

SANTA BARBARA COUNTY SELPA JOINT POWERS AGENCY BOARD

Regular Meeting

Monday, June 3, 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. Election & Oath of Office for New Board Member Anthony Ranii (Combined North & South County). Renew Membership for Current Board Members Randall Haggard, Antonio Garcia, and Holly Edds and administer Oath of Office.
- F. Review Board Officer Positions: Chairperson, Vice Chairperson, & Clerk
- G. SBCSELPA Executive Director's Report

REF: I-E

II. PUBLIC COMMENTS

Please refer to information above regarding public comment guidelines.

III. PUBLIC HEARING**A. Santa Barbara County SELPA 2024-2025 Proposed Adopted Budget**

- | | |
|----------------------------------|---------------|
| 1. Convene Public Hearing | Open: _____ |
| 2. Discussion & Input | |
| 3. Adjournment of Public Hearing | Closed: _____ |

IV. APPROVAL OF ADDITIONAL EMERGENCY ITEMS (Government Code Section 54954.3(b)(2))**V. APPROVAL OF ACTION AGENDA**

<p>It is recommended that the JPA Board take action to approve the action agenda as presented/amended.</p>
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Motion: _____
 Second: _____
 In Favor: _____
 Opposed: _____
 Abstained: _____

VI. CONSENT AGENDA ITEMS

- | | |
|---|-----------|
| A. Minutes of May 6, 2024 Regular Meeting | REF: VI-A |
| B. Ratification of Payment Claims | REF: VI-B |
| C. 2024-25 Nonpublic Agency (NPA) Master Contract Rates | REF: VI-C |
| 1. Exhibit A Rates Sheet: | |
| D. 2024-2025 Legal Service Agreements | REF: VI-D |
| 1. Adams, Silva, & McNally | |
| 2. Atkinson, Adelson, Loya, Ruud & Romo | |
| 3. Dannis Woliver Kelley | |
| 4. Fagen Friedman & Fulfroost | |
| 5. Hatch & Cesario | |
| 6. JRG Legal Consulting | |
| 7. Liebert Cassidy Whitmore | |
| E. 2024-2026 SIRAS Systems, Inc. Contract Renewal with Santa Barbara County SELPA | REF: VI-E |

<p>It is recommended that Consent Agenda Items A through E be approved as presented.</p>
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Motion: _____
 Second: _____
 In Favor: _____
 Opposed: _____
 Abstained: _____

VII. PRESENTATION

- A. SBCSELPA Professional Development 2023-2024 & 2024-2025
 Presenter: Jennifer Connolly, SBCSELPA Coordinator

REF: VII-A

VIII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. Santa Barbara County SELPA (SBCSELPA) 2024-2025 Proposed Adopted Budget

REF: VIII-A

1. SBCSELPA Proposed Adopted Budget

It is recommended that the JPA Board approve the SBCSELPA 2024-2025 Proposed Adopted Budget as presented.

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

- B. Santa Barbara County SELPA Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan – Proposed Changes from Funding Model Committee (*Second Reading/Approval*)

REF: VIII-B

1. L.P., Section 9 with marked revisions
 2. L.P., Section 9 in final form
 3. L.P., Section 9, excerpt only with marked revisions

It is recommended that the JPA Board approves the proposed SBCSLPA Local Plan changes to Section 9, AB 602 Special Education Fiscal Allocation Plan as presented.

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

- C. Proposed 2024-2025 SBCSELPA JPA Board Meeting Dates

REF: VIII-C

It is recommended that the JPA Board approve the proposed 2024-2025 SBCSELPA JPA Board Meeting dates as presented.

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

IX. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. Santa Maria Joint Union High School District (SMJUHSD) Request to Take Back Deaf & Hard of Hearing (DHOH) Special Day Class (SDC) Program For the 2025-26 School Year

REF: IX-A

1. Letter of Intent, Year & a Day Notice

- B. Santa Maria Joint Union High School District (SMJUHSD) Request to Take Back Therapeutic Learning Center (TLC) Special Day Class (SDC) Program for the 2025-26 School Year

REF: IX-B

1. Letter of Intent, Year & a Day Notice

- C. Peabody Charter School Request to Join the Santa Barbara County SELPA (SBCSELPA) in the 2025-26 School Year

REF: IX-C

1. Letter of Intent, Year & a Day Notice

- D. SBCSELPA 2023-2024 Alternate Dispute Resolution (ADR) Outcomes

REF: IX-D

1. SBCSELPA ADR Outcome Data for 2023-2024 School Year
 2. SBCSELPA ADR Countywide Events for 2023-2024 by Month

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

- E. SBCSELPA Professional Development (PD) Summary for 2023-24 and Proposed PD Plan for 2024-2025 REF: IX-E
1. SBCSELPA Professional Development Offerings Feedback 2023-2024
 2. SBCSELPA Professional Development One-Year-Plan for 2024-2025
 3. 2024-2025 Professional Development LEA Requests in Categories
 4. 2024-2025 LEA PD Requests from 2023-2024 Survey
 5. Professional Development 2024-2025 Projections by Month In Person, Virtual, Hybrid In Person & Virtual (Recorded, posted on SBCSELPA website)
 6. SBCSELPA Network Meetings, All Santa Barbara County
 7. SBCSELPA Professional Development Offerings Booklet 2023-2024
- F. SBCSELPA Community Advisory Committee (CAC) 2023-24 Annual Project REF: IX-F
1. SBCSELPA Community Advisory Committee Newsletters for Parents
 2. SBCSELPA “Best Practices in IEP Interpretation” Help Sheet for Staff
- G. LEA/District Costs Associated with Due Process – SBCSELPA Year-to-Date Account Balances REF: IX-G
- H. SBCSELPA Legal Fees Year-to-Date Reserve REF: IX-H
- I. Nonpublic School (NPS) Year-to-Date Placement Expenditures REF: IX-I

X. MISCELLANEOUS AGENDA ITEMS

- A. Items Proposed for Future Action or Discussion
- B. Next Scheduled JPA Board Meeting: Date: **September 9, 2024**
Time: **9am or 12pm**
Location: **SBCEO & TBD**

XI. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS

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

XII. CLOSED SESSION

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

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

Oath of Office

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

State of California

County of Santa Barbara } ss

FOR THE OFFICE OF JPA Board Member – 2024-2026 Membership Term

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

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

(Signature) Anthony Ranii

Subscribed and sworn before me,

This 5th day of June, 2024

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

Oath of Office

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

State of California

County of Santa Barbara } ss

FOR THE OFFICE OF JPA Board Member – 2024-2026 Membership Term

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

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

(Signature) Antonio Garcia

Subscribed and sworn before me,

This 5th day of June, 2024

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

Oath of Office

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

State of California

County of Santa Barbara } ss

FOR THE OFFICE OF JPA Board Member – 2024-2026 Membership Term

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

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

(Signature) Holly Edds

Subscribed and sworn before me,

This 5th day of June, 2024

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

Oath of Office

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

State of California

County of Santa Barbara } ss

FOR THE OFFICE OF JPA Board Member – 2024-2026 Membership Term

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

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

(Signature) Randall Haggard

Subscribed and sworn before me,

This 5th day of June, 2024

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

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

June 3, 2024

1) Due Process/Dispute Updates –

We currently have zero (0) Due Process filings in progress and two (2) CDE Investigations.

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

We have a total of (7) SBCSELPA funded NPS placements and one (1) pending.

3) Special Education Finance Update –

Scope of Budget Problem and Proposition 98 (an excerpt from CAFSE May Newsletter):

Despite early budget action to shrink the shortfall by approximately \$17.3 billion, lower revenues since January results in an increased overall budget deficit by \$7.0 billion to a total of \$27.6 billion. While this level of detail was not released this morning, based on the provided revenue estimates in the May Revision, we roughly estimate that the Proposition 98 funding levels for 2022-23, 2023-24, and 2024-25 are down from the Governor's Budget estimates by \$786 million, \$3.0 billion, and \$364 million, respectively. The estimated Proposition 98 minimum guarantee for each fiscal year, which assumes no changes in average daily attendance and local property taxes, is as follows:

- 2022-23: \$97.5 billion
- 2023-24: \$102.5 billion
- 2024-25: \$108.7 billion

The May Revision includes withdrawals from the Public School System Stabilization Account of approximately \$8.4 billion to "maintain predictable support for local educational agencies and community college districts." This is a significant increase compared to the January Governor's Budget proposed withdrawal of \$3.0 billion in 2023-24 and \$2.7 billion in 2024-25.

4) Special Education Legislation –

The State SELPA Association supports Assembly Bill 2173. SBCSELPA has submitted a letter of support in collaboration with other SELPAs across the state, (SEE REF: I.1, AB 2173 (Addis letter of support template)).

5) SBCSELPA Local Plan Submission to CDE –

SBCSELPA has received all LEA, SBCEO, and CAC signatures per the CDE Local Plan submission process. The SBCSELPA Local Plan has been officially submitted to CDE. Approval notifications usually arrive at SELPAs at the end of the summer.

6) Special Education Resources –

The SBCSELPA Executive Director in collaboration with Rachel Fauver, Director, School & District Support, SBCEO presented at the California SIP Inclusion Conference on May 9th. This presentation highlighted the work that has occurred during the 2024-25 school year between SBCSELPA and SBCEO in developing and facilitating the "Santa Barbara County Inclusion Network, (SEE REF: I-E.2, Santa Barbara County SIP Inclusion Conference Presentation).

[LETTERHEAD]

May 8, 2024

The Honorable Josh Newman
Chair, Senate Committee on Education
1021 O Street, Room 6740
Sacramento, CA 95814

AB 2173 (Addis): Special education: emotional disability-SUPPORT

On behalf of the Santa Barbara County SELPA, I am writing to urge your support and vote on AB 2173 (Addis). This bill would update the term “emotional disturbance” to “emotional disability” under state law. The term “emotional disturbance” as described under state law is an offensive term which could equally be replaced with a more accurate and inclusive term without altering the meaning under state law.

We have observed an increase in students becoming eligible for special education services because of their mental health needs. Unfortunately, the eligibility factor is titled, “emotional disturbance”, thus making it challenging at times to communicate to our students and their families the support they will receive via special education services is related to this label that has a negative connotation. We do not want our students to feel “less than” due to their mental health needs.

The Individuals with Disabilities Education Act (IDEA) defines emotional disturbance as “(i)...a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances. (D) A general pervasive mood of unhappiness or depression. (E) A tendency to develop physical symptoms or fears associated with personal or school problems. (ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.”¹ The most common emotional disability categories include, but are not limited to, anxiety, depression, bipolar disorder, and eating disorders. In 2022-23, there were 21,593 students with an emotional disability² receiving special education services.

Twelve states have amended their respective state laws and thereby updated the emotional disturbance term to emotional disability—it is time California take this step. For these reasons, we strongly urge your “aye” vote on AB 2173 (Addis) in the Senate Education Committee.

Sincerely,

Ray Avila, Executive Director

¹ [Sec. 300.8 \(c\) \(4\) - Individuals with Disabilities Education Act](#)

² [Special Education - CalEdFacts \(CA Dept of Education\)](#)

Santa Barbara County SELPA

cc: Honorable Members of the Senate Committee on Education
The Honorable Dawn Addis

Finding Focus: Cultivating a Countywide Vision for Inclusion



SIP Inclusion Conference
May 9, 2024



Our Team

Santa Barbara County Education Office

Rachel Fauver

Director, School & District Support



Ellen Barger

Associate Superintendent of Curriculum & Instruction

Tiffany Carson

Director, School & District Support

Santa Barbara County SELPA

Ray Avila

Executive Director



Jennifer Connolly

Coordinator

Today's Objective

To share the story of the **Santa Barbara County Inclusion Network** in order to understand:

- **WHY** now, why this work;
- **HOW** the team recruited interest & commitment;
- **WHAT** we co-created to support a progression of learning experiences;
- **WHAT'S NEXT.**





Overview of Santa Barbara County: Who we serve

- 66,758 students in SB County
- 20 Districts and 15 charter schools

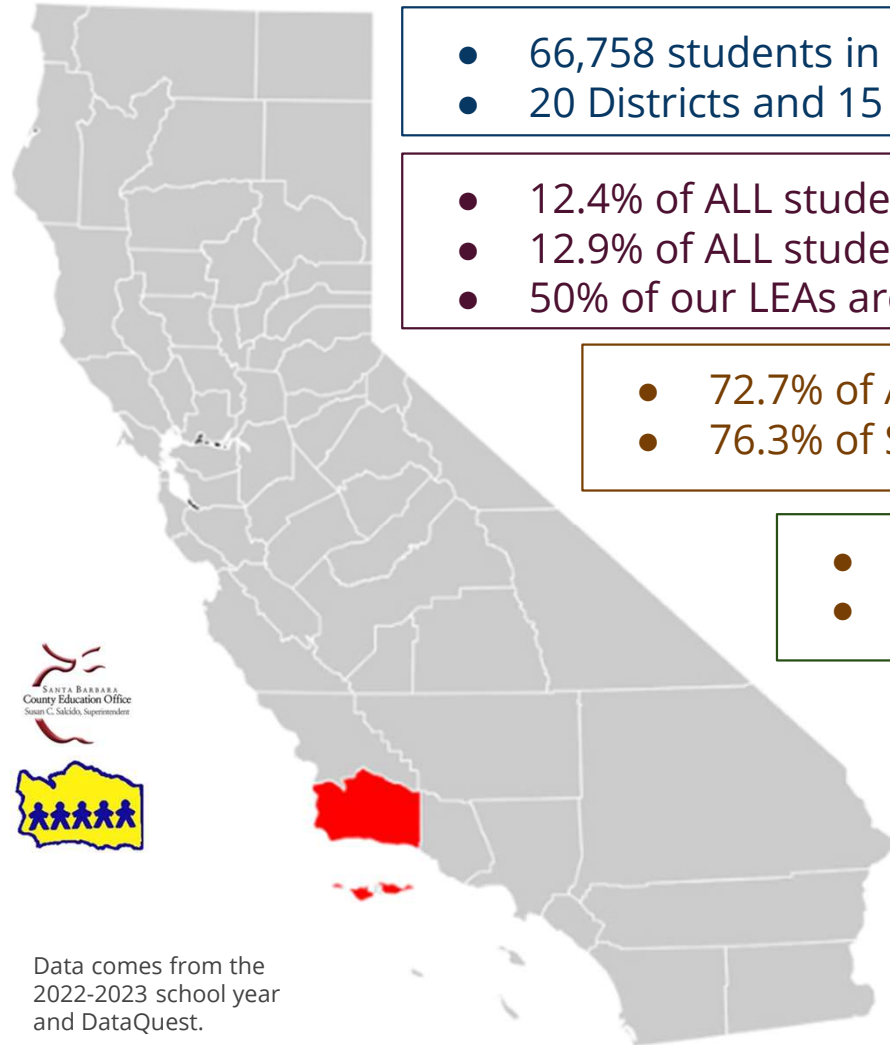
- 12.4% of ALL students in SB identified students with disabilities K-12 (8,296)
- 12.9% of ALL students in SB County are experiencing homelessness; and,
- 50% of our LEAs are basic aid.

- 72.7% of ALL students in SB County are Hispanic/Latino (48,382)
- 76.3% of SWD are also Hispanic/Latino (6,330)

- 66.1% of ALL students in SB County are SED (44,141)
- 72.3% of our SWD are also SED (5,997)

- 10 Districts have been identified for CIM
- 4 of 11 Districts eligible for DA included SWD as a need

- 15.75% of SWD met or exceeded standard for ELA
- 12.26% of SWD met or exceeded standard for Math
- 32.9% of SWD chronically absent, 6.9% SUS for SWD



Data comes from the 2022-2023 school year and DataQuest.

Why: Our Origin Story

2 Catalysts

Spring 2017

Teacher Induction Program Teacher Survey Data

"There is a disconnect between what was being taught in teacher preparation programs and the reality of work in local districts for Education Specialists."

"My credential program prepared me for teaching in an inclusive setting . . . I am working in isolation in a segregated program."

Winter 2018

**Dashboard Outcomes for
Students with Disabilities**
7 of 10 Districts - "Red" for SWDs

+

**Differentiated Assistance
Eligibility Countywide**

2018 Dashboard
*5 of 5 LEAs eligible for DA included the
Students with Disabilities student group*



HOW: Our Early Work

Establishing The Team



2 Aims:

Get to know the **current state of inclusive practices** in our county schools.

Identify an **approach to engaging LEAs** in the “conversation”.



HOW: Recruiting Interest & Commitment



2019-20

3 In-Person Meetings (*planned)

Focus on **Distributed Leadership**:
District Leadership
Site Leadership

Personal Outreach in addition to
established avenues and structures

Emphasis on **Shared Responsibility**:
This is not the special education
division's sole responsibility.



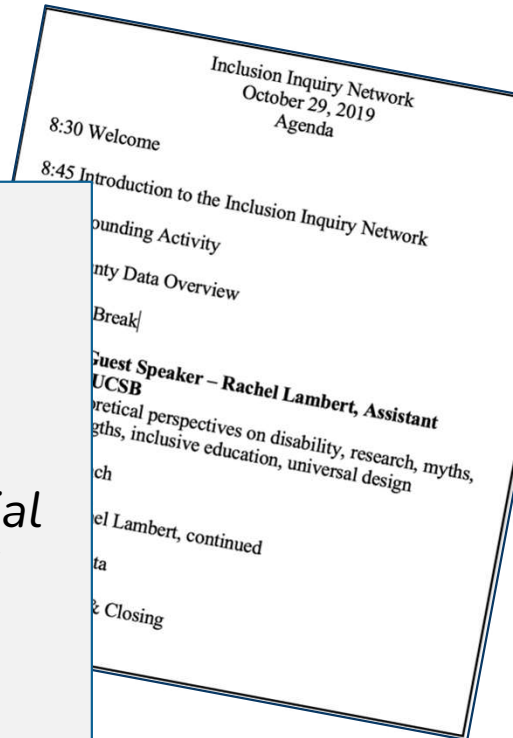
WHAT: Create the Conditions to Examine and Question the System



Meeting #1
Oct. 2019

*Partnership with Dr. Rachel Lambert,
 Associate Professor of Mathematics and Special
 Education at the Gevirtz Graduate School of
 Education at UCSB*

History of the Segregated System
Medical Model vs Social Model of Disability
Examining Remnants in Current Systems



WHAT: Create the Conditions to Examine and Question the System



Meeting #2 Feb. 2020

Data Exploration: How is our system
functioning for Students with Disabilities?

Disability Voices: Guest Speakers

Defining Our Why



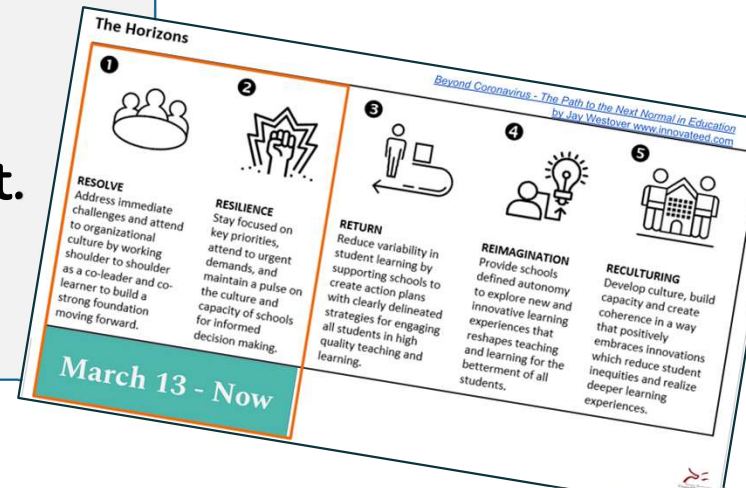
Disabling Segregation: Dan Habib



WHAT: Create the Conditions to Examine and Question the System



Meeting #3
Planned for May 2020
Virtual
Shift to triage & support.



WHAT: Create the Conditions to Examine and Question the System



What has this experience taught us about **the importance of being included**? Of having a **sense of belonging**? Of feeling **connected to peers**?

What **insights** will serve conversations about **inclusion, special education, and students with disabilities in any environment**?

WHY (Reboot): From Inclusion Inquiry → Inclusion Network

Fall 2022

2022 Dashboard Restart

8/10 LEAs Eligible for DA
included the Students
with Disabilities Student
Group

SWD performance
countywide had declined

Winter 2023

SBCEO & SBC SELPA

**Planning Teams
Reignite & Reimagine**

INQUIRY

2023-2024

Inclusion Network

ACTION



Increasing meaningful inclusive opportunities for students with disabilities requires an organization-wide vision and careful planning focused on inclusive education policies, practices, and culture.

The Santa Barbara County Inclusion Network provides the time, conditions, and resources for teams to engage in deep reflection, planning, and goal setting aligned to district wide strategic plans (LCAP, CIM) and aimed at the realization of environments rooted in belonging, relationship, and community for all students.



HOW: Outreach, Collaboration, & Partnership



HOW: Systematic Outreach

Increasing meaningful inclusive opportunities for students with disabilities **requires an organization-wide vision** and careful planning focused on inclusive education policies, practices, and culture.

Spring 2023
Santa Barbara County Superintendent's Council

Countywide Data
Connection to Collaborative Vision
Recruit Support



HOW: Systematic Outreach

Increasing meaningful inclusive opportunities for students with disabilities requires an organization-wide vision and **careful planning focused on inclusive education policies, practices, and culture.**

Fall 2023

Curriculum Council

Launched Recruitment for Inclusion Network
Engaged in Polarity Mapping

Santa Barbara County Superintendent's Council

Launched Recruitment for Inclusion Network
Reestablished Commitment of the Collective



HOW: Systematic Outreach

Increasing meaningful inclusive opportunities for students with disabilities requires an organization-wide vision and **careful planning focused on inclusive education policies, practices, and culture.**

Fall 2023
Inclusion Team

Personal Calls/Emails
Support in Identifying Team Members



HOW: Strategic Partnerships & Collaboration

Kevin Schaefer

Director, Inclusive Practices,
El Dorado County Office of
Education

Director, Supporting Inclusive
Practices (SIP) Project



HOW: Strategic Partnerships & Collaboration



12 / 20 districts represented
4 charter schools
LEAs sent teams
Over 90 participants



WHAT: Frameworks, Aims, Content, & Experiences



Essential Elements of Inclusion

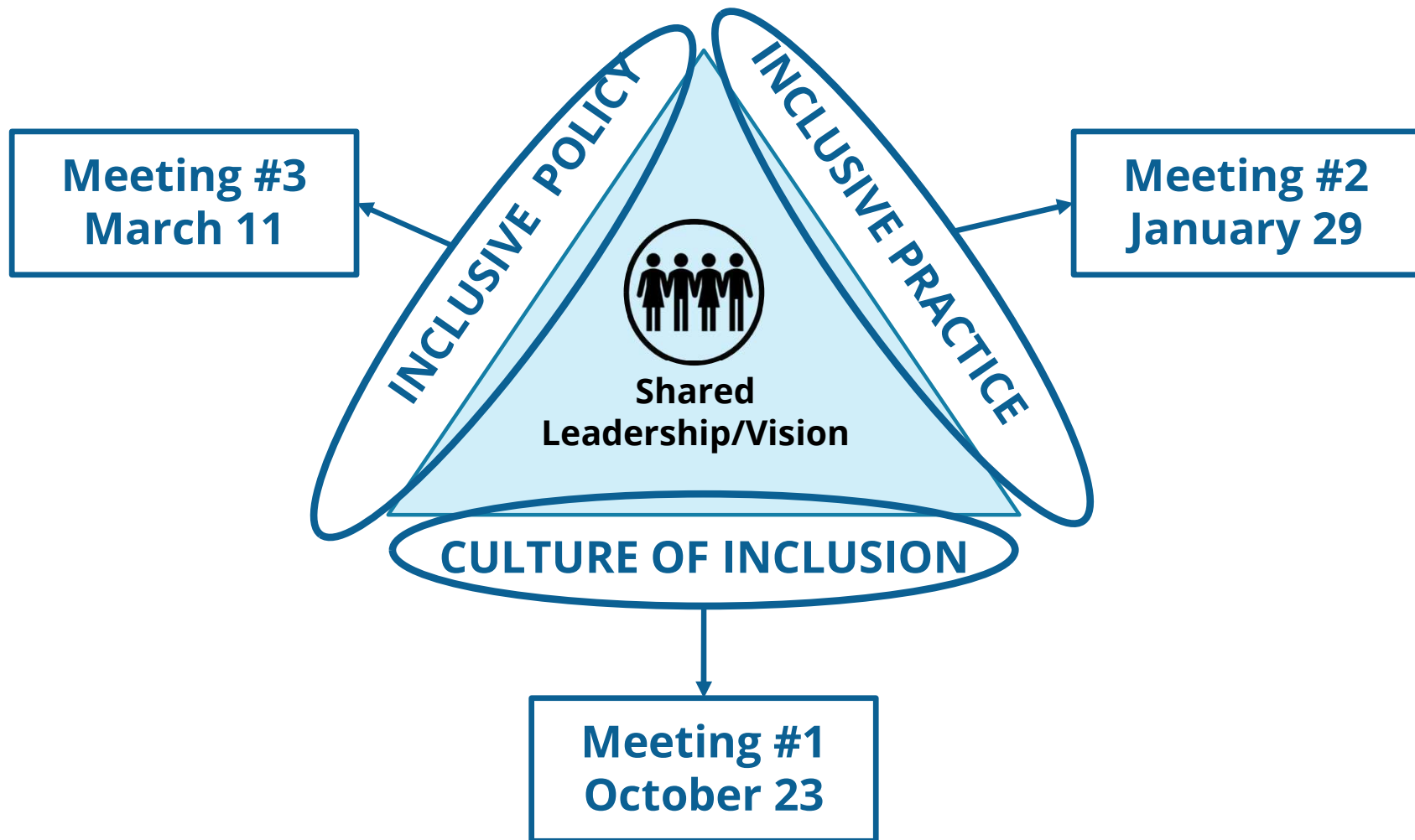


Leadership is the catalyst for making change happen

- Establishes direction
- Aligns people
- Motivates and inspires



Essential Elements of Inclusion



What we know to be true

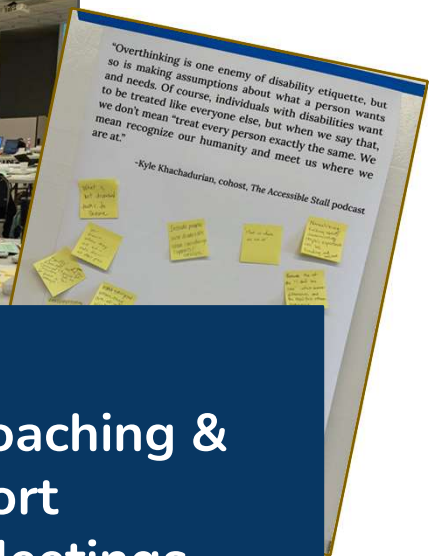
- The provision of FAPE in the LRE is not synonymous with designing inclusive environments rooted in belonging, community, and relationship.
- Disability is at the intersection of all other identities which influences self-perception and the perception of adult nondisabled education decision-makers.
- Ableism exists across education policies, practices, and cultures.
- An expert in special education compliance/provision of instructional supports and services is not synonymous with understanding the experiences and needs of the disability community.

