santa Barbara County SELPA
Professional Development Events**

Flyers by the month
Please visit

Back2School Padlet

[SBCSELPA BACK2School
Padlet Events Resources](#)

2023-24 LEA/District Cost Associated with Due Process SBCSELPA Account Balances

		23-24	<u>Expended to Date 2023-24</u>	
	Carryover Funding	Allocation		Balance
Adelante		\$ 5,355	\$ -	\$ 5,355.00
Blochman		\$ 5,248	\$ -	\$ 5,248.00
Carpinteria		\$ 7,523	\$ -	\$ 7,523.00
Family Partnership	\$ 10,000.00	\$ 5,501	\$ 10,000.00	\$ 5,501.00
Goleta		\$ 9,306	\$ -	\$ 9,306.00
Guadalupe		\$ 6,526	\$ -	\$ 6,526.00
Hope		\$ 6,103	\$ -	\$ 6,103.00
Lompoc		\$ 16,223	\$ -	\$ 16,223.00
Manzanita		\$ 5,524	\$ -	\$ 5,524.00
Orcutt		\$ 11,024	\$ 11,024.00	\$ -
Santa Barbara Unified		\$ 21,265	\$ -	\$ 21,265.00
Santa Barbara Charter		\$ 5,336	\$ 1,065.00	\$ 4,271.00
Santa Maria Joint Union High		\$ 15,553	\$ -	\$ 15,553.00
Santa Maria-Bonita	\$ 89,672.23	\$ 25,162	\$ 114,834.23	\$ -
Santa Ynez Consortium		\$ 38,445	\$ -	\$ 38,445.00
SBCEO Direct Services		\$ 15,906	\$ 2,125.00	\$ 13,781.00
TOTAL	\$ 99,672.23	\$ 200,000	\$ 139,048.23	\$ 160,624.00

*Carryover May be distributed, pending JPA approval at future board meeting

2023-24
SELPA LEGAL FEES (RESERVE)

REF: VIII-F

Beginning Balance \$ 325,000.00

Expenditures

July	\$ -
August	\$ -
September	\$ 1,296.00
October	\$ 7,002.50
November	\$ 422.50
December	\$ 715.00
January	\$ 2,214.00
February	\$ -
March	\$ -
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ 11,650.00
ENDING BALANCE	\$ 313,350.00

Payments to Law Firms:

Dannis Woliver Kelley	\$ -
Fagen Friedman Fulfroost	\$ 1,557.50
JRG	\$ 4,127.50
Law Office of Melissa Hatch	\$ 5,965.00
Liebert Cassidy Whitmore	\$ -
Lozano Smith	\$ -
Musick, Peeler & Garrett	\$ -
Lana Clark	\$ -
Atkinson, Andelson, Loya	\$ -
Payments to Districts	\$ -

TOTAL 2023-24 LEGAL SETTLEMENTS TO DATE

Settlement Agreements None

2023-24 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
Carpinteria Unified	1	1	\$ 71,441	\$ 35,200	\$ 147,520	\$ 182,720		\$ 35,200	\$ 147,520
Lompoc Unified	0	1	\$ 19,569	\$ 2,536	\$ 17,034	\$ 19,569		\$ 2,536	\$ 17,034
Santa Barbara County Education Office - Montecito	0	1	\$ 16,969	\$ 3,472	\$ 18,497	\$ 21,969		\$ 3,472	\$ 18,497
Santa Maria Joint	3	3	\$ 34,158	\$ 153,563	\$ 398,159	\$ 551,722	\$ 135,222	\$ 194,130	\$ 492,814
Santa Barbara Unified	1	3	\$ 13,207	\$ 128,184	\$ 618,870	\$ 747,055		\$ 128,184	\$ 618,870
Santa Ynez Valley Consortium	1	1	\$ 181,907	\$ 91,856	\$ 257,604	\$ 349,459		\$ 91,856	\$ 257,604
SBCSELPA - Combined Site Visits			\$ 1,252	\$ -	\$ 5,198	\$ 5,198		\$ -	\$ 5,198
TOTAL	6	10	\$ 337,252	\$ 414,811	\$ 1,457,684	\$ 1,872,494		\$ 455,377	\$ 1,457,684

2023-24 Mental Health NPS Placement Budget	\$ 1,650,000
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 1,457,684
Mental Health NPS Balance Available (Estimated)	\$ 192,316

2023-24 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.

CLOSED SESSION

REF: XI-A

Confidential Nonpublic School (NPS)
Student Update

SBCSELPA JPA Board Meeting
March 4, 2024

CLOSED SESSION

REF: XI-B

Evaluation of SBCSELPA
Executive Director, Ray Avila

SBCSELPA JPA Board Meeting
March 4, 2024

CLOSED SESSION

REF: XI-C

CONFERENCE WITH LABOR NEGOTIATOR

(Government Code §54957.6)

Agency Designated Representative:

Ray Avila

SBCSELPA Unrepresented Employees:

Classified & Certificated Staff

SBCSELPA JPA Board Meeting

March 4, 2024