DAY 1 - Thoughtfully cultivating an inclusive culture

Examining the culture & beliefs represented in our current system by listening to disability voices, considering allyship, and connecting to meaningful belonging.

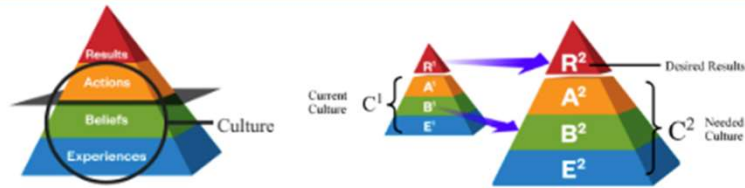
Structure of Each Day:

- **Morning:** Content, Conversation, Experiences
- **Afternoon:** Supported Team Planning (R2, Shifting the Culture Document)



**Feedback, Coaching & Support
Between Meetings**





Culture Partners 2022

The Results Pyramid



Culture Partners (2022)



What is your Vision for inclusion?	
What is your Current PreK Service Delivery Model/Program Structure? (if applicable)	
Review the Data in your LEA folder to add data and resources	<p>SCHOOL DISTRICT A Version 1.0 10/24/2023</p> <p>Culture Partners 2022</p> <p>SAMPLE</p> <p><i>What is your Vision for inclusion?</i> By embracing a sense of belonging, contribution, and active learning for all students in an intentionally designed and fully accessible learning environment, we expect to see academic gains for all students, a positive impact on school culture, and a greater acceptance of diversity as a strength.</p> <p><i>Review the Data in your LEA folder. Identify areas for improvement.</i></p> <ul style="list-style-type: none"> -65-83% of SWD not meeting ELA & Math Smarter Balanced Assessment standards in grades 3, 6, 8, and 11 districtwide. -SWD graduation rate 84.5%, ALL 95.5% -SWD suspension rate 4.5%, ALL 2.3% <p><i>What additional data is needed?</i></p> <p>Determine current inclusive practices at each site and inventory staff to determine what they currently know about inclusive practices and their level of readiness for implementation. This information/data will help direct future actions. It also will provide baseline data on which to measure progress as you begin implementing a more structured approach to the provision of inclusive practices.</p> <p><i>What are your current Results (R1) related to LRE/Inclusion?</i></p> <ul style="list-style-type: none"> -R1 Co-teaching with a variety of models and a variety of effectiveness at the secondary level. -R1 Daily intervention times at the elementary level with varied effectiveness. -R1 Two days a week of intervention time at high schools (64 minutes a week). -R1 PLCs by grade and course level at elementary and secondary level. -R1 Small group of secondary teachers attend UDL training summer '23.
What are your current Results ?	<ul style="list-style-type: none"> • R1 • R1 • R1
What Results/Goals (R2) do you most need to deliver to achieve a meaningful inclusive environment? Choose one.	
<ul style="list-style-type: none"> • R2 • R2 • R2 	<p>Continue (A1):</p> <ul style="list-style-type: none"> •

5 MOORE MINUTES!
PRESUMING
COMPETENCE



A hand is visible on the right side of the chalkboard, holding a piece of white chalk and having just finished writing the final word of the sentence.

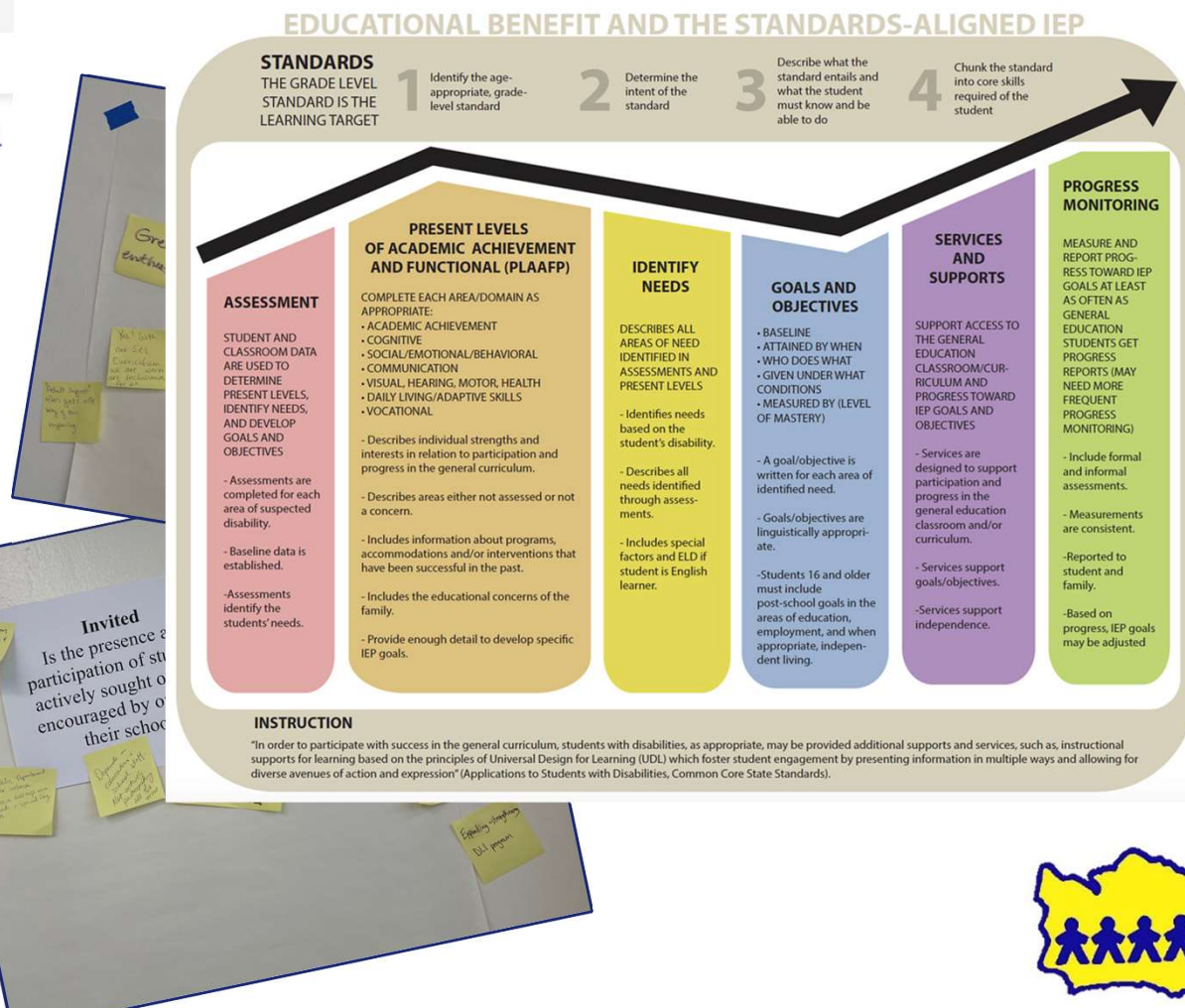
"When we are not sure
what students can learn,
presume competence &
the ability to learn."

DAY 2 - Considering our inclusive practices



Home About ▾ Topics ▾ Search Our Work

Creating Communities of Belonging for Students with Significant Cognitive Disabilities



DAY 2 - Considering our inclusive practices



System improvement Leads → Data Improvement Center

Improvement Data Center

Data Quality Data Tools

Data Tools Dashboard
On this page, you can access data and reports used to track California State Performance Plan Indicators for special education for your organization. To get started, choose a reporting level and organization:

Reporting Level: Reporting level: Organization: Organization

Reporting level:
SCLPA
Geo-Lead Area
County
District
Charter

State Performance Plan Indicators
Click on each State Performance Plan Indicator to see more information.

School Year: 2021 - 2022

✓ 1 Graduation Rate	✓ 2 Dropout Rate	✗ 3 Statewide Assessment
⊖ 4 Discipline Rate	✗ 5 Least Restrictive Environment	✗ 6 Preschool Least Restrictive Environment
✗ 7 Preschool Outcomes	✓ 8 Parent Involvement	✓ 9 Disproportionate Representation
✗ 10 Disproportionate Representation by Disability	✓ 11 Timely Eligibility Evaluation	✗ 12 Timely Part C to B Transition
✗ 13 Post-Secondary Transition Goals and Services		✗ 14 Post-Secondary Outcomes

Legend
✓ Target met ✗ Target not met ⊖ Not applicable

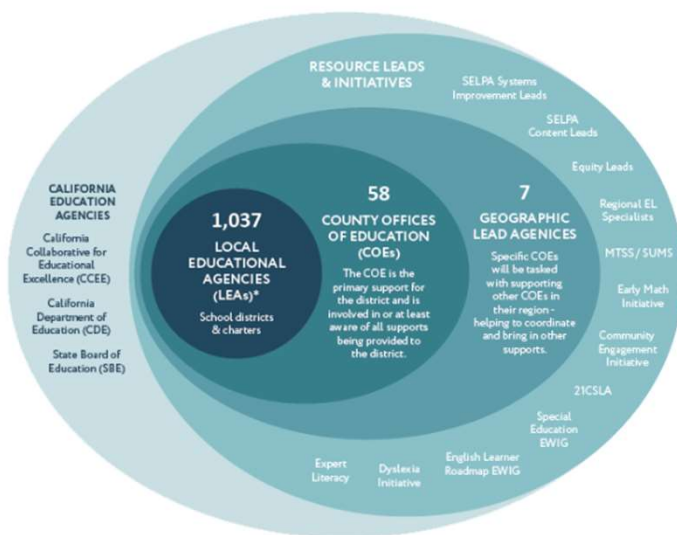
Annual Performance Reports
Click the annual performance report you would like to view.
Select a report level and organization
or
Click APR Search to browse all available APRs
APR Search Q

LEA Data Drilldown
Drilldown not available for this organization.
Not Available
View the drilldown demo
View Demo



DAY 3 - Support and resources while engaging with R2 plans and developing inclusive P/policy

California System of Support



Santa Barbara County Inclusion Network, 2024

- Community Schools Partnership Program
- Early Childhood Special Education Network
- PBIS
- Early Literacy Project
- Expanded Learning Opportunities
- Learning Acceleration System
- Reading Instruction & Intervention
- School Health Medical Billing Demonstration Project
- Seeds of Partnership
- Supporting Inclusive Practices
- Universal TK

9 Special Education Resource Leads Agencies Represented



Linked in Slide Deck: Presentations & Recordings!

System of Support Special Education Resource Leads Breakout Sessions				
Rotation	Info	Auditorium Hosts: Kevin, Dulcea Max Occupancy: 100	Board Room Hosts: Rachel, Gabe Max Occupancy: 46	Cabinet Conference Room Hosts: Tiffany, Sheila Max Occupancy: 30
1 (10:00 - 10:25 a.m.)	Organization	Open Access UDL/JAIAAC: https://www.openaccess-ca.org/ Placer SELPA	High Quality IEPs (HQIEPs): https://highqualityieps.net/ East County/Santa Clara SELPAs	California Autism Professional Training and Information Network (CAPTAIN): https://www.captain-ca.gov/
	Contact	Laurie Balsano-Wright/Coordinator: balsano-wright@placerece.org Lesh Padilla/Coordinator: leshpadilla@placerece.org	Jennifer Yales/SELPA Executive Consultant: jennifer.yales@sdsos.net	Rosy Bucio/SB Regional Lead: rbucio@sbcselpa.org
	Slide Deck	Open Access SBCEO IN Slide...	HQ IEPs Project - Santa Barbara C...	CAPTAINebps.pdf
	Video	Open Access IN Aud.mp4	HQ IEPs IN BR.mp4	CAPTAIN IN CCR.mp4
2 (10:30 - 10:55 a.m.)	Organization	Multilingual Learners with Exceptional Needs (MuSE): https://multilingual-sed.org/ Imperial SELPA	California Positive Behavior Interventions and Supports (CA PBIS): https://pbisca.org/ Placer COE	System Improvement Leads(SIL): https://systemimprovement.org/ El Dorado/Riverside SELPAs
	Contact	Lupita Ogün-Rubio/Coordinator: lupita@lucos.org Vanessa Lopez/Coordinator: vanessa.lopez@lucos.org	Luke Anderson/Executive Director: lukeanderson@placerece.org	Beverly Jenkins/Coordinator: bjenkins@sdcoe.org
	Slide Deck	MUSE SBCEO IN Slide Deck....	SWPBIS Tiered Fidelity Inventory.pdf	About SIL_3.11.2024.pptx
	Video	MUSE IN Aud.mp4	CA PBIS IN BR.mp4	SIL IN CCR.mp4

DAY 3 - Support and resources while engaging with R2 plans and developing inclusive P/policy



Serving Students with Disabilities

[BASICS Home](#) [Building Blocks ▾](#) [Start the BASICS Tool](#)

The **BUILDING BLOCKS** of a Special Education Infrastructure

A Resource for Assessing the Basic Components of Your Special Education Infrastructure



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About the BASICS



IS THIS RESOURCE
RIGHT FOR YOU?



BEGIN THE
Resource Tool



<https://thebasics.systemimprovement.org/>

WHAT'S NEXT: Feedback and Insights



What our participants are saying. . .

“I have found the **breadth and depth of resources** combined with **dedicated time** for thinking and collaboration with my team to be incredibly valuable. We were able to build consensus around our pedagogy for teaching and supporting SWDs, identify our primary concern/action item as we move forward with inclusionary work, and understand what agencies/individuals are available as support tools.” *Goleta Union School District*

“I found all of the resources that were shared with us to be most beneficial. **I had no idea there was so much already out there.**” *Solvang School District*

“I very much **appreciated your approach** to topics that can easily divide teams and facilitation of conversations that are difficult to have.” *Buellton Union School District*

“Keep doing [the] Inclusion Network. More teachers need to learn about inclusion and how to include all students meaningfully. Much appreciation for the thoughtful and helpful conversation, consultation, and resources. **Such a valuable experience.**” *Adelante*

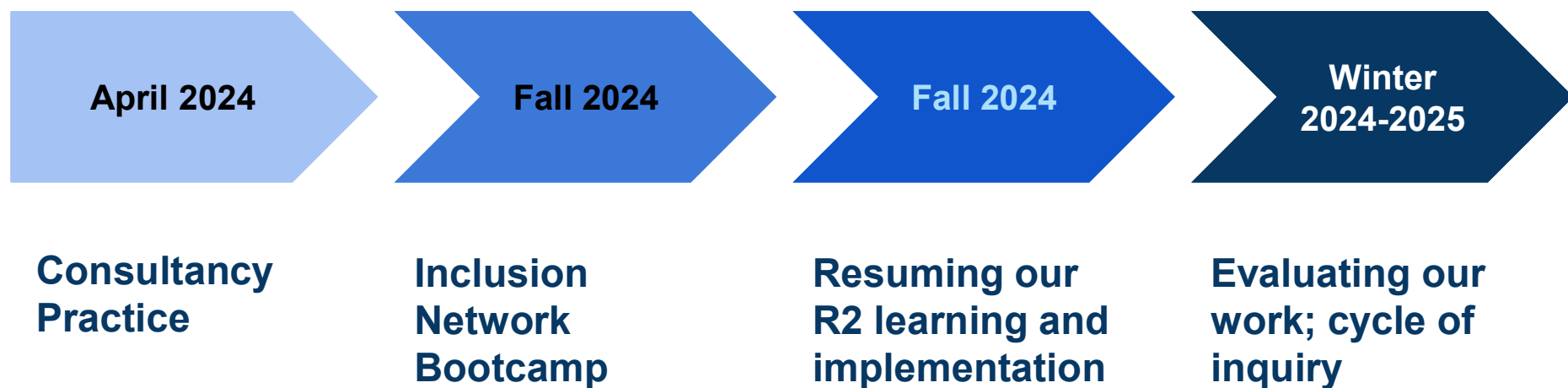
What the data says . . .

- 46% of IN participants indicated that a **focus on UDL** has been identified as their LEA's highest priority for next year in their R2 Plan.
- 40% of participants indicated that they will **prioritize creating shifts in their culture of inclusion** next year
- 2 out of the 6 high school districts in our county participated in the Inclusion Network- there is **room for growth** here.
- We are still **developing our practices** as a network **to evaluate our progress** using data. There will be some lag data available through the Dashboard and DataQuest, but there are possibilities for identifying more formative measures. . . stay tuned!

What we have learned as facilitators . . .

- Importance of Inquiry leading to Action
- Positioning efforts as a function of the broad system - not a special education “problem to solve”
- Demystifying special education as a “place”
- Endorsement by Superintendents
- Ongoing connection, communication, and support between in-person meetings
- This work takes TIME! Stay the course.

Support for the future: Learning with and from one another



- Centering inclusive cultures and improved outcomes for all students, specifically SWD
- Vision for continued partnership with SIP
- Continuing to onboard
- Continuing to iterate
- Developing a model that could be replicated in other counties or networks

Questions?





Ray Avila
Executive Director
Santa Barbara County
SELPA
ravila@sbcsepa.org



Rachel Fauver
Director, School and
District Support
SB County Education Office
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Ellen Barger
Associate Superintendent,
Curriculum & Instruction
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Tiffany Carson
Director, School and
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**SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD**

NOTICE OF PUBLIC HEARING

The Santa Barbara County SELPA (SBCSELPA) hereby gives notice that a Public Hearing will be held as follows:

TOPIC OF HEARING:

SBCSELPA 2024 - 2025 Proposed Adopted Budget

Copies of the SBCSELPA 2024-2025 Proposed Adopted Budget may be inspected at the SBCSELPA Office, 5385 Hollister Avenue, Building 7, Santa Barbara, 93111.

After the Public Hearing, the SBCSELPA JPA Board will adopt the 2024-2025 Proposed Adopted Budget for the SBCSELPA.

HEARING DATE: June 3, 2024

TIME: 12:00 p.m.

LOCATION: Santa Barbara County Education Office,
Cabinet Conference Room
4400 Cathedral Oaks Road
Santa Barbara, CA 93111

For additional information: Ray Avila, SELPA Executive Director
Santa Barbara County SELPA
5385 Hollister Avenue, Bldg. 7
Santa Barbara, CA 93111
ravila@sbcselfpa.org
(805) 683-1424



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

REF: VI-A

53

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF MAY 6, 2024, REGULAR MEETING
Public Session – 12:00 p.m.
Montecito Union School, Art Room
385 San Ysidro Road, Santa Barbara, CA 93108

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 **12:08 p.m.** at Montecito Union School, Art Room, Santa Barbara, CA.

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, *Clerk*

Antonio Garcia

Anne Hubbard, *Chairperson*

Randal Haggard, *Vice-Chairperson*

Hilda Maldonado

Susan Salcido

Members Absent: Holly Edds

Emilio Handall

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

Lindsay MacDonald, SBCSELPA Office Manager

Rachel Wigle, SBCSELPA Chief Business Official

Kirsten Escobedo, Assistant Superintendent, Special Education, SBCEO

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Ray Avila began by welcoming our regular meeting attendees that are not on the Board or from SBCSELPA, Kirsten Escobedo joined this meeting. There were no other guests in attendance at the meeting.

E. SBCSELPA Executive Director's Report

Ray Avila reviewed the report he prepared for the JPA Board, highlighting item 4, SBCSELPA Legislative. Sharing that he attended Legislative Sharing Day in Sacramento, Ca on May 1, 2024, and met with Senator Monique Limon staffers, Assemblymember Gregg Hart, and Dawn Addis. Ray also shared with the Board the support for motion AB 2173 (Addis): Special Education: Emotional Disability to replace the current term "emotional disturbance." The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF MAY 6, 2024

II. **PUBLIC COMMENTS**

There were no public comments.

III. **PUBLIC HEARING**

A. **Santa Barbara County SELPA 2024-2025 Annual Budget and Service Plans**

1. Convene Public Hearing **Opened: 12:12 p.m.**
2. Discussion and Input
3. Adjournment of Public Hearing **Closed: 12:13 p.m.**

IV. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

V. **APPROVAL OF ACTION AGENDA**

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

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

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

VI. **CONSENT AGENDA:** The JPA Board took action on Items A - Q:

A. **Minutes of March 4, 2024 Regular Meeting**

B. **Ratification of Payment of Claims:** 01-777973 – 01-777987, 01-778938 – 01-778954, 01-780008 – 01-780026, 01-781005 – 01-781014, 01-781915 – 01-781925, 01-783019 – 01-783036, 01-784143 – 01-784159, 01-785571 – 01-785580, 01-786567 – 01-786580, 01-787487 – 01-787504, 01-788352 – 01-788369, 01-789410 – 01-789417 – 01-790624 – 01-790633.

C. **2023-2024 Nonpublic School (NPS) Individual Service Agreements (ISA)**

1. Individual Service Agreement: Elevations Academy RTC

D. **2024-2025 Nonpublic School (NPS) Master Contract & Exhibit A Rates**

1. 2024-2025 Master Contract
 - a. Exhibit A Rates Sheet: Elevations Academy
 - b. Exhibit A Rates Sheet: Solstice RTC / Fernwood Academy

E. **2024-2025 Nonpublic Agency (NPA) Master Contract & Exhibit A Rates**

1. 2024-25 Master Contract
 - a. Exhibit A Rates Sheet: ABS Kids LLC
 - b. Exhibit A Rates Sheet: Aequor Healthcare Services LLC
 - c. Exhibit A Rates Sheet: AMN Allied Services LLC
 - d. Exhibit A Rates Sheet: Carestaff
 - e. Exhibit A Rates Sheet: EdTheory LLC
 - f. Exhibit A Rates Sheet: Pioneer Healthcare Services LLC
 - g. Exhibit A Rates Sheet: Sunbelt Staffing, LLC
 - h. Exhibit A Rates Sheet: The Genesis Group, Inc

VI. PUBLIC COMMENTS *(continued)*

F. 2024-2025 Contracts for the Provision of Audiological Services

1. Audiological Service Contract
 - a. Service Contract: Audiological Associates of Santa Barbara
 - b. Service Contract: Hearing Consultants of California
 - c. Service Contract: Physician's Hearing Service
 - d. Service Contract: Raymund J. Llaurodo

G. 2024-2025 SB-PIC (SBCSELPA/UCSB) APPIC Doctoral School Psychologist Intern Match and Services Agreement

1. Services Agreement: Gianna Famolare – SBCSELPA
2. Services Agreement: Sandra Guzman – Lompoc Unified School District
3. Services Agreement: Danielle Zahn – Carpinteria Unified School District
4. Services Agreement: Alessandra Mae Mittelstet – Orcutt Union School District
5. Services Agreement: Kerstin Elisabeth Schnopp – Santa Barbara Unified School District

H. 2024-2025 SBCSELPA School Psychologist Internship Placement Agreement

1. Internship Placement Agreement: Carpinteria Unified School District
2. Internship Placement Agreement: Lompoc Unified School District
3. Internship Placement Agreement: Orcutt Union School District
4. Internship Placement Agreement: Santa Barbara Unified School District

I. SBCSELPA Memorandum of Understanding (MOU) for Professional Services provided to District for 2024-2025 BCBA Hours and Services

1. MOU for Professional Services: Carpinteria Unified School District
2. MOU for Professional Services: Hope Elementary School District
3. MOU for Professional Services: Lompoc Unified School District
4. MOU for Professional Services: Manzanita Charter School
5. MOU for Professional Services: Santa Barbara Charter School
6. MOU for Professional Services: Santa Barbara County Education Office
7. MOU for Professional Services: Santa Barbara Unified School District
8. MOU for Professional Services: Santa Ynez Valley Special Education Consortium

J. Employment Contract Renewal for Jennifer Connolly as SBCSELPA Coordinator

1. 2024-25 Employment Contract

K. Employment Contract Renewal for Lisa Foote as SBCSELPA AT/AAC

1. 2024-25 Employment Contract

L. Employment Contract Renewal for Taryn Hurvitz as SBCSELPA Audiologist

1. 2024-25 Employment Contract

M. Employment Contract Renewal for Rosy Matos-Bucio SBCSELPA Board Certified Behavior Analyst

1. 2024-25 Employment Contract

N. Employment Contract Renewal for Alison Lindsey as SBCSELPA Mental Health Manager

1. 2024-25 Employment Contract

- O. **Employment Contract Renewal for Natalie Facio-Leon as SBCSELPA Mental Health Specialis**
 - 1. 2024-25 Employment Contract
- P. **Employment Contract Renewal for Deborah Umansky as SBCSELPA Clinical Psychologist Supervisor**
 - 1. 2024-25 Employment Contract
- Q. **Employment Contract Renewal for Rachel Wigle as SBCSELPA Chief Business Official**
 - 1. 2024-25 Employment Contract

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

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

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

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. **Santa Barbara County SELPA (SBCSELPA) 2024-2025 Annual Budget and Service Plans**
 - 1. Notice of Public Hearing (English/Spanish)
 - 2. Annual Budget Plan for 2024-2025
 - 3. Attachments for 2024-2025
 - 4. Annual Service Plan for 2024-2025

Recommendation: The JPA Board approves the SBCSELPA 2024-2025 Annual Budget and Service Plans as presented.

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

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

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

- B. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff at Regency Pre-School for 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 Regency Pre-School for the 2023-24 school year as presented.

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (continued)

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

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

- C. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Paraeducator Support for Remote Speech Therapy for 2024-25 School Year**
1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request for 2 itinerant paraeducators to support remote SLPs for the 2024-25 school year as presented.

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

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

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

- D. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for funding of Additional Signing Aide for Dunlap Elementary School for the 2024-25 School Year**
1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request for funding of the additional signing aide for Dunlap Elementary for the 2024-25 school year as presented.

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

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

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

- E. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for funding of Additional Support Staff at Clarence Ruth Pre-School for the 2024-25 School Year**
1. SBCEO Request

Recommendation: The JPA Board approves SBCEO regional program request for funding of the additional support staff for Clarence Ruth Pre-School for the 2024-25 school year as presented.

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

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

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

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

F. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff at New Horizons A Pre-School for the remainder of the 2023-24 School Year

1. SBCEO Request

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

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

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

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

G. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for an Additional 1.0 FTE School Nurse for Assessments to Cover the Santa Maria, Orcutt, and Lompoc Regions for the remainder of 2023-24 and 2024-25 School Year

1. SBCEO Request

Recommendation: The JPA Board approves SBCEO regional program request for an additional School Nurse for Assessments to Cover the Santa Maria, Orcutt, and Lompoc Regions for the remainder of the 2023-24 and 2024-25 school year; **Amended to include Santa Ynez Valley Special Education Consortium (SYVSEC).**

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

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

The Board requested to amend this item to include the Santa Ynez Valley Special Education Consortium (SYVSEC). This item was approved as amended. The Board was satisfied; there were no other questions or comments.

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

H. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff to Support Nurses in Orcutt Union and Santa Maria Bonita School Districts for the 2024-25 School Year

1. SBCEO Request

Recommendation: The JPA Board approves SSBCEO regional program request for funding of the additional support staff to Support Nurses in Orcutt Union and Santa Maria Bonita School Districts I for the 2024-25 school year; **Amended to include Santa Ynez Valley Special Education Consortium (SYVSEC).**

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

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

The Board requested to amend this item to include the Santa Ynez Valley Special Education Consortium (SYVSEC). This item was approved as amended. The Board was satisfied; there were no other questions or comments.

I. Interagency Agreement (IAA): Tri-County Regional Center (TCRC) and SBCSELPA Part C-B

1. Interagency Agreement with marked revisions
2. Interagency Agreement in final form

Recommendation: The JPA Board approves the SBCSELPA/Tri-Counties Regional Center revised Interagency Agreement, Part C as presented.

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

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

J. 2024-2025 Deferred Maintenance Projects

1. Santa Maria Bonita, Bldg. 160 @ Bruce
2. SBCEO Cathedral Oaks #22, MTU (D)
3. SBCEO Cathedral Oaks #23 Itin. G

Recommendation: The JPA Board approves funding of the annual deferred maintenance projects for 2024-2025 as presented.

Motion to Approve: Susan Salcido **Second:** Antonio Garcia

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

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (continued)

K. Goleta Union School District (GUSD) DHH Regional Itinerant Service Providers Program Transfer Plan

1. Letter of Intent, Year and a Day Notice
2. Program Transfer Plan & Checklist

Recommendation: The JPA Board approves the Goleta Union School District DHH program transfer plan as presented.

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

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

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

A. Second Interim Financial Report Analysis and Recommendation

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

B. SBCSELPA 2024-2025 Proposed Adopted Budget

1. Proposed Adopted Budget Fiscal Year 2024-2025 Presentation
Presenter: Rachel Wigle, SBCSELPA CBO
2. Proposed Adopted Budget

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

C. Santa Barbara County SELPA Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan – Proposed changes from Funding Model Committee (First Reading)

1. L.P., Section 9 with marked revisions
2. L.P., Section 9, in final form
3. L.P., Section 9, excerpt only with marked revisions

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

D. JPA Board Membership Term Expirations on June 30, 2024

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

E. Transition IEP and Paraprofessional Data from LEA Survey

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

F. SBCSELPA Professional Development Calendar for May 2024

1. SBCSELPA Professional Development Offerings Booklet (Updated April 2024)
2. SBCSELPA Professional Development Plan for 2024-2025

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

G. 5th Annual SELPA-Bratton Winners Announcement

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

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

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

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

I. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

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

X. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

There were no requests for future agenda items.

B. Next Scheduled JPA Board Meeting:

Date: June 3, 2024

Time: 12:00 p.m.

Location: 2 Locations - TBD

XI. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM

There were no public comments.

XII. **CLOSED SESSION:** The JPA Board adjourned to Closed Session at **1:17 p.m.**

A. Confidential Nonpublic School (NPS) Student Updates

B. Evaluation of the SBCSELP Executive Director, Ray Avila

C. CONFERENCE WITH LABOR NEGOTIATOR (Government Code §54957.6)

Agency Designated Representative: Ray Avila

SBCSELP Unrepresented Employees: Classified & Certificated Staff

XIII. **RECONVENE TO PUBLIC SESSION:** Anne Hubbard called the meeting back into Public Session at **1:31 p.m.** The Board took no action.

XIV. ADJOURNMENT

The meeting was adjourned at **1:31 p.m.**

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date _____

Date _____

ReqPay12a

Board Report

Checks Dated 04/24/2024 through 05/23/2024					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-791603	04/30/2024	Connolly, Jennifer	01-5200		270.01
01-791604	04/30/2024	Lindsey, Alison	01-5200		206.50
01-791605	04/30/2024	MacDonald, Lindsay	01-4300	17.77	
			01-5200	50.52	68.29
01-791606	04/30/2024	Aldous Pabon	01-5860		3,000.00
01-791607	04/30/2024	Casa Pacifica	01-5890	36,123.00	
			01-5892	4,177.00	40,300.00
01-791608	04/30/2024	Catherine Park	01-5860		3,000.00
01-791609	04/30/2024	Emma Warren	01-5860		3,000.00
01-791610	04/30/2024	Frontier	01-5910		109.48
01-791611	04/30/2024	Gabrielle Esposito	01-5860		3,000.00
01-791612	04/30/2024	Lauren Gerken	01-4300		10.85
01-791613	04/30/2024	Mary Beth Coyne	01-4310		178.78
01-791614	04/30/2024	Patterson Associates	01-5600		6,488.17
01-791615	04/30/2024	Regents of Univ. of CA	01-8699		4,859.82
01-791616	04/30/2024	Securitas Technology Corp.	01-5860		70.11
01-791947	05/02/2024	VISA	01-4300		2,299.34
01-792573	05/07/2024	Facio-Leon, Natalie	01-5200		415.13
01-792574	05/07/2024	MacDonald, Lindsay	01-4300		30.38
01-792575	05/07/2024	Alexandra Holdom	01-5200		1,526.53
01-792576	05/07/2024	Big Green Cleaning Company	01-5860		409.00
01-792577	05/07/2024	Elevations RTC	01-5890	50,400.00	
			01-5892	12,100.00	62,500.00
01-792578	05/07/2024	Frontier	01-5910		145.38
01-792579	05/07/2024	Gissell Crespo	01-5200		984.57
01-792580	05/07/2024	Goleta Union School District	01-7281		1,337.05
01-792581	05/07/2024	Jazmin Estebez	01-5200		886.34
01-792582	05/07/2024	Laura Morizio	01-5860		288.75
01-792583	05/07/2024	Lauren Gerken	01-5200		1,225.36
01-792584	05/07/2024	Michelle White	01-5200		783.50
01-792585	05/07/2024	Tania Nunez De La Torre	01-5200		525.75
01-792586	05/07/2024	X Tech Laser Printing Inc.	01-5860		236.54
01-793759	05/14/2024	Avila, Ray S	01-4300	165.08	
			01-5200	1,442.54	1,607.62
01-793760	05/14/2024	Bucio, Rosy	01-5910		35.00
01-793761	05/14/2024	Facio-Leon, Natalie	01-5910		35.00
01-793762	05/14/2024	Foote, Lisa A	01-5910		35.00
01-793763	05/14/2024	Wigle, Rachel R	01-5200		86.83
01-793764	05/14/2024	ACSA	01-5300		135.61
01-793765	05/14/2024	Alexandra Holdom	01-5200		35.00
01-793766	05/14/2024	Chelsea Oftedal	01-4310		199.80
01-793767	05/14/2024	Devereux ABH	01-5890	17,030.40	
			01-5892	4,776.24	21,806.64
01-793768	05/14/2024	Frontier	01-5910		193.44
01-793769	05/14/2024	Gissell Crespo	01-5910		35.00
01-793770	05/14/2024	Goleta Union School District	01-5860		13,200.00

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

ESCAPE

ONLINE

Page 1 of 2

ReqPay12a

Board Report

Checks Dated 04/24/2024 through 05/23/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-793771	05/14/2024	ILRC, Inc.	01-5800		154.00
01-793772	05/14/2024	Jazmin Estebez	01-5910		35.00
01-793773	05/14/2024	Lauren Gerken	01-5910		35.00
01-793774	05/14/2024	Lava Heights Academy	01-5890	4,620.00	
			01-5891	4,620.00	
			01-5892	3,630.00	12,870.00
01-793775	05/14/2024	Michelle White	01-5910		35.00
01-793776	05/14/2024	North Valley Schools Inc.	01-5890	18,362.43	
			01-5891	5,588.57	
			01-5892	5,586.00	29,537.00
01-793777	05/14/2024	Sage Communications, Inc.	01-5910		391.03
01-793778	05/14/2024	Securitas Technology Corp.	01-5860		285.00
01-793779	05/14/2024	Tania Nunez De La Torre	01-5910		35.00
01-793780	05/14/2024	Verizon Wireless	01-5910		213.58
01-793781	05/14/2024	VISA	01-4300	795.57	
			01-5800	522.39	1,317.96
01-795103	05/21/2024	Dr. Elizabeth A. Foster	01-5800		1,000.00
01-795104	05/21/2024	Glen Annie Golf Club	01-5800		2,960.22
01-795105	05/21/2024	North Valley Schools Inc.	01-5890	16,328.00	
			01-5891	16,328.00	32,656.00
01-795106	05/21/2024	Victor McConnell	01-5800		230.00
Total Number of Checks			56		257,315.36

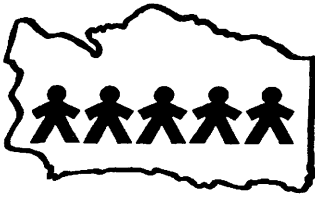
Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	56	257,315.36
	Total Number of Checks	56	257,315.36
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		257,315.36

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

ESCAPE ONLINE

Page 2 of 2



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

REF: VI-C

Date: June 3, 2024
 To: SBCSELPA JPA Board
 From: Ray Avila, SBCSELPA Executive Director
 Re: 2024-2025 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 2024-2025 school year and are being presented for JPA Board approval:

1. Exhibit A Rates Sheet: Amergis Healthcare Staffing, Inc.
2. Exhibit A Rates Sheet: California Psychcare
3. Exhibit A Rates Sheet: E-Therapy
4. Exhibit A Rates Sheet: New Mediscan II, dba Cross Country Education
5. Exhibit A Rates Sheet: TinyEye

FISCAL IMPACT: Rates for services vary. Total costs for services will be determined by the individual service agreements written throughout the 2024-2025 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 2024-2025 NPA Master Contract rates for contractor services as presented.

RA:lm

EXHIBIT A: 2024-2025 RATES**4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: Amergis Healthcare Staffing, Inc. – San Luis ObispoThe CONTRACTOR CDS NUMBER: 9902263

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>
Educational Counseling – Individual	\$120	Hour
Educational Counseling – Group of _____	\$120	Hour
Counseling – Parent	\$120	Hour
Language and Speech Therapy – Individual	\$100-\$150	Hour
Language and Speech Therapy – Group of 2	\$100-\$150	Hour
Language and Speech Therapy – Group of 3	\$100-\$150	Hour
Language and Speech Therapy – Per diem	\$100-\$150	Hour
Language and Speech – Consultation Rate	\$100-\$150	Hour
SLPA	\$90	
Occupational Therapy – Individual	\$100-\$115	Hour
Occupational Therapy – Group of 2	\$100-\$115	Hour
Occupational Therapy – Group of 3	\$100-\$115	Hour
Occupational Therapy – Group of 4 - 7	\$100-\$115	Hour
Occupational Therapy – Consultation Rate	\$100-\$115	Hour
Physical Therapy	\$100-\$115	Hour
a. Individual		
b. Consultation		
BCBA	\$130	Hour
Behavior Technician	\$52	Hour
Nursing Services		
a. District Credentialed RN	\$90-\$100	Hour
b. BSN District RN	\$80-\$90	Hour
c. LVN	\$65	Hour
d. Classroom aide/Para Educator	\$37	Hour
School Psychologist	\$130	Hour
SPED Teacher	\$90	Hour
COTA	\$80-\$90	Hour
PTA	\$80-\$90	Hour
Certified Nursing Assistant	\$50	Hour

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>BII</u>	<u>\$63.78</u>	<u>Hourly</u>
<u>BID</u>	<u>\$95.13</u>	<u>Hourly</u>

EXHIBIT A: 2024-2025 RATES**REF: VI-C.3****4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: E-Therapy Intermediate, Inc.The 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 Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>OTR/L</u>	<u>\$125-\$135</u>	_____
<u>COTA</u>	<u>\$85-\$95</u>	_____
<u>Virtual Occupational Therapist</u>	<u>\$95</u>	_____
<u>Licensed PT</u>	<u>\$100-\$135</u>	_____
<u>PTA</u>	<u>\$85-\$95</u>	_____
<u>Virtual Licensed Speech/Language Pathologist</u>	<u>\$95</u>	_____
<u>Licensed Speech/Language Pathologist</u>	<u>\$120-\$130</u>	_____
<u>Bilingual SLP</u>	<u>\$135-\$145</u>	_____
<u>Licensed Social Workers</u>	<u>\$90-\$100</u>	_____
<u>Bilingual Social Worker</u>	<u>\$100-\$110</u>	_____
<u>Registered Nurses</u>	<u>\$75-\$85</u>	_____
<u>Psychologists</u>	<u>\$135-\$145</u>	_____
<u>Bilingual Psychologist</u>	<u>\$145-\$155</u>	_____
<u>Special Education Teacher</u>	<u>\$85-\$95</u>	_____

EXHIBIT A: 2024-2025 RATES**4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: New Mediscan II, LLC dba Cross Country EducationThe CONTRACTOR CDS NUMBER: 9900850

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>
<u>Speech Language Pathologist (Monolingual)</u>	<u>\$99.75 - \$130</u>	<u>Hourly</u>
<u>Speech Language Pathologist (Bilingual)</u>	<u>\$110.25 - \$136.50</u>	<u>Hourly</u>
<u>Speech Language Pathologist Assistant (Monolingual)</u>	<u>\$70.35 - \$78.75</u>	<u>Hourly</u>
<u>Speech Language Pathologist Assistant (Bilingual)</u>	<u>\$78.75 - \$82.95</u>	<u>Hourly</u>
<u>Occupational Therapists</u>	<u>\$89.25 - \$99.75</u>	<u>Hourly</u>
<u>Certified Occupational Therapist Assistant</u>	<u>\$70.35 - \$78.75</u>	<u>Hourly</u>
<u>Physical Therapists</u>	<u>\$99.75 - \$120.75</u>	<u>Hourly</u>
<u>Physical Therapist Assistants</u>	<u>\$70.35 - \$78.75</u>	<u>Hourly</u>
<u>Certified Nursing Assistant</u>	<u>\$34.13 - \$39.00</u>	<u>Hourly</u>
<u>Licensed Vocational Nursing</u>	<u>\$57.75 - \$65.00</u>	<u>Hourly</u>
<u>Registered Nursing</u>	<u>\$78.75 - \$89.25</u>	<u>Hourly</u>
<u>Certified or Credentialed School Nurse</u>	<u>\$89.25 - \$103.95</u>	<u>Hourly</u>
<u>School Psychologists</u>	<u>\$99.75 - \$131.25</u>	<u>Hourly</u>
<u>Adapted Physical Education Teachers</u>	<u>\$89.25 - \$99.75</u>	<u>Hourly</u>
<u>Behavior Analyst/Consultant</u>	<u>\$99.75 - \$120.75</u>	<u>Hourly</u>
<u>Guidance Counselors</u>	<u>\$78.75 - \$93.45</u>	<u>Hourly</u>

<u>Music Therapists</u>	<u>\$99.75-\$105</u>	<u>Hourly</u>
<u>Orientation/Mobility Specialists</u>	<u>\$95-\$115</u>	<u>Hourly</u>
<u>Reading Specialists</u>	<u>\$95-\$110.25</u>	<u>Hourly</u>
<u>Sign Language Interpreters</u>	<u>\$78.75-\$89.25</u>	<u>Hourly</u>
<u>Licensed Social Workers</u>	<u>\$89.25-\$99.75</u>	<u>Hourly</u>
<u>Special Education Teachers</u>	<u>\$89.25-99.75</u>	<u>Hourly</u>
<u>Teachers of the Deaf/Hard of Hearing</u>	<u>\$99.75-\$120.75</u>	<u>Hourly</u>
<u>Teachers of the Visually Impaired</u>	<u>\$99.75-\$120.75</u>	<u>Hourly</u>
<u>Behavioral Intervention Development</u>	<u>\$99.75-\$131.25</u>	<u>Hourly</u>
<u>Behavioral Intervention Implementation</u>	<u>\$38.85-49.35</u>	<u>Hourly</u>
<u>Registered Behavior Technician</u>	<u>\$47.25-57.75</u>	<u>Hourly</u>
<u>Paraprofessional/SpEd Aide</u>	<u>\$35.70- \$39.90</u>	<u>Hourly</u>
<u>Marriage and Family Therapist</u>	<u>\$89.25 -\$99.75</u>	<u>Hourly</u>

EXHIBIT A: 2024-2025 RATES

REF: VI-C.5

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: TinyEye Technologies Corporation

The CONTRACTOR CDS NUMBER: 9901447

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>
Language and Speech Development Remediations	<u>\$115</u>	<u>Hourly</u>
Occupational Therapy Services	<u>\$105</u>	<u>Hourly</u>
Psychological Services	<u>\$140</u>	<u>Hourly</u>
Social Work Services	<u>\$110</u>	<u>Hourly</u>
Counseling and Guidance Services	<u>\$110</u>	<u>Hourly</u>



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

REF: VI-D

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2024-2025 Legal Services Agreements

BACKGROUND:

- As per the Local Plan, each year SBCSELPA solicits contractual agreements on an open, ongoing bid basis for legal/attorney services with law firms.
- SBCSELPA has received legal services agreements from the following legal firm for 2024-2025:

1. Adams Silva & McNally
2. Atkinson, Adelson, Loya, Ruud, & Romo
3. Dannis Woliver Kelley
4. Fagen Friedman and Fulfrost
5. Hatch & Cesario
6. JRG Legal Consulting
7. Liebert Cassidy Whitmore

FISCAL IMPACT: Depending upon use of legal services for districts/LEAs and the SBCSELPA.

RECOMMENDATIONS: The JPA Board approves the 2024-2025 legal service agreements as presented.

RA:lm



ADAMS SILVA & McNALLY LLP

LEGAL SERVICES AGREEMENT

THIS LEGAL SERVICES AGREEMENT is effective July 1, 2024, for the 2024-2025 school year, by and between the Santa Barbara County Special Education Local Plan Area (“Client”) and the law firm of Adams Silva & McNally LLP (“Law Firm,” together with Client, “Parties”). In consideration of the promises and the mutual agreements hereinafter contained, Client and Law Firm agree as follows:

1. Law Firm Services. Client hires Law Firm as its legal counsel with respect to matters the Client specifically refers to Law Firm. Law Firm shall provide legal services as reasonably required to represent Client in such matters, take reasonable steps to keep Client informed of significant developments, and respond to Client’s inquiries regarding those matters. In addition to regular telephone, mail and other common business communication methods, Client authorizes Law Firm to use facsimile transmissions, cellular telephone calls and email, and other computer transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential information. Client understands that Law Firm cannot guarantee any particular result, including the costs and expenses of representation.

2. Billing Practices. Law Firm agrees to bill Client in units of one tenth (.1) of an hour at the billing rates established in the attached rate schedule. Client agrees to pay actual transportation and other costs of required out-of-town travel by Law Firm personnel. Other third-party services, such as investigators, process servers, court reporter fees, and witness fees (including expert witness’ fees) shall be charged to Client at the actual costs paid to the service provider by Law Firm plus an additional processing fee of three (3) percent. Agreements for legal fees on special projects other than on an hourly basis may be made by mutual agreement of the Parties.

3. Payment. Law Firm shall send Client a statement for fees and costs incurred every calendar month. Statements shall set forth the amount, rate and description of services provided. Client shall pay Law Firm’s statements within thirty (30) days after receipt. Client agrees and is encouraged to communicate any billing concerns to Law Firm. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due.

4. Termination and Withdrawal. Client may discharge Law Firm at any time by written notice. Unless otherwise agreed, and except as required by law, Law Firm will provide no further services hereunder after receipt of such notice. Law Firm may withdraw its services hereunder with Client’s consent, upon good cause, or as allowed or required by law, upon ten (10) days written notice. Good cause includes any breach of this Agreement and/or any circumstance that would render Law Firm’s continued representation of Client unlawful or in violation of any ethical rules. Upon discharge or withdrawal, Law Firm shall transition all outstanding legal work and services to others as Client shall direct.

5. Arbitration. The Parties agree all disputes that arise between Client and Law Firm shall be resolved through binding arbitration. In the case of a fee dispute, arbitration shall occur in accordance with the California State Bar rules for arbitration of disputes regarding attorneys' fees. The Parties waive their respective rights to a jury trial and an appeal. The terms of this provision shall survive the termination of this Agreement.

6. Severability. In the event any provision or portion of a provision in this Agreement is deemed unenforceable, the remainder of this Agreement and, if applicable, that provision, shall remain enforceable.

7. Client Responsibilities. Client agrees to cooperate with Law Firm, provide accurate information and documentation to Law Firm, and fully inform Law Firm of any developments that could affect Law Firm's representation of Client. Client agrees to attend all required appearances, such as hearings, and make its employees available to Law Firm as necessary for Law Firm to perform its services described under this Agreement.

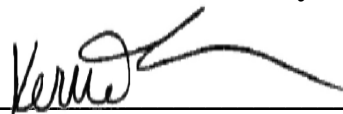
8. Miscellaneous Provisions. In accordance with the requirements of the California Rules of Professional Conduct, Law Firm hereby provides notice to Client that it maintains errors and omissions insurance coverage applicable to the services to be rendered to Client by Law Firm pursuant to this Agreement. Upon the closure of an active matter, Client may request, and Law Firm agrees to provide following receipt of such request, the file related to that matter.

IN WITNESS WHEREOF, the parties have signed this Legal Services Agreement.

Santa Barbara County SELPA

Adams Silva & McNally LLP

Ray Avila
Executive Director
Santa Barbara County SELPA


Kerrie McNally
Partner
Adams Silva & McNally LLP

Date: _____

Date: 04/03/2024



ADAMS SILVA & McNALLY LLP

PROFESSIONAL RATE SCHEDULE

(Effective July 1, 2024, for the 2024-2025 School Year)

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Law Firm by the following standard hourly rate:

Partner / Senior Counsel / Of Counsel	\$315-\$350 per hour
Associate	\$285-\$310 per hour
Law Clerk	\$205-\$255 per hour
Paralegal	\$195 per hour

Time is billed in increments in units of one tenth (.1) of an hour, rounded up to the nearest increment. Law Firm shall charge its hourly rate for round-trip travel time from our office to the destination required by the Client. Computerized legal research is billed at cost. Additionally, actual travel expenses as described below will be billed.

2. COSTS AND EXPENSES

In-Office copying	\$0.15 per page
Incoming/Outgoing Facsimile	No Charge
Postage	Actual Usage
Mileage	IRS Standard Rate

Other services, such as third-party consultants, investigators, process servers, court reporter fees, transcription costs, and witness fees (including expert witness' fees) shall be charged to Client at the actual costs paid to the service provider by Law Firm plus an additional three (3) percent processing fee.

Other costs, such as messenger, airfare, and lodging, shall be charged on an actual and necessary basis with prior approval from Client.



AMY R. LEVINE
Attorney at Law
alevine@DWKesq.com

San Francisco

April 24, 2024

VIA EMAIL

Ray Avila
Executive Director
Santa Barbara County Special Education Local Plan Area
5385 Hollister Ave., Box 107
Santa Barbara, CA 93111

Re: 2024-2026 Agreement for Professional Services

Dear Ray:

For almost five decades, DWK has provided quality legal advice and wise counsel to California school and community college districts. Our reward in this worthy endeavor is the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas.

Together, we have confronted and overcome a multitude of challenges from the local to the global and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will continue to support you with our full range of expertise to provide excellent education programs to millions of California students even in the face of a mercurial economy.

Attached is our Agreement for Professional Services for the 2024/2025 and 2025/2026 school years ("Agreement"). Our rate ranges have remained unchanged since 2022. With this Agreement, the top end of our attorney rate ranges is increasing by approximately five percent (5%) with one attorney's rate (Greg Dannis) increasing by eight percent (8%). Non-attorney rates (i.e., law clerks and paralegals) are also increasing by up to eight percent (8%). We agree to maintain these ranges for the two-year term of our Agreement. This means there will be no changes to the billing ranges during this time period; however, individual attorney hourly rates may be adjusted within the existing ranges during the term of the Agreement.

We look forward to serving the SELPA in the coming school years and continuing our mutually rewarding partnership. Please sign and date the attached Agreement and return to the undersigned via email.

Best regards,

Danniss Woliver Kelley

Amy R. Levine
ARL:tdr
DWK 4214674v1

SAN FRANCISCO
200 California Street
Suite 400
San Francisco, CA 94111
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
444 W. Ocean Blvd.
Suite 1750
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO
2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

EAST BAY
2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

FRESNO
7170 N Financial Drive
Suite 135
Fresno, CA 93720
TEL 559.388.5802
FAX 559.388.5803

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on April 26, 2024, by and between the Santa Barbara County Special Education Local Plan Area, hereinafter referred to as SELPA, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, SELPA and Attorney agree as follows:

SCOPE OF SERVICES. SELPA appoints Attorney to represent, advise, and counsel it from July 1, 2024, through and including June 30, 2026, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of governing board action approving this Agreement are hereby ratified by said governing board approval.

Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice. Nothing in this Agreement and nothing in Attorney's statements to District should be construed as a promise or guarantee about the outcome of any matter.

CLIENT DUTIES. SELPA shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the SELPA's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, SELPA agrees to pay Attorney at the following hourly rates: three hundred ninety-five dollars (\$395) to four hundred seventy-five dollars (\$475) for Shareholder Emeritus; two hundred sixty-five dollars (\$265) to three hundred ninety-five dollars (\$395) for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to three hundred fifteen dollars (\$315) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred seventy-five dollars (\$275) for Associates; one hundred thirty dollars (\$130) to one hundred ninety-five dollars (\$195) for Law Clerks; and one hundred thirty dollars (\$130) to two hundred ten dollars (\$210) per hour for Paralegals. Rates for individual attorneys and paralegals may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services to be provided with the exception of Greg Dannis whose hourly rate shall be \$485.

Agreements for fees for legal services at other than the hourly rates set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to SELPA and shall apply to all services rendered after such notice is given.

Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for a SELPA matter, or while attending meetings with or for SELPA, it may be necessary for Attorney to concurrently work for and bill other clients. If, during the course of representation of SELPA, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, SELPA shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. SELPA agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research and electronic record review platforms (i.e.,

Westlaw, e-discovery). SELPA agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of SELPA or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified. Any discount received on such services is passed along to SELPA by Attorney.

SELPA further agrees to pay third parties, indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. SELPA will reimburse Attorney for such costs or may upon agreement of SELPA and Attorney advance payment to Attorney for such costs and expenses.

Occasionally Attorney may provide SELPA officials and/or employees with food or meals at Attorney-sponsored trainings or when working with SELPA officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the SELPA under this Agreement.

BILLING STATEMENT. Attorney shall send SELPA a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon SELPA office's request for additional statement information, Attorney shall provide a bill to SELPA no later than ten (10) days following the request. SELPA is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. SELPA shall pay Attorney's statements within thirty (30) days after each statement's date.

ARBITRATION OF FEE DISPUTE. In order to avoid litigation in the event of any dispute concerning billings, it is agreed that any such dispute shall be submitted exclusively to binding arbitration before the American Arbitration Association. The arbitrator shall determine the rights and obligations of the parties according to the substantive and procedural laws of California. You acknowledge that by agreeing to arbitration, you are giving up the right to a jury trial. Judgement on any arbitration award may be entered by any court of competent jurisdiction.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the SELPA. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of an appropriate certificated employee or a pupil's parent or guardian. If SELPA requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will comply with any applicable fingerprinting, background check, vaccine, or testing requirements.

CONSENT TO USE OF ELECTRONIC COMMUNICATION AND CLOUD SERVICES. To provide SELPA with efficient and convenient legal services, Attorney will communicate and transmit documents using electronic communication services. Because electronic communication continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, SELPA is consenting to such use of electronic communication services with SELPA and SELPA's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including e-mails and documents, are stored in this manner. By entering into this Agreement, SELPA understands and consents to having communications, documents and information pertinent to the SELPA's matters stored through such cloud-based services.

FILE RETENTION. Attorney will retain files related to representation of SELPA for a minimum period of seven (7) years after the conclusion of the Attorney's services for SELPA. During this period, Attorney may retain such files exclusively in digital format and may destroy original paper documents provided by the SELPA after they are digitized unless

requested by the SELPA to return the originals. At the expiration of the seven (7)-year period, Attorney may destroy such files, including paper or digital copies, unless SELPA notifies Attorney in writing that SELPA wishes to take possession of them. Attorney agrees to provide a digital copy of all files related to representation of SELPA upon SELPA's request, excluding Attorney's internal files (e.g., administrative records and attorney work product, including drafts, notes, internal memoranda, and research prepared for Attorney's internal use) which are the Attorney's property.

PRIVACY NOTICE OF COLLECTION OF PERSONAL INFORMATION. Attorney respects the SELPA's privacy and aims to be transparent with SELPA. For this reason, Attorney has adopted a privacy policy that describes all the information Attorney collects from or about SELPA employees in the course of providing the SELPA with legal services, as well as how Attorney uses this information and how long Attorney will retain it. Attorney's privacy policy, which also describes the SELPA's rights as a consumer under applicable law, is accessible on Attorney's website at <https://www.dwkesq.com/ccpa/>. The terms and disclosures of this privacy policy are incorporated herein, and the signature on the agreement below confirms that SELPA has read or will read Attorney's privacy policy. If the SELPA has any questions regarding Attorney's privacy policy or its rights, the SELPA should email Attorney at DataSecurity@dwkesq.com.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and the Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving SELPA, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to SELPA. If SELPA has any question about whether Attorney has a conflict of interest in its representation of SELPA in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. SELPA or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.


IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

Santa Barbara County Special Education Local Plan Area

Ray Avila
Executive Director

Date

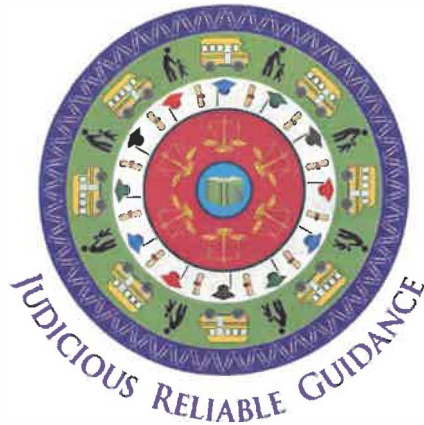
DANNIS WOLIVER KELLEY



Amy R. Levine
Attorney at Law

April 24, 2024

Date



JRG LEGAL CONSULTING

A Professional Corporation

LEGAL SERVICES AGREEMENT

This Legal Services Agreement ("Agreement") is entered into between SANTA BARBARA COUNTY SPECIAL EDUCATION LEGAL PLAN AREA ("SBCSELPA," hereinafter referred to as "Client") and JRG Legal Consulting, A Professional Corporation ("Attorney"). In consideration of the promises and mutual agreements made hereinafter, Attorney agrees to provide legal services to Client on the terms set forth below.

1. CONDITIONS AND TERM

This Agreement will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Agreement. Upon satisfaction of this condition, this Agreement will be deemed to take effect retroactive to August 1, 2023 and shall be in effect until June 30, 2024.

2. SCOPE OF LEGAL SERVICES

Client hires Attorney on an as-requested basis as its legal counsel with respect to issues and matters Client specifically refers to Attorney. Attorney will provide those legal services required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client's inquiries.

Issues and matters referred by Client to Attorney may be in any area related to work conducted by Client as a SELPA. However, this Agreement does not include representation of Client in litigation of any kind, including, but not limited to, in court, arbitration, or administrative hearings.

Attorney reserves the right to decline to provide legal services to Client where, in Attorney's sole opinion, a matter requires resources that are beyond Attorney's capacity, involve any subject matter that is not within Attorney's competency, and/or will likely result in or proceed to an administrative hearing or litigation.

3. CLIENT'S DUTIES

Client agrees to cooperate with Attorney and to communicate with candor while keeping the Attorney apprised of any information or developments which may come to Client's attention, to abide by this Agreement, to pay Attorney's bills on time, and to keep Attorney advised of Client's address and telephone number. Client will assist Attorney in providing information and documents necessary for the representation in the described matter.

4. E-MAIL COMMUNICATIONS/CLOUD-BASED COMPUTING

In order to provide Client with efficient and convenient legal services, Attorney will frequently communicate and transmit documents using e-mail. In addition, Attorney uses a cloud computing service with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including e-mails and documents, are stored in this manner. Although Attorney will take reasonable precautions to keep e-mail and other electronic data confidential and secure, because technology and cyber threats continue to evolve, there may be risks communicating and storing electronic data in this manner, including risks related to confidentiality and security. By entering into this Agreement, Client is consenting to such e-mail transmissions with Client and Client's representatives and agents, as well as to having communications, documents and electronic data pertinent to Client's matter(s) stored through a cloud-based service.

5. LEGAL FEES AND BILLING PRACTICES

Client agrees to pay by the hour, in minimum units of one tenth (.1) of an hour, at Attorney's prevailing rates for all time spent on Client's matter by Attorney's legal personnel. Current hourly rates are as follows:

Attorney	\$325.00 per hour
Paralegal/Law Clerk	\$125.00-\$175.00 per hour

The rates on this schedule, as well as the current job title designations/classifications listed hereon, are subject to change on 30 days' written notice to client. If Client declines to pay any increased rates, Attorney will have the right to withdraw as attorney for Client if permitted under the California Rules of Professional Conduct and applicable law.

The time charged will include, but is not limited to, the time Attorney spends on telephone calls, e-mails, and other electronic communications relating to Client's matter, including calls with Client and other parties and attorneys. The legal personnel assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting or other proceeding, each will charge for the time spent.

6. COSTS AND OTHER CHARGES

Attorney will incur various costs and expenses in performing legal services under this Agreement. To add value to Attorney's services for Client, Client will not be charged for in-office photocopying, in-office printing, facsimile charges, postage through the United States' Postal Service, on-line legal research subscriptions, and administrative overhead. Except as otherwise stated, Client agrees to pay for all costs, disbursements, and expenses in addition to the hourly fees. These include fees fixed by law or assessed by public agencies, messenger and other delivery fees, out of office copying/reproduction costs, and travel costs (including local and out-of-town travel, mileage charged at the then-current standard IRS rate, parking, transportation, meals, and hotel costs, if applicable), and other similar items. Client will also be charged the hourly rates for the time legal personnel spend traveling.

Consultants and Investigators. To aid in the representation in Client's matter, it may become necessary to hire consultants or investigators. Client agrees to pay such fees and charges. Client will be advised of this need and approve the hiring of any consultant or investigator prior to such hiring, unless such hiring is needed on an emergency basis to avoid prejudice to Client.

7. BILLING STATEMENTS

Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date, which may be by e-mail if preferred by Client. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due. Client may request a bill at intervals of no less than 30 days. If Client requests a bill, Attorney will provide one within ten (10) days of the request. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount. Client agrees to promptly review all bills rendered by Attorney and to promptly communicate any objections, questions, or concerns about their contents.

8. CLIENT APPROVAL NECESSARY FOR SETTLEMENT

Attorney will not make any settlement or compromise of any nature of any of Client's claims without Client's prior approval. Client retains the absolute right to accept or reject any settlement.

9. INDEPENDENT CONTRACTOR AND NON-EXCLUSIVE RELATIONSHIP

Attorney is an independent contractor and is not an employee, partner, or agent of Client and therefore, shall not be subject to Client's conflict of interest code or policy. This Agreement does not create an exclusive relationship between the Parties for legal services, and Client retains the right to engage other legal counsel of its choosing at any time and Attorney retains the right to provide legal services to other clients.

10. DISCHARGE AND WITHDRAWAL

Client may discharge Attorney at any time. Attorney may withdraw with Client's consent, for good cause, or as allowed or required by the California Rules of Professional Conduct and/or applicable law. Good cause includes, but is not limited to, Client's breach of this Agreement, refusal to cooperate or to follow Attorney's advice on a material matter, or any fact or circumstance that would render Attorney's continuing representation unethical or unlawful.

When Attorney's services conclude, all unpaid charges for fees and costs will be due and payable immediately.

Client may have access to Client's case file at Attorneys' office at any reasonable time. At the end of the engagement, Client may request the return of Client's case file. If Client has not requested the return of Client's file, and to the extent Attorney has not otherwise delivered it or disposed of it consistent with Client's directions, Attorney will retain the case file for a period of seven (7) years, after which Attorney is authorized by this Agreement to have the case file destroyed. If Client would like Attorney to maintain Client's case file for more than seven (7) years after the conclusion of Attorney's services for Client on a given matter, a separate written agreement must be made between Attorney and Client, which agreement may provide for Client to bear the cost of maintaining the file. In the event Client requests that Attorney transfer possession of Client's case file to Client or a third

party, Attorney is authorized to retain copies of the case file. The case file includes Client papers and property as defined in Rule 3-700(D)(1) of the California Rules of Professional Conduct.

11. DISCLAIMER OF GUARANTEE AND ESTIMATES

Nothing in this Agreement and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of a matter. Attorney makes no such promises or guarantees. Attorney's comments about the outcome of the matter are expressions of opinion only. Actual fees may vary from estimates given.

12. PROFESSIONAL LIABILITY INSURANCE DISCLOSURE

Pursuant to California Rule of Professional Conduct 1.4.2(a), Attorney informs Client that Attorney has professional liability insurance.

13. NO TAX ADVICE

Attorney has not been retained to provide Client with any tax advice concerning any of the services described in Section 2 above. Any documents prepared by Attorney may have specific tax ramifications. To be sure Client understands and is certain of all potential tax consequences, Client should consult with tax advisors regarding these matters.

14. ENTIRE AGREEMENT

This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

15. MODIFICATION BY SUBSEQUENT AGREEMENT

This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them or an oral agreement only to the extent that the parties carry it out.

16. SEVERABILITY

If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

17. DISPUTE RESOLUTION

The Parties shall meet and confer in good faith to resolve any dispute between them arising out of, resulting from, or relating to this Agreement, including, but not limited to, any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after the Party has complied with the provisions of this Section 17.

Moreover, if a dispute arises out of or relating to any aspect of this Agreement between the Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation as

provided in this Section 17. Attorney and Client agree to use mediation before resorting to arbitration, litigation, or any other dispute resolution procedure.

This Section 17 shall survive the termination of this Agreement.

18. EFFECTIVE DATE

This Agreement will govern all legal services performed by Attorney on behalf of Client commencing with the date Attorney first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTAND THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. THE CLIENT SHALL RECEIVE A FULLY EXECUTED COPY OF THIS AGREEMENT.

DATED: 8/28/23

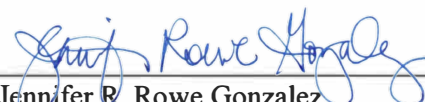
SANTA BARBARA COUNTY SELPA



Ray Avila
Executive Director

DATED: 8/29/2023

JRG LEGAL CONSULTING, A PROFESSIONAL CORP.



Jennifer R. Rowe Gonzalez
Attorney/Owner

Request for Taxpayer Identification Number and Certification

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type.
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. JRG Legal Consulting A Professional Corporation	
2 Business name/disregarded entity name, if different from above	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input checked="" type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ► _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
5 Address (number, street, and apt. or suite no.) See instructions. 1300 H Street Suite 300	Requester's name and address (optional)
6 City, state, and ZIP code Modesto, CA 95354	
7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number	
[][] - [][] - [][][][][][]	
OR	
Employer identification number	
9 3 - [][][][][][][][][]	

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ► <i>[Signature]</i>	Date ► 7/5/2023
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Siras Systems, Inc. Contract Overview for: Santa Barbara County SELPA

Goal:

The goal of Siras Systems (Siras Systems) is to provide the district members of the Santa Barbara County SELPA (SELPA) with an IEP generating a customized database system which will assist special education teachers with management and compliance of their IEP caseload.

Siras Systems Program:

SIRAS is the name of the database system hosted by Siras Systems. Using CALPADS for Special Ed. Data reporting and SIRAS has integrated the IEP process of SIRAS with allowing LEAs to report their IEP Special Education related data to CALPADS directly thru the CALPADS API as required for Fall 1 and EOY4 CALPADS reporting periods. SIRAS is a SEDS, Special Ed. Data System.

This agreement will commence on 7/1/2024 and terminate by 6/30/2026.

Package Includes:

1. The SIRAS program
2. Demographic, and contact data updates of SIRAS IEP records by corresponding SIS information for each LEA/District in SELPA.
3. Support: e-mail, phone, and remote desktop assistance (when needed) technical support from Siras Systems staff. Additionally, SIRAS Support section includes support documents accessible from the web.
4. e-Signatures functionality

Annual SIRAS Special Ed.-CALPADS Service Package

- Includes LEA assistance with reporting Special Ed. data to the CALPADS system and SELPA assistance with certifying said data in CALPADS.
See '**Special Ed. CALPADS Service**' under Article 3, and '**SIRAS CALPADS Support System & Procedures**' under Exhibit A
SIRAS will also assist with reporting DRDP data at the SELPA level to DRACCESSDATA.org
- Siras Systems will modify existing IEP forms at no cost limited to a total 10% or 1 hour (whichever comes first) to accommodate subtle changes to existing forms. The development time is determined by Siras Systems' form developer.
- Technical Support for Special Ed.-CALPADS issues related to reporting special education data from SIRAS program to CALPADS.
- Siras Systems will assist SELPA or any LEA with creating reports as needed. Siras will show how the report can be run with existing methodologies, or come up with a scope of work to build the report at billable hour cost.
- Continued SIRAS Training: Every year, SELPA may request 2 (two) SIRAS-CALPADS- Full day administrator seminars contingent upon SELPA securing large enough training facilities with lunch and travel expenses for Siras Systems staff providing the training. Alternatively, two (2) hour free webinar sessions will be provided to review updates to SPED compliance with CALPADS for both the Fall 1 and EOY 4 reporting periods. The CALPADS workshops can be scheduled around the State Fall 1 and EOY4 reporting census dates.

Agreement for Development & Support of SIRAS Software

This agreement is made between the Santa Barbara County SELPA (SELPA), through its administrative unit and Siras Systems (Siras Systems), an S Corporation proprietorship having its principal place of business at P.O. Box 8418, Goleta CA 93118 wherein Siras Systems agrees to provide, and SELPA agrees to accept the services herein. The program name is (SIRAS) designed and created by Siras Systems. In consideration of the mutual covenants and conditions contained herein, the parties agree as follows:

ARTICLE 1: STATUS:

This agreement will commence on 7/1/2024 and terminate by 6/30/2026

Independent Contractor: For the purposes of this AGREEMENT, the words "Siras Systems," "contractor," "consultant", Siras Systems, Inc. shall be interchangeable, and hold the same meaning. Siras Systems shall, during the entire term of this AGREEMENT, be construed to be an "independent contractor", and in no event shall Siras Systems be construed to be employees of the SELPA. Siras Systems shall not assert any position inconsistent with the provisions of this paragraph in any proceeding before any court, board, or tribunal. The provisions of this paragraph may be specifically enforced.

This agreement and the license(s) for the use of software granted under the agreement will automatically roll over and continue in use beyond the termination date for successive one-year periods unless SELPA gives written notice of termination at least 45 days prior to the end of the term in progress. During the successive terms, SELPA shall pay the amount listed in Exhibit B under "Annual SIRAS Service Package" as applicable, as a license fee for the continued use of the licensed software.

Non-Appropriation of Funds

California Constitution, Article XVI, Section 18, encumbers the ability of public entities to incur debt in future fiscal years. If for any fiscal year the Agreement is in effect funds are not appropriated or allocated for future periodic payment under the Agreement, for any reason, the SELPA shall not be obligated to pay the remaining unpaid balance beyond the fiscal year for which funds have been appropriated or allocated and either Siras Systems or the SELPA may cancel or terminate the Agreement.

ARTICLE 2. RESPONSIBILITIES OF CONSULTANT:

- A. Scope: Siras Systems will provide all labor, materials, and equipment necessary to design, develop, program, test and implement the SIRAS program for SELPA.
- B. Coordination: In performance of Siras Systems services under this AGREEMENT, Siras Systems agrees that it will maintain such coordination with SELPA as may be requested or desirable to meet the project goals.
- C. Quality of service: Siras Systems is responsible for the professional quality, technical accuracy, timely completion and coordination of the software design, programming, and other services furnished by Siras Systems under this AGREEMENT.
- D. Special Ed. CALPADS data Collection & Reporting: Siras Systems is not responsible but will assist in the collection, compiling, error checking, and sending Special Ed. data directly to CALPADS for State reporting collected during Fall 1 and EOY 4 reporting periods.

ARTICLE 3. RESPONSIBILITIES OF SELPA:

SELPA shall cooperate with Siras Systems and make available access to forms, facilities as to provide workshops, key personnel such as IT staff, SIS coordinator, SEDS coordinator and/or CALPADS staff. This is to insure a smooth implementation of SIRAS and data transfer from district SIS to SIRAS.

SELPA is responsible for making known and designating a primary SELPA staff person to coordinate SELPA level matters with Siras Systems.

Each LEA is responsible for making known and designating a SEDS coordinator (considered the contact), per CALPADS recommendations of what a SEDS coordinator is. Each LEA is responsible for Approving their FALL and EOY data submissions in accordance with CALPADS timelines and guidelines. The SEDS coordinator and SIS coordinator need to work together to certify LEA data for each CALPADS reporting period in FALL and EOY also within CALPADS timelines and guidelines.

If any SELPA or District/LEA contact person retires or moves away, a new person must be designated, and Siras Systems notified by way of emailing brian@sirassystems.com details of any key contact personnel change.

In exchange for the services and licenses received under this Agreement, SELPA agrees to pay to Siras Systems the applicable amounts stated on Exhibit B, which is attached and incorporated by reference into this Agreement.

*** Special Education CALPADS Service**

- SIRAS is fully compliant with reporting specifications of SWDS, MEET, PLAN and SERV files for CALPADS and DRDP data for DRACCESS.
- SIRAS facilitates the ability for LEAs to send their Special Ed. directly to CDE thru the Siras to CALPADS API functionality.
- LEAs are required to self-report and self-approve special education data directly to CALPADS where SIRAS SEDS System is a systemic tool towards that end.
- SELPA and District/LEA contacts are responsible for ensuring complete understanding of all file counts, errors and warnings seen in CALPADS during certification.
- Any perceived discrepancies need to be reported to Siras immediately.
- If Siras systems is required to spend over 2 hours of one-on-one meeting time with any given district during either reporting period, to help get their data certified, Siras Systems, at their discretion, may bill the LEA directly for consulting time as appropriate. (SEE ARTICLE 4 /ADDITIONAL DEVELOPMENT/CONSULTING & Exhibit A: 4. Certification of SELPA/LEA CALPADS data).
- The district is responsible for direct storage of whatever documents are deemed the final legal copy of any IEP type event and store them locally at the district for reference.
- If a facsimile of any document the district deems a 'legal' document is fully scanned by the district and uploaded into SIRAS, SIRAS is not responsible for the loss or removal of that file or access to that file from the system.

ARTICLE 4. MODIFICATION & MODIFICATION AMOUNTS TO PROGRAM:

Modifications: SELPA may request changes to SIRAS not outlined in this agreement (additional forms, program modifications, etc.). If such changes or additions should cause an increase in Siras Systems' cost of doing work under this AGREEMENT, or in the time required for its performance, a mutually agreeable, equitable adjustment shall be made. Siras Systems claims for an equitable adjustment shall be submitted in writing to SELPA and shall include a description of the effect of the change upon SIRAS and the estimated cost and time for Siras Systems to perform the change requested by SELPA. In no event shall Siras Systems be entitled to additional time or cost until and unless both parties agree in writing of the requested change and cost. For more details regarding extra work refer to SIRAS Overview and Exhibit A.

ADDITIONAL DEVELOPMENT/CONSULTING:

All form changes will require the approval of the SELPA official.

For work requested which is deemed to be out of the scope outlined within Exhibit A, or if changes to SIRAS are required after approval by SELPA authorized official, After the first hour, Siras Systems shall charge \$220.00 per hour for alterations (i.e., layout, code, structure, displayed messages, etc.) to the SIRAS program. Cost of additional forms range from \$200 to \$4,000 depending on its complexity (1 form = 1 page); average for is about \$500 per page. In the event modifications or new form(s) are required by SELPA, which have not originally been agreed upon, Siras Systems will provide an estimate. Siras Systems will require SELPA to provide Siras Systems in writing requested changes (email acceptable), which will outline the details and cost involved in any SELPA initiated change request. In the event Siras Systems initiates a change to the program (SIRAS) or form, Siras Systems will not charge SELPA. For more details regarding extra work refer to SIRAS Overview and Exhibit A. Siras Systems will, on completion of modifications, invoice SELPA.

For LEAs requiring 3 or more hours of individual one on one zoom/phone meeting help to resolve data related errors for any given reporting period. (Two per academic year.) Siras retains the right to charge \$220 per hour for the extra time required to help resolve data errors to get the LEA certified for Fall 1 or EOY4 as appropriate.

SIRAS Workshop Description*

- **SIRAS Beginner's Workshop**
Zoom
 - SIRAS Beginner's Level 1: ~ 3.0 hour; limited to 30 participants
 - SIRAS Beginner's Level 2: ~ 3.0 hour; limited to 30 participants
- **SIRAS Advanced/Refresher Workshop:**
Zoom
3.0 hour; prerequisite use SIRAS for 1 year and/or attended Beginner's workshops; limited to 30 participants when in computer lab,
- **SIRAS Admin/CALPADS - Administrator Workshop:**
Zoom
3.0 hour session; prerequisite, have administrative access to SIRAS; this workshop goes over the CALPADS issues, administrative components of SIRAS and how to manage user accounts.
Limit 30 participants in computer lab required; limit 90 participants via Zoom

**Call Siras Systems for training cost. (Zoom or in-person training available)*

Technical Support:

Siras Systems will provide technical support, only for the SIRAS, and CALPDAS, so long as this agreement is in effect. Technical support will be provided by both e-mail and phone. Calling hours and email for technical support are between 8:00 am through 6:00 pm weekdays, but we monitor email off hours and weekends as well.

Hardware Requirements:

Refer to Exhibit C

ARTICLE 5. OWNERSHIP OF DATA, SOFTWARE AND OTHER DOCUMENTS:

- A. Copies: SELPA may retain a copy of all work for its own use. SELPA's receipt of materials under this agreement should in no way imply transfer of ownership interest in Siras Systems, Alpha code, Beta code, new release code, or documentation whether electronic or printed from Siras Systems to SELPA.

- B. Copying: Whether copying is known or not known by SELPA or districts, Siras Systems will protect its copyright in SIRAS to the fullest extent allowed by law.
- C. Use of SIRAS Program, Copy Rights Agreement: The SOFTWARE PRODUCT is protected by copyright law, international copyright laws, as well as other intellectual property laws. THIS SOFTWARE PRODUCT IS LICENSED, NOT SOLD.

Not for Resale Software. This SOFTWARE PRODUCT or its content is not for sale by any person or company but Siras Systems.

Limitations on Reverse Engineering, Decompilation, and Disassembly. SELPA/DISTRICT may not reverse engineer, decompile, or disassemble this SOFTWARE PRODUCT, except and only to the extent that such activity is expressly permitted by applicable law notwithstanding this limitation. If changes or modifications are required, notify Siras Systems.

Licensed User. Only members of the SELPA (including LRE, associated NPS/NPA, or charter schools who are servicing students for the SELPA s) have the right to use this program. No other person, agency, or company not affiliated with the SELPA can use SIRAS under this AGREEMENT.

Rental. SELPA/DISTRICT may not rent, lease, or lend this SOFTWARE PRODUCT.

COPYRIGHT. Except as otherwise provided in this agreement. All title and copyrights in and to this SOFTWARE PRODUCT (including but not limited to any images, photographs, animations, video, audio, music, text, and "applets" incorporated into this SOFTWARE PRODUCT), the accompanying printed materials, and any copies of the SOFTWARE PRODUCT are owned by Siras Systems. The SOFTWARE PRODUCT is to be treated like any other copyrighted material except that SELPA or its associated districts may install and use the SOFTWARE PRODUCT on any computers owned by SELPA, district or its employees.

* The Copyright section of this agreement shall be in effect for the duration of this agreement and extend beyond this agreement to the extent allowed by law.

C. Limited Warranty: Siras Systems warrants that SIRAS will perform substantially in accordance with the accompanying written materials during the period that this agreement is in effect from the date of deployment. Any Support Services provided by Siras Systems shall be substantially as described in applicable written materials provided to SELPA by Siras Systems, will make reasonable effort to solve any problem issues. To the extent allowed by applicable law, implied warranties on this SOFTWARE PRODUCT are limited to the period that this agreement is in effect.

D. Limitation of Liability: To the maximum extent permitted by applicable law, in no event shall Siras Systems be liable for any special, incidental, indirect, or consequential damages whatsoever (including, without limitation, damages for loss of business profits, business interruption, loss of business information, loss of data, or any other pecuniary loss), arising out of the use of or inability to use the software product caused by the failure of the SELPA or district's server/network and not the fault of Siras Systems.

ARTICLE 6. Indemnification:

Each party agrees to defend, hold harmless and indemnify the other party (and the other party's officers, employees, trustees, agents, successors and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (including but not limited to personal injury, death at any time and property damage) arising out of or made necessary by (A) the indemnifying party's breach of the terms of this Agreement, (B) the act or omission of the indemnifying party, its employees, officers, agents and assigns in connection with the performance of this Agreement, and (C) the presence of the indemnifying party, its officers, employees, agents, assigns or invitees on the other party's premises.

In the event that any action or proceeding is brought against the other party by reason of any claim or demand discussed in this section, upon notice from other party, the indemnifying party shall defend the action or proceeding at the other party's expense through counsel reasonably satisfactory to the other party. The obligations to indemnify set forth in this section shall include reasonable attorney's fees and investigation costs and all other reasonable costs, expenses and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees or agents) are actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost or damage determined by a court of competent jurisdiction to be caused solely by the sole active negligence or by the willful misconduct of the other party, its officers, employees, trustees or agents.

ARTICLE 7. Insurance Requirements:

Each party shall obtain, pay for and maintain in effect during the life of this Agreement the following policies of insurance issued by an insurance company rated not less than "A-;V" in Best Insurance Rating Guide and admitted to transact insurance business in California: (1) commercial general liability insurance (including contractual, products and completed operations coverages, bodily injury and property damage liability insurance) with single combined limits of not less than \$1,000,000 per occurrence; (2) professional liability insurance (errors and omissions) with a limit of liability of not less than \$1,000,000 per occurrence.

Each party's policy(ies) shall contain an endorsement naming the other party as an additional insured insofar as this Agreement is concerned, and provided that written notice shall be given to the other party at least 45 days prior to cancellation or material change in the form of the policy or reduction in coverage. Each party shall furnish the other party with a certificate of insurance containing the endorsements required under this section, and each party shall have the right to inspect the other party's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change or reduction in a party's coverage, that party shall immediately file with the other party a certified copy of the required new or renewal policy and certificates for such policy.

Nothing in this section concerning minimum insurance requirements shall reduce a party's liabilities or obligations under the indemnification provisions of this Agreement. The parties acknowledge that SELPA is permissibly self-insured under California law.

ARTICLE 8. Confidentiality:

Siras Systems shall protect the confidentiality of all matters for which Siras Systems provides service or to which Siras Systems has access under this Agreement, including, but not limited to, any records pertaining to pupils or employees. Siras Systems shall not disclose or discuss the facts of any such matter with any person other than SELPA's authorized representatives without prior written consent of SELPA, a court order, or judicial subpoena. Siras Systems shall notify SELPA superintendent immediately by telephone and facsimile of any subpoena or court order seeking information covered by this Agreement.

ARTICLE 9. Warranty of Non-infringement:

Siras Systems warrants that it is the sole owner of all right, title and interest in the SIRAS software, and that in using the software or any element of it, SELPA will not violate or infringe the patent, copyright, trademark or other personal or property right of any person. Siras Systems agrees to defend, indemnify and hold SELPA and member districts of SELPA from any claim, demand, lawsuit or penalty resulting from the breach of this section.

ARTICLE 10. Termination:

SELPA may terminate this Agreement at the end of each school year, without cause, by notifying Siras Systems in writing, a minimum of 45 days prior to termination.

ARTICLE 11. Standard Provisions:

- A. Entire Agreement. This Agreement, including any exhibits or schedules referred to which it refers, constitutes the final, complete and exclusive statement of the terms of agreement between the parties pertaining to the subject matter of the Agreement. It supersedes all prior and contemporaneous understandings or agreements of the parties. No party has been induced to enter into this Agreement by, nor is any party relying on, any representation or warranty outside those expressly set forth in this Agreement.
- B. Amendment. The provisions of this Agreement may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.
- C. Waiver. Any of the terms or conditions of this Agreement may be waived at any time by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance or satisfaction either of that term or condition as it applies on a subsequent occasion or any other term or condition of this Agreement.
- D. Assignment. Neither party may assign any rights or benefits or delegate any duties under this Agreement without the written consent of the other party or parties. Any purported assignment without written consent shall be void.
- E. Parties in Interest. Except as otherwise specifically provided in this Agreement, nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies under or by reason of this Agreement on any person other than the parties to it and their respective successors and assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third persons to any party of this Agreement, nor shall any provision give any third persons any right of subrogation or action against any party to this Agreement.
- F. Severability. If any provision of this Agreement is held by a court or arbitrator of competent jurisdiction to be invalid or unenforceable, the remainder of the Agreement shall continue in full force and effect and shall in no way be impaired or invalidated.
- G. Governing Law. The rights and obligations of the parties and the interpretation and performance of this Agreement shall be governed by the laws of California, excluding any statute which directs the application of the laws of another jurisdiction.
- H. Notices. Any notice under this Agreement shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses listed on the signature page, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.
- I. Authority to Enter Into Agreement. Each party to this Agreement represents and warrants that it has the full power and authority to enter into this Agreement and to carry out the transactions contemplated by it and has taken all action necessary to authorize the execution, delivery, and performance of the Agreement.
- J. Conflict of Interest. The parties to this Agreement have read and are aware of the provisions of Section 1090 and following and 87100 and following of the Government Code relating to conflict of interest of public officers and employees. Siras Systems represents that it is aware of no financial or economic interest of any officer or employee of Superintendent relating to this Agreement. It is further understood that if such a financial interest does exist at the inception of this Agreement, Superintendent may immediately terminate this Agreement by giving written notice to Siras Systems. Siras Systems shall comply with the terms of Government Code section 87100 and following during the term of this Agreement.

K. Compliance with Law. While performing this Agreement, Siras Systems shall observe and comply with all applicable federal, state and local laws, regulations and ordinances now in effect or subsequently enacted.

L. Nondiscrimination. Neither Siras Systems, nor any officer, agent, employee, or subcontractor of Siras Systems shall discriminate in the treatment or employment of any individual or groups of individuals on any ground prohibited by law, nor shall any of them harass any person while performing this Agreement based on gender or any other basis prohibited by applicable law.

ARTICLE 12. COMMUNICATION:

Communication between parties is critical for this project. A SELPA representative shall be established for the purpose of facilitating communications between parties. Communications between the parties to this AGREEMENT may be sent to the following address:

SELPA:

Santa Barbara County SELPA (SELPA)
Ray Avila, SELPA Director
5385 Hollister Ave. Building 7 Box
Santa Barbara, CA 93111

Phone: (805) 683-1424
Email: ravila@sbceo.org

CONSULTANT:

Siras Systems
Steve Ormbrek, President
Brian Marcontell, Vice President
P.O. Box 8418
Goleta, CA 93118

Phone: (844) 337-4727 x2
E-mail: steve@sirassystems.com

By _____
Ray Avila, SELPA Director
Santa Barbara County SELPA
(Administrative Unit)

By  _____
Steve Ormbrek (President)

ACCEPTED AND AGREED this _____ day of _____, 2024

EXHIBIT A

SCOPE OF WORK

SIRAS Planning Phases

Goal:

The goal of Siras Systems is to provide the district members of the SELPA with an IEP generating a database system which will assist special education staff with management and compliance of their IEP caseload.

SIRAS: IEP; IFSP; ISP; 504 & SST - CALPADS reporting database and document solution systems.

IEP Development / Case Load Management - Includes over 30,000 goals (behaviors) encompassing a variety of domains, including Common Core Standards with incremental goal stems. Goal Developer generates compliant goals in both English and Spanish.

CALPADS Service – Siras supports the latest API connectivity method to CALPADS to allow LEAs to report their Special Ed. Data.

CAA/ELPAC Export - CAASPP & ELPAC List (similar/replace ISAAP Tool) and TOMS Export

eSignature & Form Links allows forms to be sent to Parents, General Ed teachers, and the like; and eSignatures available on forms.

DRDP Module - Desired Results Developmental Profile data input interface. Siras allows the collection and SELPA level reporting of DRDP data. Siras is integrated with DRACCESSREPORTS.org such that data from Siras is nightly sent on behalf of case managers who want to run reports on their DRDP data.

Document Upload Module - Documents can be uploaded to student record, to a specific meeting, or the document can be integrated in the PDF of the completed IEP such as the signature page.

IFSP/ISP Modules - SIRAS fully supports IFSP & ISPs with logical workflow and Spanish forms with translation.

Transportation Module - Keeps track and generates forms (Current Trans.; ESY Trans.; and Next Year's Trans. Forms for Transportation Department. Forms can be printed in batch. Data can be accessed by IEP or direct input. Also includes transportation report and related queries.

Language Assessment Module - Build ELD reports including the ELPAC and ELPAC-alt: list and export U,D,As used for ELPAC.

Service and Assessment log - Keeps track of services delivered by providers and creates service reports graphing progress compliant for CALPADS reporting.

Assessment Report Builder – For participating SELPAs, the Assessment Reports builder assists the user in building a narrative custom evaluation. Forms can be customized for SELPA and/or district.

SIS Integration – Siras is capable of bi-directional integration with any modern SIS. Siras Systems offers hosted secured FTP folders for secured nightly bi-directional file exchanges between **any** district SIS and the SIRAS SEDS. Included are setup for demographic, contact data to be pulled into SIRAS. Plus, SIRAS exports files of special ed related data which are available to update any SIS. Aeries to SIRAS API connectivity for IEP data records is included.

504 Module - Optional 504 Module including integrated generic 504 forms. Optional costs: customized forms; training; and SIS data integration - Contact Siras Systems for estimate.

SST (RTI) Module - Optional SST Module including integrated generic SST and RTI related forms. Optional costs customized forms, training; and SIS data integration - Contact Siras Systems for estimate.

English – Spanish Translation:

When customizing forms for the SELPA, the SELPA is required to provide Siras Systems with the final IEP forms in both English and Spanish. Also, if SELPA wants portions of the Spanish form to translate from English into Spanish, selections for the popup menus in both English and Spanish will need to be provided to Siras Systems by SELPA. After the software is complete, all new forms generated by the SIRAS software will need to be approved by a SELPA official before deploying the SIRAS software to the staff.

The SIRAS software does NOT translate open-ended text from English to Spanish, but rather uses a look up function to convert a popup menu selection from provided English phrases to their Spanish counterparts, but on the Spanish form. This translation system provides the user with accurate translations. Because of this translation system, popup menu selections need to be determined during the developmental stage of the software. Content of the popup menus will need to be provided.

SIRAS CALPADS Support System & Procedures:

1. SIRAS will continually update MIS Summary and CALPADS API modules to be compliant with current CALPADS specifications

2. Reference current support documentation regarding Fall 1 & EOY 4 Certification Periods.

3. Certification of Special Education data

- Siras Systems will aid SELPA as needed in interpreting Compliance/Certification/population reports in CALPADS to ensure final accuracy of data sent to CALPADS. Once each District/LEA has 'approved' all data in CALPADS and provided notification to SELPA, SELPA will review and certify all District/LEA certifications as appropriate. Siras Systems will assist SELPA with SELPA certification at CALPADS level.
- Siras will provide 2 hours of one-on-one meeting time to help any LEA work towards certification of their data. If an LEA requires more than 2 hours, at Siras discretion we may bill the LEA hourly for consulting of error resolution.

EXHIBIT B

PRICE AND PAYMENT SCHEDULE**SIRAS program and CALPADS Support:**SIRAS Annual Fee:

\$11.00 per special ed. student total* (*From the certified EOY4 16.1 report, count all plan types except 300)
 11,259 **students (EOY4 2023) X \$11.00 = \$123,849**

2 Year Annual SIRAS Service Package Payment Schedule

<u>Period of Service (2024-25)</u>	<u>Payment Due Date</u>	<u>Amount Due</u>
7/1/24	8/1/24	\$123,849
<u>Period of Service (2025-26)</u>	<u>Payment Due Date</u>	<u>Amount Due</u>
7/1/25	8/1/25	\$123,849

Contract Period (*this is a 2-year contract*)

Starting period: July 1, 2024

Ending period: June 30, 2026

Additional Services (*full estimates will be provided by Siras Systems prior to service*).

- The hourly rate for Siras Systems to perform additional services such as form modifications not agreed upon in this contract is \$220.00 per hour. An estimate will be provided and approved by Siras Systems prior to any changes.
- 2 hours of CALPADS consulting per census period (Fall 1 & EOY 4), thereafter \$220/hour.

Special Projects:

- SELPA or Districts interested in special projects such as specialized data transfer to other database systems; or other specialized functionality will require separate agreement and could also include an annual maintenance fee which would be outlined in the agreement.

EXHIBIT C**SIRAS PROGRAM COMPUTER & SYSTEM REQUIREMENTS****SIRAS System Requirements****SIRAS suggested best practice**

- Latest updated version of operating system
- Latest updated version of https capable web browser
- Latest updated versions of all print drivers
- At least 1G available system memory
- Broadband internet connection
- White list the domain @sirassystems.com to help ensure communications with Siras staff don't go to junk mail

Requirements to operate the Forms Manager Interface**Windows environments: Windows 8, 10 or 11** (fully updated)

- Recommended: Windows 8, 10 or 11 home or pro version
- Edge, Firefox or Chrome web browser
- We do not recommend Windows 7 OS or Internet Explorer browser as they not supported by Microsoft
- Popup blockers may need to be disabled for Siras Systems url

Mac OS environment: Mac OS X 10.11 + (fully updated)

- Recommended: OSX 10.12+
- Safari, Chrome or Firefox web browser fully updated.
- Popup blockers may need to be disabled for Siras Systems url

EXHIBIT D

COMMUNICATING BETWEEN DISTRICT SIS AND SIRAS

Siras Systems supports a level of connectivity to update the demographic and contact data of IEP/ISP/IFSP records which is included at no cost and uses secure file transfers that are automated nightly. If SIS has API connectivity, SIRAS can pull demographics and contact info from the SIS API at no cost.

Only records with valid SSIDs will be matched back and forth between SIRAS and the SIS, as most SIS only update this way based on SSID. For pre-school records without an SSID yet, SIRAS can match incoming data based upon name/dob/student ID but there may be development costs for customized data integrations that require a higher degree of processing.

Any district looking to update their SIS with the CALPADS data in SIRAS can grab nightly special education data files off the secure server folder and audit it, and/or import it into their SIS at their convenience. We suggest doing manual imports to start testing, then automating would involve scripting with the SIS on the District's end. We suggest contacting the SIS vendor for help with the import function of their software.

Most modern SIS should natively support importing one of the latest version of CALPADS special education data formats already*. If more customized data 'merging' into SIRAS is desired, including data outside the scope of demographic or contact fields, it can be done, but would involve costs of customizing the connection to recognize the new fields. I.e., Health, Medical, accommodations/modifications for CAASPP, etc.

SIRAS does not report demographic data in the special ed files anymore.

SIRAS Data Table Specifications: contact support@sirassystems.com for current specifications.

* As of the creation of this document special education data file specifications are under a re-design. Siras will with good faith work with any district to get a version of student and service data files available for processing by their SIS as needed.

SIRAS Document Upload: Supported document formats include Word, Excel, PDF, or JPEG and cannot exceed more than 10 megs. SIRAS does not support the upload of audio or video files.

REF: VII-A



SBCSELPA PROFESSIONAL DEVELOPMENT 2023-2024 AND 2024-2025

Jennifer Connolly
SBCSELPA Coordinator
June 3, 2024

2023-2024 A YEAR IN REVIEW

Professional Development provided by SBCSELPA to LEAS:

- 'Mini' district requested short trainings (1-2 hours, in person and virtual).
- Larger trainings for all county (half and full days)
- Multi-day trainings.
- Combinations of Virtual, In Person trainings, Watch Parties of recorded events.
- 'Hybrid' In Person and Virtual.
- Most trainings were recorded.

ALL trainings were FREE!

2023-2024 Professional Development Offerings Booklet



2023-2024 SBCSELPA PROFESSIONAL DEVELOPMENT STATISTICS

- **118** “mini” LEA requested trainings.
- **130** “countywide” trainings.
- **248** total trainings provided by SBCSELPA Staff.
- **4,431** participants attended SBCSELPA trainings.

Big thank you to our LEAs for your PD requests!
Big thank you to our SBCSELPA staff for your presentations!

2023-2024 “64” NETWORK MEETINGS

- Adapted P.E. Network
- ADR Cadre
- CALPADS/MIS Network
- Interpreter/Translator Network
- Teaching Students who are Medically Fragile Network
- Occupational Therapist Network
- Preschool Staff Network
- Nurses Network
- DHH Network

- School Psychologist Network
- SIRAS Forms Committee
- Speech and Language Network
- Specific Learning Disability Manual Team
- Special Education Leadership Network
- Postsecondary Transition Network Team
- Vision Specialists Network

**‘STATISTICS’
FROM
2023-2024
PROFESSIONAL
DEVELOPMENT
EVALUATIONS**

146 Participant Evaluations revealed:

- **98.63% will use the information presented from all trainings.**
- **Overall rating of all SELPA trainings by participants 4.72% out of 5 %.**

**2023-2024 Professional Development
Feedback Charts from ‘Training Check’
Evaluation (Attachment)**



PROFESSIONAL DEVELOPMENT 2024-2025 ONE-YEAR-PLAN

2024-2025 ONE-YEAR- PLAN

Professional Development Plan developed from:

CDE Performance/ Compliance Improvement Monitoring (CIM)

Differentiated Assistance (SBCEO)

Feedback from Special Education Administrators, Staff, Parents, Agencies

SBCSELPA Community Advisory Committee (CAC)

SBCSELPA Survey/ Evaluation data

LCAP Targets

Ongoing High Priority Focus Areas

Format/Styles of Trainings/ Locations for Events (Virtual, In Person, Hybrid)

SBCSELPA Professional Development One-Year-Plan: See Attachment

Professional Development Projections by Month: In Person, Virtual, or both In Person and Hybrid. (Attachment)

2024-2025 Professional Development Requested Trainings by Category (Attachment)

2024-2025 Professional Development Requests by LEA (Attachment)

Virtual, Recorded and posted on SBCSELPA Website under 'District Access.


2024-2025 Professional Development Offerings Booklet [coming soon.](#)

General Topics:

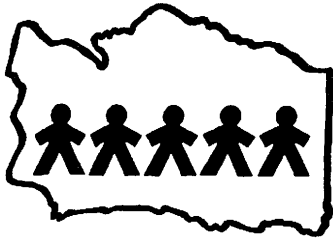
- NCPI
- Specialist Network Meetings/Trainings
- Legal Presentations
- Reading/ Dyslexia
- SIRAS for Beginners, Services Logs, SIRAS Updates
- Post-secondary Transition
- Diagnostic Center of Los Angeles
- Bridge Authorization for ESN, MMSN, ECSE
- English Learners with Disabilities, Dual Immersion, Reclassification
- Alternative to Dispute Resolution (ADR)
- Parent Events
- Behavior / GROW
- Assistive Technology/ Augmentative Alternative Communication (AT/AAC)
- Staff Mental Health and Wellness



QUESTIONS?



***THANK YOU FOR THIS
OPPORTUNITY TO SERVE
SANTA BARBARA COUNTY!***



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2024-2025 SBCSELPA Proposed Adopted Budget

BACKGROUND:

In response to the 2023-2024 Budget Act, in which all Mental Health funding is sent directly to LEAs rather than SELPAs, SELPA convened a Funding Model Committee, which determined that SELPA should continue the current Mental Health services in the same format that they have been provided. To maintain the services, after consulting with districts, SELPA plans to fund the services with State AB602 Out-of-Home Care and Federal IDEA Part B funding prior to allocation of this funding to districts.

The proposed adopted budget for 2024-2025 includes the following information:

➤ REVENUES:

- AB602 Revenue includes 1.07% COLA in 24-25, 2.73% in 25-26, 3.11% in 26-27.
- Federal Revenue remains flat.
- AB602 Out-of-Home Care and IDEA Federal Revenue allocations to SELPA adjusted to fund Mental Health Services.

➤ EXPENDITURES:

- Salaries reflect Step and Column adjustments and personnel changes only. No salary increases in 2023-24 or any subsequent years.
- Mental Health – SBCSELPA continues to provide services to handle residential placements for students with mental health needs and wrap around social work IEP service referrals and ongoing support to GROW programs and LEAs.
- Balanced Budget – The proposed 2024-2025 budget reflects a balanced budget with an undesignated ending balance of \$193,754.

FISCAL IMPACT: None.

RECOMMENDATION: The JPA Board approve the 2024-2025 Proposed Adopted Budget as presented.

RA:rw

Santa Barbara County SELPA
FY 23-24 Adopted Compared to FY 24-25 Adopted Budget

			23-24	24-25	Change from Prior	Explanations and Notes
			Adopted Budget	Adopted Budget		
Beginning Balance			2,759,402	1,509,062		
Revenue:					-	
Fund 01	Federal Revenue	8100-8299	29,955	856,840	826,885	Increase in Federal Funding for Mental Health
	State Revenue	8300-8599	5,383,074	5,418,310	35,237	
	Local Revenue	8600-8799	351,740	433,075	81,335	Increase due to SB-PIC Interns
s/total Revenue Fund 01			5,764,769	6,708,225	943,457	
					-	
Fund 10	Federal Revenue	8100-8299	13,913,183	14,174,057	260,874	24-25 Flat Funded; increased to updated actual 23-24 grant award
	State Revenue	8300-8599	35,863,321	35,765,529	(97,792)	Reduction due to Reduced ADA, offset partially by 1.07% COLA
	Local Revenue	8600-8799	-	-	-	
s/total Revenue Fund 10			49,776,504	49,939,586	163,082	
					-	
Expenditures:					-	
					-	
Fund 01	Certificated	1000-1999	377,329	377,330	1	
	Classified	2000-2999	761,431	774,009	12,578	Step & Column and change in Staff
	Benefits	3000-3999	413,617	415,137	1,520	
	Books & Supplies	4000-4999	198,910	212,910	14,000	
	Services & Other	5000-5999	3,357,491	3,405,930	48,439	
	Capital outlay	6000-6999	-	-	-	
	Other Outgo	7000-7399	2,191,164	1,355,626	(835,538)	Decrease due to utilizing Out-of-Home Care
s/total Expenditures Fund 01			7,299,942	6,540,942	(759,000)	
					-	
Fund 10	Transfer for Fed & State Expenditures		49,776,504	49,939,586	163,082	
					-	
Ending Balance June 30			1,224,230	1,676,346	452,116	
Reserves & Designations:						
5% for Economic Contingencies			150,000	260,000	110,000	
SELPA Designated Legal Reserve			325,000	300,000	(25,000)	Put \$25,000 into the Budget
MTU Site Improvement Fund Reserve			250,000	250,000	-	
Regional Deferred Maintanance reserve			50,000	74,000	24,000	Reserve for possible deferred maintenance projects
MAA Reserve & SIPE Rebate			81,129	72,736	(8,393)	
SELPA Reserve			150,000	160,000	10,000	
Fair Market Value Reserve			-	140,000	140,000	
NPS Reserve			-	260,000	260,000	Due to decrease in NPS Budget in 2023-2024
SB-PIC			-	5,316	5,316	
s/total Designated			1,006,129	1,522,052	515,923	
Unassigned			218,101	154,294	(63,807)	

Santa Barbara County SELPA

2024-25 Adopted Budget With Multi-Year Projection

				FY 22-23				FY 23-24				FY 24-25	FY 25-26	FY 26-27
				Adopted Budget "B"	First Interim	Second Interim	Unaudited Actuals	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Proposed Adopted	Multi-Year Projection	
Beginning Balance				3,409,294	4,091,908	4,487,245	4,487,245	2,759,402	3,733,732	3,733,732	3,733,732	1,509,062	1,676,346	1,808,277
Revenue:														
Fund 01	Federal Revenue	8100-8299	33,360	802,401	802,401	786,929	29,955	29,955	29,840	29,955	856,840	883,703	912,973	
	State Revenue	8300-8599	5,105,994	5,708,185	5,949,744	6,850,537	5,383,074	5,376,257	5,165,698	5,161,354	5,418,310	5,434,346	5,507,370	
	Local Revenue	8600-8799	528,745	420,253	572,072	641,603	351,740	520,802	576,902	582,955	433,075	433,075	433,075	
	s/total Revenue Fund 01		5,668,099	6,930,839	7,324,217	8,279,069	5,764,769	5,927,014	5,772,440	5,774,264	6,708,225	6,751,124	6,853,418	
Fund 10	Federal Revenue	8100-8299	13,670,137	17,808,674	17,808,674	13,151,725	13,913,183	19,555,523	20,643,398	20,643,398	14,174,057	14,147,194	14,117,924	
	State Revenue	8300-8599	36,498,101	39,583,047	39,583,047	38,994,512	35,863,321	34,846,715	34,846,715	35,815,968	35,765,529	35,765,529	35,765,529	
	Local Revenue	8600-8799				(1,822)								
	s/total Revenue Fund 10		50,168,238	57,391,721	57,391,721	52,144,415	49,776,504	54,402,238	55,490,113	56,459,366	49,939,586	49,912,723	49,883,453	
Expenditures:														
Fund 01	Certificated	1000-1999	357,889	357,889	377,328	377,328	377,329	377,329	377,329	377,329	377,330	377,330	377,330	
	Classified	2000-2999	764,928	822,035	866,278	866,513	761,431	761,431	761,431	761,431	774,009	768,707	774,097	
	Benefits	3000-3999	389,470	428,080	433,312	394,378	413,617	399,047	399,047	399,995	415,137	438,569	436,993	
	Books & Supplies	4000-4999	198,710	198,710	208,246	48,105	198,910	199,908	199,908	223,408	212,910	214,071	215,272	
	Services & Other	5000-5999	2,122,483	4,103,763	3,998,246	2,299,653	3,357,491	3,422,677	3,421,662	3,394,105	3,405,930	3,464,889	3,475,263	
	Capital outlay	6000-6999	-	-	-	-	-	-	-	6,785	-	-	-	
	Other Outgo	7000-7399	1,774,674	4,299,075	4,415,503	5,046,603	2,191,164	3,084,628	2,848,340	2,835,882	1,355,626	1,355,626	1,355,626	
	s/total Expenditures Fund 01		5,608,154	10,209,552	10,298,913	9,032,580	7,299,942	8,245,020	8,007,717	7,998,935	6,540,942	6,619,192	6,634,581	
	Fund 10	Transfer for Fed & State Expenditures		50,168,238	57,391,721	57,391,721	52,144,415	49,776,504	54,402,238	55,490,113	56,459,366	49,939,586	49,912,723	49,883,453
Ending Balance June 30				3,469,239	813,195	1,512,549	3,733,732	1,224,230	1,415,727	1,498,455	1,509,062	1,676,346	1,808,277	2,027,115
Designated from Fund Balance:														
	5% Set aside for Economic Contingencies		150,000	155,000	300,000	260,000	150,000	260,000	260,000	260,000	260,000	260,000	260,000	260,000
	SELPA Designated Legal Reserve		325,000	325,000	325,000	325,000	325,000	300,000	300,000	300,000	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
	Regional Deferred Maintenance reserve		50,000	-		38,000	50,000	38,000	38,000	75,000	74,000	74,000	50,000	
	MAA Reserve & SIPE Rebate		46,128	66,865	76,965	79,746	81,129	70,246	76,345	82,236	72,736	63,236	53,736	
	SIPE Rebate					-	-					-	-	
	SELPA Reserve						150,000		80,000	80,000	160,000	240,000	320,000	
	Fair Market Value EFB Set-Aside							140,000	140,000	140,000	140,000	140,000	140,000	
	NPS Reserve							200,000	260,000	260,000	260,000	260,000	260,000	
22-23 EFB Board Approved increases 22-23 First Interim:														
	Low Incidence Carryover					600,770								
	Deferred Maintenance					12,000								
	SELPA-Wide Staff Development Carryover					31,000	19,449							
	CPI carryover					13,350		18,576	16,976	-	-	-		
	LEA Legal fees carryover					99,673								
	LEA Legal fees					200,000								
	SB-PIC						4,569	4,569	4,569		5,316			
	total designated		821,128	796,865	951,965	1,909,539	1,025,578	1,281,391	1,425,890	1,451,805	1,522,052	1,587,236	1,633,736	
	Unassigned		2,648,111	16,330	560,584	1,824,193	198,652	134,336	72,565	57,257	154,294	221,041	393,379	

**Multi-Year Projections Assumptions
2024-25 Adopted Budget**

		Change from prior year	
		\$	\$
		25-26	26-27
REVENUE			
Fund 01			
8100-8299	Federal Funding for Mental Health (Allocation change to use some IDEA 3310 @ SELPA, replacing 22-23 Ending Fund Balance)	\$ 26,863	\$ 29,270
8300-8599	AB602 Funding	2.73%	3.11%
	AB602 Off-the-Top SELPA COLA	41,036	48,024
	AB602 change every two years to pay for CPI with off the top AB602 funds	(25,000)	25,000
	s/total State Revenue	16,036	73,024
8699	Local Revenue	0	0
	s/total Local Revenue	0	0
	Fund 01 Total Change in Revenue	42,898	102,294
EXPENSES			
Fund 01			
1xxx's	no increases projected	0	0
2xxx's	Step and Column increases ONLY; anticipated staff changes; No raises	-5,303	5,390
3xxx's	+10% to H&W both years & adj for personnel changes, statutory benefits for increase to step-column	23,432	-1,576
4xxx's	Increase for cost of supplies California Consumer Price Index (CA CPI) for 25-26 2.70% for 26-27 2.72%	1,161	1,201
5xxx's	Added CA CPI increase in applicable expenses for both years	11,959	12,373
	Prof Dev CPI Expenses change every other year	25,000	(25,000)
	WRAP Staff Step & Column - no vacancies	22,000	23,000
		0	0
	s/total 5xxx	58,959	10,373
6xxx's	Capital	0	0
7xxx's	Transfers to LEAs	-	-
	s/total 7xxx	0	0
	Fund 01 Total Change in Expenses	78,250	15,388

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It was filed and adopted subsequent to a public hearing by the JPA governing board. (Pursuant to Education Code sections 33129, 41023 and 42127)

Budget available for inspection at:

Public Hearing:

Santa Barbara County SELPA Office 5385
Place: Hollister Ave. Building #7 Santa Barbara, CA
93111

Santa Barbara County Education Office -
Place: Cabinet Conference Room 4400 Cathedral
Oaks Road Santa Barbara, CA 93110

Date: 5-31-2024

Date: 6-3-2024

Time: 12:00 pm

Adoption Date: 6-3-2024

Signed: _____

Clerk/Secretary of the JPA Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: Rachel Wigle

Telephone: (805) 683-1424 x124

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 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	This criterion is not checked for JPAs.	n/a	n/a
2	Enrollment	This criterion is not checked for JPAs.	n/a	n/a
3	ADA to Enrollment	This criterion is not checked for JPAs.	n/a	n/a
4	Local Control Funding Formula (LCFF) Revenue	This criterion is not checked for JPAs.	n/a	n/a
5	Salaries and Benefits	Projected ratios of total salaries and benefits to total general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	This criterion is not checked for JPAs.	n/a	n/a
8	Deficit Spending	Deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X
9a	Fund Balance	General fund beginning balance has not been overestimated by more than the standard for two or more of the last three 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	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

Budget, July 1
FINANCIAL REPORTS
2024-25 Budget
Joint Powers Agency Certification

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget 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 by more than the standard for the budget or two subsequent fiscal years?		X
S6	Long-term Commitments	Does the JPA have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?	n/a	
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S7a	Postemployment Benefits Other than Pensions	Does the JPA provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the JPA provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	n/a	
		• Classified? (Section S8B, Line 1)	n/a	
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	This supplemental section is not checked for JPAs.	n/a	n/a
S10	LCAP Expenditures	This supplemental section is not checked for JPAs.	n/a	n/a
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the JPA will end the budget 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 fiscal year and budget year?	n/a	n/a

Budget, July 1
FINANCIAL REPORTS
2024-25 Budget
Joint Powers Agency Certification

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 fiscal year or budget year?	n/a	n/a
A5	Salary Increases Exceed COLA	Has the JPA entered into a bargaining agreement where any of the budget 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	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a joint powers agency is self-insured for workers' compensation claims, the director of the joint powers agency annually shall provide information to the governing board of the joint powers agency regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our JPA is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

☒ This joint powers agency is not self-insured for workers' compensation claims.

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 6-3-2024

For additional information on this certification, please contact:

Name: Rachel Wigle
Title: Chief Business Official
Telephone: 805-683-1424 x124
E-mail: rwigle@sbcsepa.org

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	29,955.00	856,840.00	2,760.4%
3) Other State Revenue		8300-8599	5,161,354.00	5,418,310.00	5.0%
4) Other Local Revenue		8600-8799	582,955.00	433,075.00	-25.7%
5) TOTAL, REVENUES			5,774,264.00	6,708,225.00	16.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	377,328.84	377,328.84	0.0%
2) Classified Salaries		2000-2999	761,430.90	774,009.44	1.7%
3) Employee Benefits		3000-3999	399,976.08	415,136.91	3.8%
4) Books and Supplies		4000-4999	223,408.00	212,910.00	-4.7%
5) Services and Other Operating Expenditures		5000-5999	3,394,105.00	3,405,930.00	0.3%
6) Capital Outlay		6000-6999	6,785.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,835,882.00	1,355,626.00	-52.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,998,915.82	6,540,941.19	-18.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,224,651.82)	167,283.81	-107.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,224,651.82)	167,283.81	-107.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,733,731.93	1,509,080.11	-59.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,733,731.93	1,509,080.11	-59.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,733,731.93	1,509,080.11	-59.6%
2) Ending Balance, June 30 (E + F1e)			1,509,080.11	1,676,363.92	11.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,002,832.90	1,142,436.71	13.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	506,247.21	533,927.21	5.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Special Education Discretionary Grants		8182	29,955.00	29,840.00	-0.4%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	827,000.00	New
TOTAL, FEDERAL REVENUE			29,955.00	856,840.00	2,760.4%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	5,361,022.00	5,379,785.00	0.3%
All Other State Apportionments - Prior Years		8319	(236,288.00)	0.00	-100.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6695	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	36,620.00	38,525.00	5.2%
TOTAL, OTHER STATE REVENUE			5,161,354.00	5,418,310.00	5.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	75,000.00	50,000.00	-33.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	139,228.00	0.00	-100.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
In-District Premiums/Contributions		8674	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
All Other Local Revenue		8699	368,727.00	383,075.00	3.9%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
ROC/P Transfers					
From Districts or Charter Schools	6360	8791	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			582,955.00	433,075.00	-25.7%
TOTAL, REVENUES			5,774,264.00	6,708,225.00	16.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	312,596.04	312,596.04	0.0%
Other Certificated Salaries		1900	64,732.80	64,732.80	0.0%
TOTAL, CERTIFICATED SALARIES			377,328.84	377,328.84	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	136,752.00	140,178.00	2.5%
Other Classified Salaries		2900	624,678.90	633,831.44	1.5%
TOTAL, CLASSIFIED SALARIES			761,430.90	774,009.44	1.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	108,689.82	110,594.81	1.8%
PERS		3201-3202	106,150.62	115,474.06	8.8%
OASDI/Medicare/Alternative		3301-3302	16,460.99	16,592.20	0.8%
Health and Welfare Benefits		3401-3402	161,454.50	164,133.96	1.7%
Unemployment Insurance		3501-3502	567.64	572.16	0.8%
Workers' Compensation		3601-3602	6,652.51	7,769.72	16.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			399,976.08	415,136.91	3.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	217,408.00	206,910.00	-4.8%
Noncapitalized Equipment		4400	6,000.00	6,000.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			223,408.00	212,910.00	-4.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	38,000.00	0.00	-100.0%
Travel and Conferences		5200	131,000.00	131,000.00	0.0%
Dues and Memberships		5300	5,100.00	5,100.00	0.0%
Insurance		5400-5450	6,100.00	7,130.00	16.9%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	77,353.00	81,500.00	5.4%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,111,282.00	3,155,930.00	1.4%
Communications		5900	25,270.00	25,270.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,394,105.00	3,405,930.00	0.3%
CAPITAL OUTLAY					
Land		6100	6,785.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,785.00	0.00	-100.0%
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	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
ROC/P Transfers of Apportionments					
To Districts or Charter Schools	6360	7221	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	2,805,882.00	1,325,626.00	-52.8%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,835,882.00	1,355,626.00	-52.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			7,998,915.82	6,540,941.19	-18.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: Special Reserve Fund		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: Special Reserve Fund		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	29,955.00	856,840.00	2,760.4%
3) Other State Revenue		8300-8599	5,161,354.00	5,418,310.00	5.0%
4) Other Local Revenue		8600-8799	582,955.00	433,075.00	-25.7%
5) TOTAL, REVENUES			5,774,264.00	6,708,225.00	16.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		5,125,618.82	5,154,485.19	0.6%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		5,360.00	5,560.00	3.7%
8) Plant Services	8000-8999		32,055.00	25,270.00	-21.2%
9) Other Outgo	9000-9999	Except 7600-7699	2,835,882.00	1,355,626.00	-52.2%
10) TOTAL, EXPENDITURES			7,998,915.82	6,540,941.19	-18.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,224,651.82)	167,283.81	-107.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,224,651.82)	167,283.81	-107.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,733,731.93	1,509,080.11	-59.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,733,731.93	1,509,080.11	-59.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,733,731.93	1,509,080.11	-59.6%
2) Ending Balance, June 30 (E + F1e)			1,509,080.11	1,676,363.92	11.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,002,832.90	1,142,436.71	13.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	506,247.21	533,927.21	5.5%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
6500	Special Education	1,002,832.90	1,142,436.71
Total, Restricted Balance		1,002,832.90	1,142,436.71

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	20,643,398.00	14,174,057.00	-31.3%
3) Other State Revenue		8300-8599	34,846,715.00	35,765,529.00	2.6%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			55,490,113.00	49,939,586.00	-10.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	55,490,113.00	49,939,586.00	-10.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			55,490,113.00	49,939,586.00	-10.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY (G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	20,643,398.00	14,174,057.00	-31.3%
TOTAL, FEDERAL REVENUE			20,643,398.00	14,174,057.00	-31.3%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	34,795,219.00	35,765,529.00	2.8%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	51,496.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			34,846,715.00	35,765,529.00	2.6%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			55,490,113.00	49,939,586.00	-10.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	20,116,374.00	13,867,101.00	-31.1%
To County Offices		7212	578,520.00	306,956.00	-46.9%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	32,031,192.00	32,844,774.00	2.5%
To County Offices	6500	7222	2,764,027.00	2,920,755.00	5.7%

Description	Resource Codes	Object Codes	2023-24		2024-25 Budget	Percent Difference
			Estimated	Actuals		
To JPAs	6500	7223	0.00		0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00		0.00	0.0%
All Other Transfers		7281-7283	0.00		0.00	0.0%
All Other Transfers Out to All Others		7299	0.00		0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			55,490,113.00		49,939,586.00	-10.0%
TOTAL, EXPENDITURES			55,490,113.00		49,939,586.00	-10.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	20,643,398.00	14,174,057.00	-31.3%
3) Other State Revenue		8300-8599	34,846,715.00	35,765,529.00	2.6%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			55,490,113.00	49,939,586.00	-10.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	55,490,113.00	49,939,586.00	-10.0%
10) TOTAL, EXPENDITURES			55,490,113.00	49,939,586.00	-10.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 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	856,840.00	3.14%	883,703.00	3.31%	912,973.00
3. Other State Revenues	8300-8599	5,418,310.00	0.30%	5,434,346.00	1.34%	5,507,370.00
4. Other Local Revenues	8600-8799	433,075.00	0.00%	433,075.00	0.00%	433,075.00
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)		6,708,225.00	0.64%	6,751,124.00	1.52%	6,853,418.00
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				774,009.44		768,707.44
b. Step & Column Adjustment				(5,302.00)		5,390.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	774,009.44	-0.69%	768,707.44	0.70%	774,097.44
3. Employee Benefits	3000-3999	415,136.91	5.64%	438,569.00	-0.36%	436,993.00
4. Books and Supplies	4000-4999	212,910.00	0.55%	214,071.00	0.56%	215,272.00
5. Services and Other Operating Expenditures	5000-5999	3,405,930.00	1.73%	3,464,889.00	0.30%	3,475,263.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,355,626.00	0.00%	1,355,626.00	0.00%	1,355,626.00
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)						
11. Total (Sum lines B1 thru B10)		6,540,941.19	1.20%	6,619,191.28	0.23%	6,634,580.28
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		167,283.81		131,932.72		218,837.72
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,509,080.11		1,676,363.92		1,808,296.64
2. Ending Fund Balance (Sum lines C and D1)		1,676,363.92		1,808,296.64		2,027,134.36
3. Components of Ending Fund Balance						
(Enter reserve 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	1,142,436.71		1,274,369.43		1,493,207.15
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	533,927.21		533,927.21		533,927.21
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,676,363.92		1,808,296.64		2,027,134.36
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	533,927.21		533,927.21		533,927.21
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		533,927.21		533,927.21		533,927.21
4. Total Available Reserves - by Percent (Line E3 divided by Line F2)		8.16%		8.07%		8.05%
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)		6,540,941.19		6,619,191.28		6,634,580.28
3. Less: Special Education Pass-through						
(Not applicable for JPAs)		N/A		N/A		N/A
4. Sub-Total (Line F2 minus F3)		6,540,941.19		6,619,191.28		6,634,580.28
5. Reserve Standard Percentage Level						
(Refer to Form 01CS, Criterion 10 for calculation details)		5.00%		5.00%		5.00%
6. Reserve Standard - By Percent (Line F4 times F5)		327,047.06		330,959.56		331,729.01
7. Reserve Standard - By Amount						
(Refer to Form 01CS, Criterion 10 for calculation details)		87,000.00		87,000.00		87,000.00
8. Reserve Standard (Greater of Line F6 or F7)		327,047.06		330,959.56		331,729.01
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.						

2024-25 Adopted – Cash Flow Notes

Revenues:

AB602 funding is distributed per the apportionment schedule.

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

Local Revenue includes reimbursements Staff Development, BCBA, Graduate Student Researchers etc. For conservative estimates, these revenues have been accrued with receipt anticipated 50% in September and 50% in January the following year. Based on Cash Flow needs, they may be invoiced and received more often.

Expenditures:

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

Other Outgo reimbursements to districts for Low Incidence, professional development, legal fees usually happen in the latter half of the year and have conservatively been distributed evenly in year 1 and deferred to be evenly distributed to the latter half of year 2.

2024-25 Adopted – Cash Flow Notes

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Other Outgo reimbursements to districts for Low Incidence, professional development, legal fees usually happen in the latter half of the year and have conservatively been distributed evenly in year 1 and deferred to be evenly distributed to the latter half of year 2.

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			1,251,201.00	955,201.00	659,201.00	703,154.00	625,154.00	547,154.00	591,107.00	543,062.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019									
Property Taxes	8020- 8079									
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299									
Other State Revenue	8300- 8599		270,000.00	270,000.00	488,000.00	488,000.00	488,000.00	488,000.00	488,000.00	488,000.00
Other Local Revenue	8600- 8799									
Interfund Transfers In	8900- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			270,000.00	270,000.00	488,000.00	488,000.00	488,000.00	488,000.00	488,000.00	488,000.00
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		65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00
Employee Benefits	3000- 3999		35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00
Books and Supplies	4000- 4999		19,000.00	19,000.00	19,000.00	19,000.00	19,000.00	19,000.00	19,000.00	19,000.00
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		115,000.00	115,000.00	115,000.00	115,000.00	115,000.00	115,000.00	115,000.00	115,000.00
Interfund Transfers Out	7600- 7629									

Santa Barbara County SELPA JPA
Santa Barbara County

Budget, July 1
2024-25 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
F8B58JZA5A(2024-25)

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			566,000.00	566,000.00	566,000.00	566,000.00	566,000.00	566,000.00	566,000.00	566,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	273,861.00			121,953.00			121,953.00	29,955.00	
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		273,861.00	0.00	0.00	121,953.00	0.00	0.00	121,953.00	29,955.00	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		273,861.00	0.00	0.00	121,953.00	0.00	0.00	121,953.00	29,955.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(296,000.00)	(296,000.00)	43,953.00	(78,000.00)	(78,000.00)	43,953.00	(48,045.00)	(78,000.00)
F. ENDING CASH (A + E)			955,201.00	659,201.00	703,154.00	625,154.00	547,154.00	591,107.00	543,062.00	465,062.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Barbara County SELPA JPA
Santa Barbara County

Budget, July 1
2024-25 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
F8B58JZA5A(2024-25)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		465,062.00	387,062.00	309,062.00	231,062.00				
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					856,840.00		856,840.00	856,840.00
Other State Revenue	8300-8599	488,000.00	488,000.00	488,000.00	486,310.00			5,418,310.00	5,418,310.00
Other Local Revenue	8600-8799					433,075.00		433,075.00	433,075.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		488,000.00	488,000.00	488,000.00	486,310.00	1,289,915.00	0.00	6,708,225.00	6,708,225.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	32,000.00	32,000.00	32,000.00	25,328.84	0.00		377,328.84	377,328.84
Classified Salaries	2000-2999	65,000.00	65,000.00	65,000.00	59,009.44			774,009.44	774,009.44
Employee Benefits	3000-3999	35,000.00	35,000.00	35,000.00	30,136.91			415,136.91	415,136.91
Books and Supplies	4000-4999	19,000.00	19,000.00	19,000.00	3,910.00			212,910.00	212,910.00
Services	5000-5999	300,000.00	300,000.00	300,000.00	105,930.00			3,405,930.00	3,405,930.00
Capital Outlay	6000-6999							0.00	0.00
Other Outgo	7000-7499	115,000.00	115,000.00	115,000.00	90,626.00			1,355,626.00	1,355,626.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00

Santa Barbara County SELPA JPA
Santa Barbara County

Budget, July 1
2024-25 Budget
Cashflow Worksheet - Budget Year (1)

42 40378 0000000
Form CASH
F8B58JZA5A(2024-25)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		566,000.00	566,000.00	566,000.00	314,941.19	0.00	0.00	6,540,941.19	6,540,941.19
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							273,861.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	273,861.00	
<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		0.00	0.00	0.00	0.00	0.00	0.00	273,861.00	
E. NET INCREASE/DECREASE (B - C + D)		(78,000.00)	(78,000.00)	(78,000.00)	171,368.81	1,289,915.00	0.00	441,144.81	167,283.81
F. ENDING CASH (A + E)		387,062.00	309,062.00	231,062.00	402,430.81				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,692,345.81	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			402,430.81	219,430.81	36,430.81	284,968.81	316,968.81	348,968.81	597,506.81	398,880.81
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		270,000.00	270,000.00	485,000.00	485,000.00	485,000.00	485,000.00	485,000.00	485,000.00
Other Local Revenue	8600- 8799									
Interfund Transfers In	8900- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			270,000.00	270,000.00	485,000.00	485,000.00	485,000.00	485,000.00	485,000.00	485,000.00
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		65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00	65,000.00
Employee Benefits	3000- 3999		38,000.00	38,000.00	38,000.00	38,000.00	38,000.00	38,000.00	38,000.00	38,000.00
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								230,626.00	225,000.00
Interfund Transfers Out	7600- 7629									

Santa Barbara County SELPA JPA
Santa Barbara County

Budget, July 1
2024-25 Budget
Cashflow Worksheet - Budget Year (2)

42 40378 0000000
Form CASH
F8B58JZA5A(2024-25)

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			453,000.00	453,000.00	453,000.00	453,000.00	453,000.00	453,000.00	683,626.00	678,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	128,915.00			216,538.00			216,538.00		
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		128,915.00	0.00	0.00	216,538.00	0.00	0.00	216,538.00	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		128,915.00	0.00	0.00	216,538.00	0.00	0.00	216,538.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(183,000.00)	(183,000.00)	248,538.00	32,000.00	32,000.00	248,538.00	(198,626.00)	(193,000.00)
F. ENDING CASH (A + E)			219,430.81	36,430.81	284,968.81	316,968.81	348,968.81	597,506.81	398,880.81	205,880.81
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Barbara County SELPA JPA
Santa Barbara County

Budget, July 1
2024-25 Budget
Cashflow Worksheet - Budget Year (2)

42 40378 0000000
Form CASH
F8B58JZA5A(2024-25)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		205,880.81	896,583.81	703,583.81	510,583.81				
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					883,703.00		883,703.00	883,703.00
Other State Revenue	8300-8599	485,000.00	485,000.00	485,000.00	529,345.96			5,434,345.96	5,434,346.00
Other Local Revenue	8600-8799					433,075.00		433,075.00	433,075.00
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		485,000.00	485,000.00	485,000.00	529,345.96	1,316,778.00	0.00	6,751,123.96	6,751,124.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	32,000.00	32,000.00	32,000.00	25,330.00			377,330.00	377,330.00
Classified Salaries	2000-2999	65,000.00	65,000.00	65,000.00	53,707.00			768,707.00	768,707.00
Employee Benefits	3000-3999	38,000.00	38,000.00	38,000.00	20,569.00			438,569.00	438,569.00
Books and Supplies	4000-4999	18,000.00	18,000.00	18,000.00	16,071.00			214,071.00	214,071.00
Services	5000-5999	300,000.00	300,000.00	300,000.00	164,889.00			3,464,889.00	3,464,889.00
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499	225,000.00	225,000.00	225,000.00	225,000.00			1,355,626.00	1,355,626.00
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Santa Barbara County SELPA JPA
Santa Barbara County

Budget, July 1
2024-25 Budget
Cashflow Worksheet - Budget Year (2)

42 40378 0000000
Form CASH
F8B58JZA5A(2024-25)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		678,000.00	678,000.00	678,000.00	505,566.00	0.00	0.00	6,619,192.00	6,619,192.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	883,703.00						1,316,779.00	
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		883,703.00	0.00	0.00	0.00	0.00	0.00	1,316,779.00	
<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		883,703.00	0.00	0.00	0.00	0.00	0.00	1,316,779.00	
E. NET INCREASE/DECREASE (B - C + D)		690,703.00	(193,000.00)	(193,000.00)	23,779.96	1,316,778.00	0.00	1,448,710.96	131,932.00
F. ENDING CASH (A + E)		896,583.81	703,583.81	510,583.81	534,363.77				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,851,141.77	

2024-25 Adopted – 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

6) Revenue and Expenditures:

Federal Funding is presumed to be Flat Funded overall. In 23-24 due to Federal Mental Health funding shift from SELPA to LEAs, existing services were covered by 22-23 Ending Fund Balance. In 2024-25 the federal funding to SELPA is budgeting to use \$827,000 IDEA Local Assistance Resource 3310 in Fund 01 for NPS Placements and Mental Health services.

Change in Other State Revenue – In 24-25 the apparent increase in Other State Revenue is due to the removal of a negative prior year adjustment that was in the budget in 23-24.

Change in revenue Other Local Revenue – In 23-24 Fair Market Value Adjustment was included as revenue due to reversing the 22-23 Year End entry. A 23-24 Ending Fund Balance designation was made for the Fair Market Value, therefore the revenue was not carried forward to 24-25. Going forward the Fair Market Value adjustment will not be reversed to avoid fluctuations in Local Revenue each year.

Change in Books & Supplies – In 24-25 reduction is planned in materials due to a decrease in the amount of Crisis Prevention Intervention books purchased. In 23-24 additional books were purchased due to having an ending fund balance from 22-23 to cover these costs.

Change in Services – Decreases due to reduced contract for SSC Compensation Study , Staff Development due to carry over balances being utilized, no Graduate Student Researcher subcontracts off set the increases in other areas, making it appear to be a smaller increase and outside the criteria range.

8) Deficit Spending:

Deficit Spending in prior years is due to, SELPA utilizing prior year Ending Fund Balance monies per our JPA Board's direction to establish one-time only allocations to LEAs and carry over budgets for one-time SELPA Expenditures. Board approved one-time allocations. For 2023-2024 SELPA is deficit spending due to the shift in Mental Health funding without replacement for which 22-23 Ending Fund Balance was utilized. In 24-25 this funding source is replaced with IDEA Local Assistance Funds.

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 approval of the budget.

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 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 budget 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: All data are extracted or calculated.

Estimated/Unaudited Actuals			
	Salaries and Benefits	Total Expenditures	Ratio of Salaries and Benefits
Fiscal Year	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Expenditures
Third Prior Year (2021-22)	1,533,716.72	7,067,091.19	21.7%
Second Prior Year (2022-23)	1,638,219.16	9,032,581.34	18.1%
First Prior Year (2023-24)	1,538,735.82	7,998,915.82	19.2%
Historical Average Ratio:			19.7%
	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2024-25)	(2025-26)	(2026-27)
JPA's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
JPA's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the JPA's reserve standard percentage):	14.7% to 24.7%	14.7% to 24.7%	14.7% to 24.7%

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

DATA ENTRY: If Form MYP exists, Salaries and Benefits, and Total Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget		Ratio of Salaries and Benefits to Total Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)		
Budget Year (2024-25)	1,566,475.19	6,540,941.19	23.9%	Met
1st Subsequent Year (2025-26)	1,584,605.28	6,619,191.28	23.9%	Met
2nd Subsequent Year (2026-27)	1,588,419.28	6,634,580.28	23.9%	Met

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

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

- 1a. STANDARD MET - Ratio of total salaries and benefits to total expenditures has met the standard for the budget 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 budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the funded cost-of-living adjustment (COLA) plus or minus ten percent. For each major object category, changes that exceed the funded COLA plus or minus five percent must be explained.

6A. Calculating the JPA's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: Enter data for the budget and two subsequent fiscal years on line 1. All other data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. JPA's Change in Funding Level	16.20%	0.64%	1.52%
2. JPA's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	6.20% to 26.20%	-9.36% to 10.64%	-8.48% to 11.52%
3. JPA's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	11.20% to 21.20%	-4.36% to 5.64%	-3.48% to 6.52%

6B. Calculating the JPA's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

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	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
----------------------------	--------	-----------------------------------	-------------------------------------

Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)

First Prior Year (2023-24)	29,955.00		
Budget Year (2024-25)	856,840.00	2,760.42%	Yes
1st Subsequent Year (2025-26)	883,703.00	3.14%	No
2nd Subsequent Year (2026-27)	912,973.00	3.31%	No

Explanation:

(required if yes)

Federal Funding is presumed to be Flat Funded overall. In 23-24 due to Federal Mental Health funding shift from SELPA to LEAs, existing services were covered by 22-23 Ending Fund Balance. In 2024-25 the federal funding to SELPA is budgeting to use \$827,000 IDEA Local Assistance Resource 3310 in Fund 01 for NPS Placements and Mental Health services.

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

First Prior Year (2023-24)	5,161,354.00		
Budget Year (2024-25)	5,418,310.00	4.98%	Yes
1st Subsequent Year (2025-26)	5,434,346.00	0.30%	No
2nd Subsequent Year (2026-27)	5,507,370.00	1.34%	No

Explanation:

(required if yes)

In 24-25 the apparent increase in Other State Revenue is due to the removal of a negative prior year adjustment that was in the budget in 23-24.

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

First Prior Year (2023-24)	582,955.00		
Budget Year (2024-25)	433,075.00	-25.71%	Yes
1st Subsequent Year (2025-26)	433,075.00	0.00%	No
2nd Subsequent Year (2026-27)	433,075.00	0.00%	No

Explanation:

(required if yes)

In 23-24 Fair Market Value Adjustment was included as revenue due to reversing the 22-23 Year End entry. A 23-24 Ending Fund Balance designation was made for the Fair Market Value, therefore the revenue was not carried forward to 24-25. Going forward the Fair Market Value adjustment will not be reversed to avoid fluctuations in Local Revenue each year.

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

First Prior Year (2023-24)	223,408.00		
Budget Year (2024-25)	212,910.00	-4.70%	Yes
1st Subsequent Year (2025-26)	214,071.00	0.55%	No
2nd Subsequent Year (2026-27)	215,272.00	0.56%	No

Explanation:

(required if yes)

In 24-25 reduction is planned in materials due to a decrease in the amount of Crisis Prevention Intervention books purchased. In 23-24 additional books were purchased due to having an ending fund balance from 22-23 to cover these costs.

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

First Prior Year (2023-24)	3,394,105.00		
Budget Year (2024-25)	3,405,930.00	0.35%	Yes
1st Subsequent Year (2025-26)	3,464,889.00	1.73%	No
2nd Subsequent Year (2026-27)	3,475,263.00	0.30%	No

Explanation:

(required if yes)

Decreases due to reduced contract for SSC Compensation Study, Staff Development due to carry over balances being utilized, no Graduate Student Researcher subcontracts offset the increases in other areas, making it appear to be a smaller increase and outside the anticipated range.

6C. Calculating the JPA's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Section 6B)

First Prior Year (2023-24)	5,774,264.00		
Budget Year (2024-25)	6,708,225.00	16.17%	Met
1st Subsequent Year (2025-26)	6,751,124.00	0.64%	Not Met
2nd Subsequent Year (2026-27)	6,853,418.00	1.52%	Not Met

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

First Prior Year (2023-24)	3,617,513.00		
Budget Year (2024-25)	3,618,840.00	0.04%	Not Met
1st Subsequent Year (2025-26)	3,678,960.00	1.66%	Not Met
2nd Subsequent Year (2026-27)	3,690,535.00	0.31%	Not Met

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

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

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

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

Federal Funding is presumed to be Flat Funded overall. In 23-24 due to Federal Mental Health funding shift from SELPA to LEAs, existing services were covered by 22-23 Ending Fund Balance. In 2024-25 the federal funding to SELPA is budgeting to use \$827,000 IDEA Local Assistance Resource 3310 in Fund 01 for NPS Placements and Mental Health services.

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

In 24-25 the apparent increase in Other State Revenue is due to the removal of a negative prior year adjustment that was in the budget in 23-24.

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

In 23-24 Fair Market Value Adjustment was included as revenue due to reversing the 22-23 Year End entry. A 23-24 Ending Fund Balance designation was made for the Fair Market Value, therefore the revenue was not carried forward to 24-25. Going forward the Fair Market Value adjustment will not be reversed to avoid fluctuations in Local Revenue each year.

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

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

In 24-25 reduction is planned in materials due to a decrease in the amount of Crisis Prevention Intervention books purchased. In 23-24 additional books were purchased due to having an ending fund balance from 22-23 to cover these costs.

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

Decreases due to reduced contract for SSC Compensation Study, Staff Development due to carryover balances being utilized, no Graduate Student Researcher subcontracts offset the increases in other areas, making it appear to be a smaller increase and outside the anticipated range.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that 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 two out of three prior fiscal years:

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1. JPA's Available Reserve Amounts			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	235,324.74	302,348.21	506,247.21
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	235,324.74	302,348.21	506,247.21
2. JPA's Total Expenditures and Other Financing Uses			
a. JPA's Total Expenditures and Other Financing Uses (Criterion 8B)	7,067,091.19	9,032,581.34	7,998,915.82
b. Plus: Special Education Pass-through Funds (Not applicable for JPAs)	N/A	N/A	N/A
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	7,067,091.19	9,032,581.34	7,998,915.82
3. JPA's Available Reserve Percentage (Line 1e divided by Line 2c)	3.3%	3.3%	6.3%
JPA's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.1%	1.1%	2.1%

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.

² 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.

8B. Calculating the JPA's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Fund Balance (Form 01, Section E)	Total Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Fund Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	(261,833.48)	7,067,091.19	3.7%	Not Met
Second Prior Year (2022-23)	(753,512.41)	9,032,581.34	8.3%	Not Met
First Prior Year (2023-24)	(2,224,651.82)	7,998,915.82	27.8%	Not Met
Budget Year (2024-25) (Information only)	167,283.81	6,540,941.19		

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 levels for two or more of the previous three 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, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:

(required if NOT met)

Deficit Spending in prior years is due to , SELPA utilizing prior year Ending Fund Balance monies per our JPA Board's direction to establish one-time only allocations to LEAs and carry over budgets for one-time SELPA Expenditures. Board approved one-time allocations . For 2023-2024 SELPA is deficit spending due to the shift in Mental Health funding without replacement for which 22-23 Ending Fund Balance was utilized. In 24-25 this funding source is replaced with IDEA Local Assistance Funds.

9. CRITERION: Fund and Cash Balances

- A. STANDARD: Budgeted beginning general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	JPA ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

JPA ADA (Criterion 10):

0

JPA's Fund Balance Standard Percentage Level:

1.7%

9A-1. Calculating the JPA's General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	General Fund Beginning Balance ² (Form 01, Line F 1e)	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2021-22)	Original Budget: 2,747,051.72 Estimated/Unaudited Actuals: 4,353,740.82	N/A	Met
Second Prior Year (2022-23)	Original Budget: 3,533,524.87 Estimated/Unaudited Actuals: 4,487,244.34	N/A	Met
First Prior Year (2023-24)	Original Budget: 2,759,399.62 Estimated/Unaudited Actuals: 3,733,731.93	N/A	Met
Budget Year (2024-25) (Information only)	Original Budget: 1,509,080.11		

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of JPA Beginning Fund Balance to the Standard

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

1a. STANDARD MET - General fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three 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 (2024-25)	402,430.81	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 budget 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 \$87,000 (greater of)	0	to 300
4% or \$87,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 250,000
1%	250,001	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 (Education Code Section 42238.02) and then 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.

"JPA ADA (Form MYP, Line F1, if available;"&vbrclf&" else defaults to zero and may be overwritten):"	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2024-25)	(2025-26)	(2026-27)
	0	0	0
JPA's Reserve Standard Percentage Level:	5.0%	5.0%	5.0%

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: If Form MYP exists, the 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Total Expenditures and Other Financing Uses (Criterion 8B) (Form MYP, Line B11)	6,540,941.19	6,619,191.28	6,634,580.28
2. Less: Special Education Pass-through (Not applicable for JPAs)	N/A	N/A	N/A
3. Net Expenditures and Other Financing Uses (Line B1 minus Line B2)	6,540,941.19	6,619,191.28	6,634,580.28
4. Reserve Standard Percentage Level	5.0%	5.0%	5.0%
5. Reserve Standard - by Percent (Line B3 times Line B4)	327,047.06	330,959.56	331,729.01
6. Reserve Standard - by Amount (\$87,000 for JPAs with 0 to 1,000 ADA, else 0)	87,000.00	87,000.00	87,000.00
7. JPA's Reserve Standard (Greater of Line B5 or Line B6)	327,047.06	330,959.56	331,729.01

10C. Calculating the JPA's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Reserve Amounts				
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	533,927.21	533,927.21	533,927.21
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	JPA's Budgeted Reserve Amount (Lines C1 thru C7)	533,927.21	533,927.21	533,927.21
9.	JPA's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	8.16%	8.07%	8.05%
JPA's Reserve Standard (Section 10B, Line 7):		327,047.06	330,959.56	331,729.01
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 - Projected available reserves have met the standard for the budget 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 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 in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

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. Use of Ongoing Revenues for One-time Expenditures

1a. Does your JPA have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your JPA have projected revenues for the budget year and/or 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 budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

JPA's Contributions and Transfers Standard:

-10% to +10% 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: For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
---------------------------	------------	------------------	----------------	--------

1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)

This item is not applicable for JPAs.

1b. Transfers In, General Fund *

First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)		0.00	0.0%	Not Met
2nd Subsequent Year (2026-27)		0.00	0.0%	Not Met

1c. Transfers Out, General Fund *

First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)		0.00	0.0%	Not Met
2nd Subsequent Year (2026-27)		0.00	0.0%	Not Met

1d. Impact of Capital Projects

Do you have any capital projects 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 by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the JPA's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

This appears to be an error in the 01CS Form. There is not change from prior years. In Former versions of this form this did not create a "Not Met" problem.

- 1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) 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)

This appears to be an error in the 01CS Form. There is not change from prior years. In Former versions of this form this did not create a "Not Met" problem.

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

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

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

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your JPA have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)
- No
2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2024
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB)				
TOTAL:				0

Type of Commitment (continued)	First Prior Year (2023-24) Annual Payment (P & I)	Budget Year (2024-25) Annual Payment (P & I)	1st Subsequent Year (2025-26) Annual Payment (P & I)	2nd Subsequent Year (2026-27) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2023-24)?	No	No	No	No

S6B. Comparison of 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 budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

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. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:

(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except for the budget year data on line 5b.

1

Does your JPA provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

No

2.

For the JPA's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the JPA's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3

a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

4

OPEB Liabilities

a. Total OPEB liability

b. OPEB plan(s) fiduciary net position (if applicable)

c. Total/Net OPEB liability (Line 4a minus Line 4b)

0.00

d. Is total OPEB liability based on the JPA's estimate or an actuarial valuation?

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

5

OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

0.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

d. Number of retirees receiving OPEB benefits

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1

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 is covered in Section S7A) (If No, skip items 2-4)

No

- 2

Describe each self-insurance program operated by the JPA, including details for each such as level of risk retained, funding approach, basis for the valuation (JPA's estimate or actuarial), and date of the valuation:

3 Self-Insurance Liabilities

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

4 Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

Budget Year1st Subsequent Year2nd Subsequent Year
(2024-25)(2025-26)(2026-27)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, 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 at budget adoption, 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: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	.6	.6	.6	.6

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

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, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

If n/a, skip to Section S8B.

Negotiations Settled

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:

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Is the cost of salary settlement included in the budget 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			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
6.	Amount included for any tentative salary schedule increases			

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
Certificated (Non-management) Health and Welfare (H&W) Benefits				
1.	Are costs of H&W benefit changes included in the budget 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

Are any new costs from prior year settlements included in the budget?

--	--	--

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

--	--	--

If Yes, explain the nature of the new costs:

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
Certificated (Non-management) Step and Column Adjustments				
1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
Certificated (Non-management) Attrition (layoffs and retirements)				
1.	Are savings from attrition included in the budget and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Certificated (Non-management) - Other

List other significant contract changes 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: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified (non-management) FTE positions	5.25	5.25	5.25	5.25

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

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, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

If n/a, skip to Section S8C.

Negotiations Settled

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:

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Is the cost of salary settlement included in the budget 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

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
Classified (Non-management) Health and Welfare (H&W) Benefits				
1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

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

If Yes, explain the nature of the new costs:

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
Classified (Non-management) Step and Column Adjustments				
1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
Classified (Non-management) Attrition (layoffs and retirements)				
1.	Are savings from attrition included in the budget and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	3	3	3	3

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget 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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

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

Management/Supervisor/Confidential

Step and Column Adjustments

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

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

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

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

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.
This supplemental section is not checked for JPAs.

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.
This supplemental section is not checked for JPAs.

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 A1 through A9 except items A3 and A4, which are not applicable for JPAs.

A1.	Do cash flow projections show that the JPA will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column of Criterion 2A are used to determine Yes or No)	N/A
A4.	Are new charter schools operating in JPA boundaries that impact the JPA's enrollment, either in the prior fiscal year or budget year?	N/A
A5.	Has the JPA entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the JPA's financial system independent of the county office system?	No
A8.	Does the JPA have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the JPA director or financial official positions within the last 12 months?	No

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

Comments:
(optional)

24-25 Adopted Budget – 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 must show that all checks are completed before SACS reporting can be finalized.

The attached SACS Technical Review Checks shows all checks have been passed with the following exceptions explained below.

2023-2024 Estimated Actuals:

Debt-Activity Exception - Informational Only – No Activity has been entered in the schedule of Long-Term Liabilities.

Explanation: This will be entered at year end as part of Unaudited Actuals.

2024-2025 Adopted Budget:

CHK-RESOURCExOBJECTA - (Warning) - The following combinations for RESOURCE and OBJECT are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. 01-3310-0-5001-0000-8290 Resource 3310 Object 8290.

Explanation: Due to the shift of Mental Health Resource 3327 to LEAs, SELPA will now use some Resource 3310 funds in Fund 01. While this is currently an invalid combination for a JPA this code is being used upon consideration of the circumstances and as recommended by Agnes Chan from COE with an explanation to clear the TRC.

Budget, July 1
Budget 2024-25
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)
- WWC - 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

CHK-RESOURCExOBJECTA - (Warning) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-3310-0-5001-0000-8290	3310	8290	
\$827,000.00 Explanation: Due to the shift of Resource 3327 to LEAs, SELPA will now use some Resource 3310 funds in Fund 01. While this is an invalid combination for a JPA, this code is being used upon consideration of the circumstances and as recommended by Agnes Chan from CDE with an explanation to clear the TRC.			

Budget, July 1
Budget 2024-25
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)
- WWC - 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) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate.

Exception

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-3310-0-5001-0000-8290	3310	8290	\$827,000.00
Explanation: Due to the shift Resource 3327 to LEAs, SELPA will now use some Resource 3310 funds in Fund 01. While this is an invalid combination for a JPA, this code is being used upon consideration of the circumstances and as recommended by Agnes Chan from CDE with an explanation to clear the TRC.			

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 - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.

Passed

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

Passed

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

Passed

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

Passed

INTRAFFD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund.	<u>Passed</u>
INTRAFFD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund.	<u>Passed</u>
INTRAFFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<u>Passed</u>
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).	<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>

SUPPLEMENTAL CHECKS

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

EXPORT VALIDATION CHECKS

BUDGET-CERT-PROVIDE - (Fatal) - Budget Certification (Form CB) must be provided.	<u>Passed</u>
CASHFLOW-PROVIDE - (Warning) - A Cashflow Worksheet (Form CASH) must be provided with your Budget 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.)	<u>Passed</u>
CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.	<u>Passed</u>
CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	<u>Passed</u>

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 01CS) has been provided.

Passed

MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Budget. (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

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

Passed

WK-COMP-CERT-PROVIDE - (Fatal) - Workers' Compensation Certification (Form CC) must be provided.

Passed

Budget, July 1
Estimated Actuals 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)

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (Informational) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: **Exception**

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.COMP.ABS.9665	\$7,376.20	\$7,376.20

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Budget, July 1
Estimated Actuals 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).	<u>Passed</u>
CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>Passed</u>
PY-EFB=CY-BFB - (Fatal) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791).	<u>Passed</u>
PY-EFB=CY-BFB-RES - (Fatal) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource.	<u>Passed</u>
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.	<u>Passed</u>
<u>GENERAL LEDGER CHECKS</u>	
AR-AP-POSITIVE - (Warning) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund.	<u>Passed</u>
CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.	<u>Passed</u>
CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund.	<u>Passed</u>
CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund.	<u>Passed</u>
DUE-FROM=DUE-TO - (Fatal) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610).	<u>Passed</u>
EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund.	<u>Passed</u>
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).	<u>Passed</u>
EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.	<u>Passed</u>
INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.	<u>Passed</u>
INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).	<u>Passed</u>

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

INTERFD-INDIRECT-FN - (Fatal) - 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**

NET-INV-CAP-ASSETS - (Warning) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **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**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (Fatal) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (Informational) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: **Exception**

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.COMP.ABS.9665	\$7,376.20	\$7,376.20

DEBT-POSITIVE - (Fatal) - In Form DEBT, long-term liability ending balances must be positive. **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-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

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

Passed

**Santa Barbara County
Special Education Local Plan Area**

2024-2025

PROPOSED ADOPTED BUDGET

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SUMMARY OF REVENUES AND BALANCES

		ADOPTED	PROJECTED	PROPOSED
		2023-24	2023-24	2024-25
BEGINNING BALANCE		\$ 4,453,995	\$ 3,733,732	\$ 1,509,063
ADJUSTMENTS		\$ -		
ADJUSTED BEG. BALANCE		\$ 4,453,995	\$ 3,733,732	\$ 1,509,063
FUND 01				
FEDERAL REVENUE				
8182	PRESCHOOL STAFF DEV. GRANT.	\$ 4,089	\$ 4,089	\$ 4,089
8182	REGIONALIZED SERVICES	\$ 10,944	\$ 10,944	\$ 10,944
8182	ADR GRANT	\$ 14,922	\$ 14,922	\$ 14,807
8182	FEDERAL IDEA - MENTAL HEALTH			\$ 827,000
	TOTAL FEDERAL REVENUE	\$ 29,955	\$ 29,955	\$ 856,840
STATE REVENUE				
AB 602:				
8311	REVENUE FOR MH SERVICES	\$ 2,850,710	\$ 2,850,710	\$ 2,855,065
8311	REDUCTION FOR LEA AB602 ALLOCATION	\$ (1,697,077)	\$ (1,671,283)	\$ (1,651,057)
8311	REVENUE SELPA	\$ 1,487,232	\$ 1,487,232	\$ 1,503,146
8311	STAFF DEVELOPMENT	\$ 47,000	\$ 47,000	\$ 22,000
8311	LOW INCIDENCE	\$ 1,323,873	\$ 1,318,600	\$ 1,318,600
8311	OUT OF HOME FUNDING (LCI)	\$ 1,226,805	\$ 1,226,805	\$ 1,225,926
8311	STAFF DEVELOPMENT K-12	\$ 24,605	\$ 24,605	\$ 24,605
8311	HOUSING	\$ 77,353	\$ 77,353	\$ 81,500
8319	PRIOR YEAR ADJUSTMENTS	\$ -	\$ (236,288)	
	Subtotal AB602	\$ 5,340,501	\$ 5,124,734	\$ 5,379,785
8590	STRS-ON BEHALF	\$ 42,573	\$ 36,620	\$ 38,525
	TOTAL STATE REVENUE	\$ 5,383,074	\$ 5,161,354	\$ 5,418,310
LOCAL REVENUE				
8699	OTHER LOCAL REVENUE	\$ 326,740	\$ 343,679	\$ 383,075
8699	MAA REVENUE	\$ -	\$ 11,991	\$ -
8660	INTEREST REVENUE	\$ 25,000	\$ 75,000	\$ 50,000
8662	FAIR MARKET VALUE ADJUSTMENT	\$ -	\$ 139,228	\$ -
	TOTAL LOCAL REVENUE	\$ 351,740	\$ 569,898	\$ 433,075
TOTAL FUND 01 REVENUE		\$ 5,764,769	\$ 5,761,207	\$ 6,708,225
FUND 10				
FEDERAL REVENUE				
8287	FEDERAL IDEA CURRENT YEAR	\$ 13,785,851	\$ 14,873,726	\$ 14,046,726
8287	FEDERAL IDEA PRIOR YEAR		\$ 3,775,030	\$ -
8287	FEDERAL 1X GRANT ARP	\$ -	\$ 1,739,980	\$ -
8287	FEDERAL INFANT	\$ 127,332	\$ 127,331	\$ 127,331
	FEDERAL IDEA/INFANT PRIOR YEAR	\$ -	\$ 127,331	\$ -
	TOTAL FEDERAL REVENUE	\$ 13,913,183	\$ 20,643,398	\$ 14,174,057
STATE REVENUE				
8311	AB602 & INFANT ENTITLEMENT	\$ 35,863,321	\$ 35,764,472	\$ 35,765,529
8590	INFANT SUPPLEMENTAL	\$ -	\$ 51,496	\$ -
	TOTAL STATE REVENUE	\$ 35,863,321	\$ 35,815,968	\$ 35,765,529
TOTAL FUND 10 REVENUE		\$ 49,819,077	\$ 56,459,366	\$ 49,939,586
TOTAL REVENUE		\$ 55,583,846	\$ 62,220,573	\$ 56,647,811
TOTAL EXPENDITURES		\$ 57,076,445	\$ 64,445,242	\$ 56,480,529
ENDING BALANCE		\$ 2,961,396	\$ 1,509,063	\$ 1,676,345
DESIGNATED ECONOMIC CONTINGENCIES 5% MIN				
	DESIGNATED ECONOMIC CONTINGENCIES 5% MIN	\$ 150,000	\$ 260,000	\$ 260,000
	DESIGNATED LEGAL RESERVE SELPA	\$ 325,000	\$ 300,000	\$ 300,000
	DESIGNATED MTU IMPROVEMENTS	\$ 250,000	\$ 250,000	\$ 250,000
	DESIGNATED DEFERRED MAINTENANCE	\$ 50,000	\$ 75,000	\$ 74,000
	DESIGNATED MAA FUNDING	\$ 45,883	\$ 46,991	\$ 37,491
	DESIGNATED SIPE REBATE	\$ 35,246	\$ 35,245	\$ 35,245
	DESIGNATED SELPA RESERVE	\$ 150,000	\$ 80,000	\$ 160,000
	DESIGNATED RESERVE for FAIR MARKET VALUE ADJ		\$ 140,000	\$ 140,000
	DESIGNATED NPS RESERVE		\$ 260,000	\$ 260,000
	DESIGNATED STAFF DEVELOPMENT	\$ 19,449	\$ -	\$ -
	DESIGNATED SB-PIC		\$ 4,569	\$ 5,316
TOTAL DESIGNATED		\$ 1,025,578	\$ 1,451,805	\$ 1,522,052
REMAINING UNDESIGNATED		\$ 1,935,818	\$ 57,258	\$ 154,293

SUMMARY OF EXPENDITURES BY OBJECT CLASSIFICATION

OBJECT	DESCRIPTION	ADOPTED		PROJECTED		PROPOSED
		2023-24		2023-24		ADOPTED 2024-25
SALARIES AND BENEFITS						
1300	SELPA DIRECTOR/COORDINATOR	\$	312,596	\$	312,597	\$ 312,597
1900	AUDIOLOGIST	\$	64,733	\$	64,733	\$ 64,733
TOTAL 1000		\$	377,329	\$	377,330	\$ 377,330
2900	MENTAL HEALTH CLINICIAN/WRAP	\$	214,052	\$	214,052	\$ 216,343
2900	CLINICAL SUPERVISION	\$	27,847	\$	27,847	\$ 34,708
2900	BCBA	\$	113,344	\$	113,344	\$ 113,344
2900	AAC / AT SPECIALIST	\$	124,536	\$	124,536	\$ 124,536
2910	ACCT/BUSINESS OFFICIAL	\$	144,900	\$	144,900	\$ 144,900
2400	CLERICAL SALARIES	\$	136,752	\$	136,752	\$ 140,178
TOTAL 2000		\$	761,431	\$	761,431	\$ 774,009
3100	S.T.R.S.	\$	114,642	\$	108,690	\$ 110,595
3200	P.E.R.S.	\$	106,875	\$	106,152	\$ 115,475
3300	MEDICARE & OASDI	\$	16,488	\$	16,473	\$ 16,592
3400	HEALTH & WELFARE	\$	163,262	\$	161,455	\$ 164,133
3500	UNEMPLOYMENT INSURANCE	\$	5,687	\$	568	\$ 572
3600	WORKERS' COMP. INSURANCE	\$	6,663	\$	6,657	\$ 7,770
TOTAL 3000		\$	413,617	\$	399,995	\$ 415,137
OTHER OPERATING EXPENSES						
4300	OTHER SUPPLIES	\$	28,250	\$	52,750	\$ 29,250
4310	INST. MATERIALS	\$	164,660	\$	164,660	\$ 177,660
4400	NON-CAP. EQUIP.	\$	6,000	\$	6,000	\$ 6,000
TOTAL 4000		\$	198,910	\$	223,408	\$ 212,910
5100	SUBAGREEMENTS	\$	25,000	\$	24,943	\$ -
5200	TRAVEL & CONFERENCE	\$	131,000	\$	131,000	\$ 131,000
5300	DUES	\$	5,100	\$	5,100	\$ 5,100
5450	INSURANCE	\$	6,100	\$	6,100	\$ 7,130
5600	RENTS	\$	77,353	\$	77,353	\$ 81,500
5810	AUDIT	\$	12,000	\$	13,280	\$ 12,000
5830	LEGAL	\$	-	\$	25,000	\$ 25,000
5840	ADVERTISING	\$	2,200	\$	2,200	\$ 2,200
5850	MIS SERVICES - SIRAS	\$	107,810	\$	107,810	\$ 129,849
5800	AUDIOLOGIC SERVICES	\$	3,000	\$	3,000	\$ 3,000
5800	CONTRACTS	\$	83,871	\$	124,972	\$ 55,561
5860	CONTRACTS	\$	843,947	\$	825,020	\$ 893,320
5860	DEFERRED MAINTENANCE	\$	25,000	\$	-	\$ 25,000
5890	NPS PLACEMENTS	\$	360,000	\$	360,000	\$ 360,000
5890	NPS MH PLACEMENTS	\$	1,650,000	\$	1,650,000	\$ 1,650,000
5910	TELEPHONES	\$	25,110	\$	25,270	\$ 25,270
TOTAL 5000		\$	3,357,491	\$	3,381,048	\$ 3,405,930
6200	SITE IMPROVEMENT			\$	6,785	
7141	STATE RESI. SCHOOLS	\$	30,000	\$	30,000	\$ 30,000
7200	TRANSFERS TO LEAS - FUND 01	\$	2,161,164	\$	2,805,879	\$ 1,325,626
		\$	2,191,164	\$	2,835,879	\$ 1,355,626
TOTAL FUND 01		\$	7,299,942	\$	7,985,876	\$ 6,540,942
FUND 10						
7200	TRANSFERS TO LEAS - FUND 10	\$	49,776,503	\$	56,459,366	\$ 49,939,586
TOTAL FUND 10		\$	49,776,503	\$	56,459,366	\$ 49,939,586
TOTAL EXPENDITURES		\$	57,076,445	\$	64,445,242	\$ 56,480,528

SUMMARY OF DIRECT COST BY PROGRAM

	ADOPTED 2023-24	PROJECTED 2023-24	PROPOSED ADOPTED 2024-25
ADMINISTRATION AND SUPPORT	\$ 1,554,088	\$ 1,555,972	\$ 1,612,645
MENTAL HEALTH SERVICES	\$ 2,850,710	\$ 2,817,211	\$ 2,855,065
PROFESSIONAL DEVELOPMENT	\$ 62,089	\$ 124,665	\$ 33,694
LOW INCIDENCE SERVICES	\$ 414,119	\$ 413,216	\$ 411,843
MEDICAL THERAPY UNITS	\$ 18,350	\$ 27,320	\$ 18,510
MAA	\$ 9,500	\$ 9,500	\$ 9,500
ADR Grants	\$ 14,922	\$ 14,922	\$ 14,807
MISCELLANEOUS	\$ 25,000	\$ 24,943	\$ -
SB - PIC	\$ 160,000	\$ 162,248	\$ 229,253
TOTAL DIRECT COSTS	\$ 5,108,778	\$ 5,149,997	\$ 5,185,317
FUND 01 TRANSFERS TO LEAS	\$ 2,191,164	\$ 2,835,879	\$ 1,355,626
FUND 10 TRANSFERS TO LEAS	\$ 49,776,503	\$ 56,459,366	\$ 49,939,586
TOTAL TRANSFERS	\$ 51,967,667	\$ 59,295,245	\$ 51,295,212
TOTAL EXPENDITURES	\$ 57,076,445	\$ 64,445,242	\$ 56,480,529

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

SELPA ADMINISTRATION AND SUPPORT

GOAL STATEMENT

To provide administrative support and services to all special education programs and staff in Santa Barbara County and to manage SELPA administrative office activities.

PROGRAM DESCRIPTION SUMMARY

This program is responsible for the administration of the SBCSELPA administrative office including the fiscal, personnel and program functions. Other functions of the program include program review and evaluation, data collection and operation of the management information system, local plan development, legal services, nonpublic school and agency services and coordination of interagency agreements.

Costs attributable to the program include the SELPA Executive Director's and SELPA Coordinator's salaries and the salaries of the clerical staff, legal services, and nonpublic school and agency placements. Additional costs include office supplies, travel and conference expenses and SELPA capital outlay purchases.

SELPA ADMINISTRATION AND SUPPORT

OBJECT DESCRIPTION		ADOPTED 2023-24	PROJECTED 2023-24	PROPOSED ADOPTED 2024-25
Beginning Balance from designated Ending Fund Balance			\$ 12,000	
REVENUE				
8182	PRE-K 3315	\$ 10,944	\$ 10,944	\$ 10,944
8182	ADR FEDERAL			
8311	AB 602 REVENUE - SELPA Budget	\$ 1,487,232	\$ 1,487,232	\$ 1,503,146
8311	REGIONAL HOUSING TRANSFER	\$ 77,353	\$ 77,353	\$ 81,500
8311	TO MTU TAB	\$ (18,350)	\$ (27,320)	\$ (18,510)
8590	STRS ON BEHALF	\$ 42,573	\$ 36,620	\$ 38,525
8660	INTEREST	\$ 25,000	\$ 75,000	\$ 50,000
8662	FAIR MARKET VALUE ADJ.	\$ -	\$ 139,228	\$ -
8699	SPECIAL CONTRACTS	\$ -	\$ 6,500	
8699	DISTRICT REIMB. BCBA	\$ 141,740	\$ 138,010	\$ 153,075
TOTAL REVENUE		\$ 1,766,492	\$ 1,943,567	\$ 1,818,680
EXPENDITURES				
1300	SELPA DIRECTOR	\$ 135,610	\$ 135,610	\$ 135,610
1300	SELPA COORDINATOR	\$ 118,604	\$ 118,605	\$ 118,605
2900	BCBAs	\$ 113,344	\$ 113,344	\$ 113,344
2400	CLERICAL SALARIES	\$ 106,134	\$ 106,134	\$ 107,847
2910	ACCT/BUSINESS OFFICIAL	\$ 115,920	\$ 115,920	\$ 115,920
3100	STRS	\$ 48,555	\$ 48,555	\$ 48,555
3100	STRS ON BEHALF	\$ 42,573	\$ 36,620	\$ 38,525
3200	PERS	\$ 28,564	\$ 28,564	\$ 26,528
3200	PERS UNFUNDED LIABILITY	\$ 44,015	\$ 43,291	\$ 57,121
3300	MEDICARE INSURANCE	\$ 8,479	\$ 8,464	\$ 8,476
3400	HEALTH & WELFARE	\$ 86,876	\$ 85,109	\$ 86,374
3500	UNEMPLOYMENT INSURANCE	\$ 2,924	\$ 292	\$ 292
3600	WORKERS ' COMP. INSURANCE	\$ 3,427	\$ 3,421	\$ 3,970
TOTAL SALARIES/BENEFITS		\$ 855,025	\$ 843,929	\$ 861,166
4300	OTHER SUPPLIES	\$ 19,000	\$ 19,000	\$ 19,000
4400	NON-CAPITALIZED EQUIP.	\$ 3,000	\$ 3,000	\$ 3,000
5200	TRAVEL/MILEAGE STIPENDS	\$ 36,000	\$ 36,000	\$ 36,000
5300	DUES	\$ 4,600	\$ 4,600	\$ 4,600
5450	INSURANCE	\$ 6,100	\$ 6,100	\$ 7,130
5600	RENTS	\$ 77,353	\$ 77,353	\$ 81,500
5800	DATA PROCESSING	\$ 5,000	\$ 5,000	\$ 5,200
5810	AUDIT	\$ 6,000	\$ 7,280	\$ 6,000
5830	LEGAL SERVICES-DISTRICTS	\$ -	\$ -	\$ -
5830	LEGAL SERVICES-SELPA	\$ -	\$ 25,000	\$ 25,000
5840	ADVERTISING	\$ 2,200	\$ 2,200	\$ 2,200
5850	MIS SERVICES - SIRAS	\$ 107,810	\$ 107,810	\$ 129,849
5860	CONTRACTS	\$ 40,000	\$ 51,700	\$ 40,000
5860	HOUSING-DEFERRED MAINT.	\$ 25,000	\$ -	\$ 25,000
5890	NPS PLACEMENTS (Non-MH)	\$ 360,000	\$ 360,000	\$ 360,000
5910	TELEPHONE/INTERNET	\$ 7,000	\$ 7,000	\$ 7,000
TOTAL OTHER DIRECT EXPENSES		\$ 699,063	\$ 712,043	\$ 751,479
TOTAL DIRECT EXPENSES		\$ 1,554,088	\$ 1,555,972	\$ 1,612,645
These are indicated on Transfers to districts				
7141	STATE RESI. SCHOOLS	\$ 30,000	\$ 30,000	\$ 30,000
7280	TRANSFER TO LEA LEGAL		\$ 299,673	\$ -
7280	TRANSFER TO LEAs		\$ -	
TOTAL TRANSFERS		\$ 30,000	\$ 329,673	\$ 30,000
TOTAL EXPENDITURES		\$ 1,584,088	\$ 1,885,645	\$ 1,642,645
SURPLUS/(DEFICIT)		\$ 182,404	\$ 69,922	\$ 176,035

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

MENTAL HEALTH SERVICES

GOAL STATEMENT

To provide mental health services to special education students and programs in Santa Barbara County.

PROGRAM DESCRIPTION SUMMARY

This program provides regionalized specialized Mental Health services.

Costs attributable to the program include the Mental Health Manager, Mental Health Clinician, Mental Health Specialist/WRAP Coordinator, WRAP Services, instructional materials, Nonpublic School Placements for students with a Mental Health diagnosis and contracts for Nonpublic Agency Mental Health services for students with these services included on their IEP.

MENTAL HEALTH SERVICES

OBJECT DESCRIPTION	PROPOSED			C
	ADOPTED 2023-24	PROJECTED 2023-24	ADOPTED 2024-25	
BEGINNING BALANCE				
REVENUE				NOTES
Beginning Balance applied		\$ 1,697,077		1X EFB Designation
8182 FEDERAL MH ADA ALLOCATION	\$ -	\$ -	\$ -	To LEAs
8182 FEDERAL IDEA ALLOCATION			\$ 827,000	NEW Source
8311 AB602 OFF THE TOP	\$ 2,850,710	\$ 2,850,710	\$ 2,855,065	
8311 Reduce AB602 Off the Top	\$ (1,697,077)	\$ (1,671,283)	\$ (1,651,057)	
8311 Out of Home Care Allocation			\$ 824,057	NEW Source
8590 STATE MH APPORTIONMENT	\$ -	\$ -	\$ -	To LEAs
TOTAL REVENUE	\$ 1,153,633	\$ 1,179,427	\$ 2,855,065	
EXPENDITURES				
1300 SELPA CERTIFICATED SALARY OFFSE	\$ 58,382	\$ 58,382	\$ 58,382	
2900 MENTAL HEALTH MANAGER	\$ 122,312	\$ 122,312	\$ 122,312	
2900 WRAP COORDINATOR	\$ 91,740	\$ 91,740	\$ 94,031	
2910 ACCT/BUSINESS OFFICIAL	\$ 28,980	\$ 28,980	\$ 28,980	
2400 CLERICAL SALARY	\$ 30,618	\$ 30,618	\$ 32,331	
3100 STRS	\$ 11,150	\$ 11,150	\$ 11,151	
3200 PERS	\$ 21,717	\$ 21,717	\$ 21,078	
3300 MEDICARE & OASDI INSURANCE	\$ 4,827	\$ 4,827	\$ 4,860	
3400 HEALTH & WELFARE	\$ 51,669	\$ 51,669	\$ 52,797	
3500 UNEMPLOYMENT INSURANCE	\$ 1,665	\$ 166	\$ 168	
3600 WORKERS' COMP. INSURANCE	\$ 1,950	\$ 1,950	\$ 2,276	
TOTAL SALARIES/BENEFITS	\$ 425,010	\$ 423,511	\$ 428,365	
4310 INSTRUCTIONAL MATERIALS - WRAP	\$ 5,000	\$ 5,000	\$ 5,000	
4310 INSTRUCTIONAL MATERIALS - GROW		\$ -	\$ 13,000	
4400 NONCAPITALIZED EQUIPMENT	\$ 3,000	\$ 3,000	\$ 3,000	
5200 TRAVEL/CONFERENCE	\$ 86,000	\$ 86,000	\$ 86,000	
5300 DUES	\$ 500	\$ 500	\$ 500	
5800 DATA PROCESSING	\$ 360	\$ 360	\$ 360	
5810 AUDIT	\$ 6,000	\$ 6,000	\$ 6,000	
5860 WRAPAROUND TEAM	\$ 632,000	\$ 600,000	\$ 620,000	
5860 CONTRACTS - GROW Data/SB-PIC	\$ 20,000	\$ 20,000	\$ 20,000	
5860 CONTRACTS	\$ 13,000	\$ 13,000	\$ 13,000	
5890 NPS PLACEMENTS - Fed	\$ -	\$ -	\$ 827,000	Adjusted since May
5890 NPS PLACEMENTS - State	\$ 1,650,000	\$ 1,650,000	\$ 823,000	Adjusted since May
5910 TELEPHONE/INTERNET	\$ 9,840	\$ 9,840	\$ 9,840	
TOTAL OTHER DIRECT EXPENSES	\$ 2,425,700	\$ 2,393,700	\$ 2,426,700	
TOTAL DIRECT EXPENSES	\$ 2,850,710	\$ 2,817,211	\$ 2,855,065	
7281 TRANSFER TO DIST.				
7282 TRANSFER TO CEO				
TOTAL TRANSFERS	\$ -			
TOTAL EXPENDITURES	\$ 2,850,710	\$ 2,817,211	\$ 2,855,065	
SURPLUS/DEFICIT	\$ (1,697,077)	\$ (1,637,784)	\$ -	

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

PROFESSIONAL DEVELOPMENT

GOAL STATEMENT

To provide leadership in the implementation of a special education comprehensive system of personnel development.

PROGRAM DESCRIPTION SUMMARY

This program includes three levels of professional development; district, area and SELPA-wide using participants in the assessment of need and the planning and implementation of the activities. Costs include contracts for consultant services, supplies and travel expenses.

PROFESSIONAL DEVELOPMENT

OBJECT DESCRIPTION		ADOPTED 2023-24	PROJECTED 2023-24	PROPOSED ADOPTED 2024-25
DESIGNATED BEGINNING BALANCE	Selpa Wide	\$ 30,449	\$ 31,000	\$ -
DESIGNATED BEGINNING BALANCE	CPI	\$ -	\$ 13,350	\$ -
REVENUE				
8182	PRESCHOOL GRANT	\$ 4,089	\$ 4,089	\$ 4,089
8311	K-12 GRANT	\$ 24,605	\$ 24,605	\$ 24,605
8311	AB 602 REVENUE	Regular PD \$ 10,000	\$ 10,000	\$ 10,000
8311	AB 602 REVENUE	CPI \$ 12,000	\$ 12,000	\$ 12,000
8311	AB 602 REVENUE	CPI-Recert \$ 25,000	\$ 25,000	
8699	SELPA-WIDE FEES		\$ 14,226	
TOTAL REVENUE		\$ 75,694	\$ 89,920	\$ 50,694
EXPENDITURES				
4300	INST. MATERIALS	\$ 2,500	\$ 26,000	\$ 2,500
4300	OFFICE SUPPLIES		\$ -	\$ -
5200	TRAVEL & CONFERENCE		\$ -	\$ -
5300	DUES		\$ -	\$ -
5800	CONTRACTED SERVICES	Federal \$ 4,089	\$ 4,089	\$ 4,089
5800	CONTRACTED SERVICES	CPI \$ 37,000	\$ 44,000	\$ 9,500
5800	CONTRACTED SERVICES	Selpa Wide \$ 18,500	\$ 35,576	\$ 10,000
5800	CONTRACTED SERVICES	District PD \$ -	\$ 15,000	\$ 7,605
TOTAL DIRECT EXPENDITURES		\$ 62,089	\$ 124,665	\$ 33,694
7281	Transfer to Districts for PD Reimb.	\$ 24,605	\$ 9,605	\$ 17,000
TOTAL EXPENDITURES		\$ 86,694	\$ 134,270	\$ 50,694

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

MEDICAL THERAPY UNITS

GOAL STATEMENT

To provide medical assessment, physical and occupational therapy to students eligible for California Childrens' Services.

PROGRAM DESCRIPTION SUMMARY

California Childrens' services of the Santa Barbara County Health Care Services provides the staff to conduct initial and follow-up medical examinations and subsequent prescriptions for occupational and physical therapy. The SBCSELPA is mandated to provide facilities, materials and equipment.

MEDICAL THERAPY UNIT

		PROPOSED		
OBJECT	DESCRIPTION	ADOPTED 2023-24	PROJECTED 2023-24	ADOPTED 2024-25
REVENUE				
8990	CONTRIBUTION FROM AB602	\$ 18,350	\$ 27,320	\$ 18,510
TOTAL REVENUE		\$ 18,350	\$ 27,320	\$ 18,510
EXPENDITURES				
4300	INST. MATERIALS	\$ 6,500	\$ 6,500	\$ 6,500
4300	OFFICE SUPPLIES	\$ 250	\$ 250	\$ 250
4400	NON-CAPITALIZED EQUIP.	\$ -	\$ -	\$ -
5800	SECURITY	\$ 2,000	\$ 2,000	\$ 2,000
5800	CONTRACTED SERVICES	\$ 2,000	\$ 4,025	\$ 2,000
5910	TELEPHONE	\$ 7,600	\$ 7,760	\$ 7,760
6200	SITE IMPROVEMENT		\$ 6,785	
TOTAL EXPENDITURES		\$ 18,350	\$ 27,320	\$ 18,510

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

LOW INCIDENCE EQUIPMENT, MATERIALS AND SERVICES

GOAL STATEMENT

To provide equipment for children with low incidence disabilities in order to meet the goals and objectives on their individualized education programs.

PROGRAM DESCRIPTION SUMMARY

Funding is provided by the California Department of Education to purchase equipment and instructional materials and provide services for students with disabling conditions of hard of hearing, deaf, deaf/blind, orthopedically impaired, or visually impaired.

LOW INCIDENCE EQUIPMENT, MATERIALS & SERVICES

OBJECT	DESCRIPTION	ADOPTED 2023-24	PROJECTED 2023-24	PROPOSED ADOPTED 2024-25
BEGINNING BALANCE			600,700	
REVENUE				
8311	LOW INCIDENCE APPORTIONMENT	\$ 1,491,600	\$ 1,491,600	\$ 1,491,600
8311	LOW INCIDENCE Through Fund 10	\$ (167,727)	\$ (173,000)	\$ (173,000)
TOTAL REVENUE		\$ 1,323,873	\$ 1,318,600	\$ 1,318,600
TOTAL REVENUE & BEGINNING BAL		\$ 1,323,873	\$ 1,919,300	\$ 1,318,600
EXPENDITURES				
1000	AUDIOLOGIST	\$ 64,733	\$ 64,733	\$ 64,733
2000	AAC/AT	\$ 124,536	\$ 124,536	\$ 124,536
3100	STRS	\$ 12,364	\$ 12,364	\$ 12,364
3200	PERS	\$ 12,579	\$ 12,579	\$ 10,748
3300	MEDICARE INSURANCE	\$ 2,778	\$ 2,778	\$ 2,774
3400	HEALTH & WELFARE	\$ 24,717	\$ 24,677	\$ 24,963
3500	UNEMPLOYMENT INSURANCE	\$ 959	\$ 96	\$ 96
3600	WORKERS ' COMP. INSURANCE	\$ 1,123	\$ 1,123	\$ 1,299
TOTAL SALARIES/BENEFITS		\$ 243,789	\$ 242,886	\$ 241,513
4310	INST. MATERIALS	\$ 149,160	\$ 149,160	\$ 149,160
4310	INST. MATERIALS AT/AC	\$ 10,000	\$ 10,000	\$ 10,000
4310	INST. MATERIALS AUDIO	\$ 500	\$ 500	\$ 500
5200	TRAVEL AAC/AT MILEAGE	\$ 5,000	\$ 5,000	\$ 5,000
5200	TRAVEL AUDIO	\$ 2,000	\$ 2,000	\$ 2,000
5800	CONTRACTED SERVICE	\$ 3,000	\$ 3,000	\$ 3,000
5910	PHONE AUDIOLOGIST	\$ 250	\$ 250	\$ 250
5910	PHONE AAC/AT	\$ 420	\$ 420	\$ 420
TOTAL OTHER DIRECT EXPENSES		\$ 170,330	\$ 170,330	\$ 170,330
TOTAL DIRECT EXPENSES		\$ 414,119	\$ 413,216	\$ 411,843
7280	REIMB. TO LEAS	\$ 909,754	\$ 1,506,084	\$ 906,757
TOTAL TRANSFERS		\$ 909,754	\$ 1,506,084	\$ 906,757
TOTAL EXPENDITURES		\$ 1,323,873	\$ 1,919,300	\$ 1,318,600

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

MAA – MEDI-CAL ADMINISTRATIVE ACTIVITIES

GOAL STATEMENT

To generate additional funding for the SELPA office through the Medi-Cal Administrative Activities billing process.

PROGRAM DESCRIPTION SUMMARY

Funding generated by SELPA staff through MAA Medi-Cal billing is used for miscellaneous SELPA expenses, which has included, SELPA-Bration, Legislative Action Day, books and test kits for the SELPA library, additional professional development activities and office furniture for the SELPA office, and SELPA-Bration.

MEDICAL ADMINISTRATIVE ACTIVITIES (MAA)

OBJECT	DESCRIPTION	PROPOSED		
		ADOPTED 2023-24	PROJECTED 2023-24	ADOPTED 2024-25
	BEGINNING BALANCE	\$ 55,383	\$ 44,500	\$ 46,991
	REVENUE			
8699	MAA Revenue	\$ -	\$ 11,991	
8699	Fees	\$ -		
TOTAL REVENUE		\$ -	\$ 11,991	\$ -
	EXPENDITURES			
4300	Other Supplies			
4300	Supplies	\$ -		
5200	Travel	\$ 2,000	\$ 2,000	\$ 2,000
5860	Contracted Services	\$ 5,500	\$ 5,500	\$ 5,500
5860	Contracted Services	\$ 2,000	\$ 2,000	\$ 2,000
TOTAL EXPENDITURES		\$ 9,500	\$ 9,500	\$ 9,500
MAA Reserve		\$ 45,883	\$ 46,991	\$ 37,491

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

ALTERNATIVE DISPUTE RESOLUTION GRANT

GOAL STATEMENT

To provide dispute resolution services to LEAs.

PROGRAM DESCRIPTION SUMMARY

Dispute resolution is funded through an alternative dispute resolution (ADR) grant awarded to the Santa Barbara County SELPA. The SELPA has trained an ADR team to provide dispute resolution services to parents and LEAs. This funding covers professional development costs of maintaining trained ADR mediators.

ALTERNATIVE DISPUTE RESOLUTION

OBJECT	DESCRIPTION	ADOPTED 2023-24	PROJECTED 2023-24	PROPOSED ADOPTED 2024-25
REVENUE				
8182	ADR Revenue	\$ 14,922	\$ 14,922	\$ 14,807
TOTAL REVENUE + BEG BALANCE		\$ 14,922	\$ 14,922	\$ 14,807
EXPENDITURES				
5800	Contracted Services Fed	\$ 14,922	\$ 14,922	\$ 14,807
TOTAL EXPENDITURES		\$ 14,922	\$ 14,922	\$ 14,807

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

TRANSFERS TO LOCAL EDUCATIONAL AGENCIES (LEAs)

GOAL STATEMENT

To provide pass-through funding of special education revenue to LEAs

PROGRAM DESCRIPTION SUMMARY

SELP A receives all special education funding from the Administrative Unit and allocated those funds to the member LEAs. SELP A also transfers Out of Home Care funding received by the SELPA to districts and the county office based on the calculations as outlined in the SELP A Local Plan.

TRANSFERS TO LEAS

FUND 01			ADOPTED 2023-24	PROJECTED 2023-24	PROPOSED ADOPTED 2024-25
OBJECT DESCRIPTION					
BEGINNING BALANCE					
REVENUE					
8311	OUT OF HOME CARE		\$ 1,226,805	\$ 1,226,805	\$ 1,225,926
8311	OUT OF HOME CARE TO MENTAL HEALTH				\$ (824,057)
8319	OUT OF HOME CARE	Prior Year Adj			
8319	P-ANNUAL ADJ	Prior Year Adj		\$ (236,288)	
TOTAL FUND 01 REVENUE			\$ 1,226,805	\$ 990,517	\$ 401,869
EXPENDITURES					
7141	STATE RESI. SCHOOLS		\$ 30,000	\$ 30,000	\$ 30,000
		AB602			
7280	TRANSFER TO LEAs	Ending Fund Balance	\$ -	\$ -	\$ -
7280	TRANSFER TO LEAs	Legal	\$ -	\$ 299,673	
		Mental Health			
7280	TRANSFER TO LEAs	Ending Fund Balance	\$ -	\$ -	\$ -
7280	TRANSFER TO LEAs	Low Incidence	\$ 909,754	\$ 1,506,084	\$ 906,757
7280	TRANSFER TO LEAs	Staff Development	\$ 24,605	\$ 9,605	\$ 17,000
		OOHC EFB Transfer to LEAs Prior Year/P-Annual Adjustment		\$ (236,288)	
7280	TRANSFER TO LEAs	OUT OF HOME CARE Current Year	\$ 1,226,805	\$ 1,226,805	\$ 401,869
TOTAL FUND 01 EXPENDITURES			\$ 2,191,164	\$ 2,835,879	\$ 1,355,626
FUND 10					
REVENUE					
FEDERAL REVENUE					
8287	IDEA LOCAL ASSISTANCE		\$ 13,370,770	\$ 14,458,645	\$ 13,631,645
8287	IDEA LOCAL ASSISTANCE	Prior Year Carryover	\$ -	\$ 3,416,845	
8287	IDEA PRE-K		\$ 415,081	\$ 415,081	\$ 415,081
8287	IDEA PRE-K	Prior Year Carryover	\$ -	\$ 358,185	
8287	IDEA INFANT ARP	American Rescue Plan		\$ 103,864	
8287	IDEA INFANT		\$ 127,331	\$ 127,331	\$ 127,331
8287	IDEA INFANT	Prior Year Carryover		\$ 127,331	
8287	IDEA K-22 ARP	American Rescue Plan	\$ -	\$ 1,501,591	
8287	IDEA PRE-K ARP	American Rescue Plan	\$ -	\$ 134,525	
TOTAL FUND 10 FEDERAL REVENUE			\$ 13,913,182	\$ 20,643,398	\$ 14,174,057
STATE REVENUE					
8311	AB 602 REVENUE		\$ 33,739,498	\$ 33,523,293	\$ 33,524,350
8311	INFANT ENTITLEMENT		\$ 2,123,823	\$ 2,241,179	\$ 2,241,179
8587	STATE MH APPORTIONMENT		\$ -	\$ -	\$ -
8587	INFANT DISCRETIONARY		\$ -	\$ 51,496	\$ -
TOTAL FUND 10 STATE REVENUE			\$ 35,863,321	\$ 35,815,968	\$ 35,765,529
TOTAL FUND 10 REVENUE			\$ 49,776,503	\$ 56,459,366	\$ 49,939,586
EXPENDITURES					
7200	FUND 10 TRANSFERS TO LEAS		\$ 49,776,503	\$ 56,459,366	\$ 49,939,586
TOTAL EXPENDITURES			\$ 49,776,503	\$ 56,459,366	\$ 49,939,586
GRAND TOTAL TRANSFER REVENUE			\$ 51,003,308	\$ 57,449,883	\$ 50,341,455
GRAND TOTAL TRANSFER EXPENDITURES			\$ 51,967,667	\$ 59,295,245	\$ 51,295,212

*Note Transfers exceed Revenue on this page because Transfers from other programs were included to show the total transfers.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

**MISCELLANEOUS &
SANTA BARBARA PSYCHOLOGY INTERNSHIP CONSORTIUM SB-PIC**

GOAL STATEMENT

To provide additional services to parents, districts, and students that are supplemental to other SELPA programs. These programs either receive stipend funds or are billed back to districts based on services.

PROGRAM DESCRIPTION SUMMARY

UCSB Graduate Student Researchers – LEAs who choose to have a Graduate Researcher perform services are billed for the costs of services.

SB – PIC – Santa Barbara Psychology Internship Consortium – SELPA in collaboration with UCSB and LEAs administers Internships which are paid for by districts receiving intern services.

MISCELLANEOUS

OBJECT	DESCRIPTION	PROPOSED		
		ADOPTED 2023-24	PROJECTED 2023-24	ADOPTED 2024-25
REVENUE				
8699	UCSB GSER Reimb.	\$ 25,000	\$ 24,943	\$ -
8699	CAPTAIN	\$ -	\$ -	
TOTAL REVENUE		\$ 25,000	\$ 24,943	\$ -
EXPENDITURES				
4300	Other Supplies			
4300	Supplies			
5200	Travel			
5100	Contracted Services	\$ 25,000	\$ 24,943	\$ -
5860	Contracted Services	\$ -	\$ -	
TOTAL EXPENDITURES		\$ 25,000	\$ 24,943	\$ -
SIPE Reserve		\$ 35,247	\$ 35,245	\$ 35,245

Santa Barbara Psychology Internship Consortium (SB-PIC)

OBJECT	DESCRIPTION	ADOPTED 2023-24	PROJECTED 2023-24	PROPOSED ADOPTED 2024-25
Beginning Balance	Carryover from Prior Year		\$ 6,817	\$ 4,569
REVENUE				
8590	DISTRICT MH for PIC			
8699	DISTRICT PIC Reimbursement to SELPA	\$ 160,000	\$ 160,000	\$ 230,000
8311	Transfer from Mental Health			
TOTAL REVENUE + Beginning Balance		\$ 160,000	\$ 166,817	\$ 234,569
EXPENDITURES				
2900	Clinical Psychologist Superviosr	\$ 27,847	\$ 27,847	\$ 34,708
3000	Benefits	\$ 706	\$ 581	\$ 725
4300	Supplies		\$ 1,000	\$ 1,000
5200	Travel		\$ -	\$ -
5860	Other PIC Costs - Fingerprints, Accreditation	\$ 2,500	\$ 8,820	\$ 8,820
5860	Contracted Services DISTRICTS	\$ 120,000	\$ 120,000	\$ 180,000
5860	Contracted Services SBCSELPA INTERN	\$ -	\$ -	\$ -
5860	STIPENDS & OTHER COSTS	\$ 8,947	\$ 4,000	\$ 4,000
TOTAL EXPENDITURES		\$ 160,000	\$ 162,248	\$ 229,253
SB-PIC Carryover		\$ -	\$ 4,569	\$ 5,316

Notes for changes since Proposal at May JPA Board Meeting

2023-24 Estimated Actuals

Expenditures Increased:

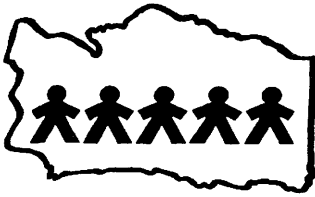
1) Medical Therapy Units

- \$2,025 for Load Testing for the Medical Therapy Units. This is a necessary safety test. Results may determine additional expenses needed in 24-25 if any repairs need to be made.
- \$6,500 moved from Services Object 5000s to Site Improvement Object 6200, and increased to \$6,785 (+\$285) for Tuff Shed Replacement & Installation.

2) \$1,280 for Final Eide Bailley Audit Invoice for 2021-2022 not paid in prior years

2024-25 Adopted Budget

- 1) \$22,039 Increase for MIS SERVICES – SIRAS by for new SIRAS Contract. Contract is based on Special Ed pupil count. Since there are more pupils, the cost has increased.
- 2) \$4,147 increased for Rent
- 3) \$2,241 Decrease for Salaries and Benefits – adjusted slightly to match with Escape including updating PERS Contribution rates and STRS on Behalf.



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County SELPA Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan – Proposed changes from Funding Model Committee (*Second Reading/Approval*)

BACKGROUND:

- This item was previously presented to the JPA Board on May 6, 2024, as an Information & Discussion item for *first reading* on May 6, 2024.
- The 2023-24 Budget Act shifted State and Federal Mental Health funding from SELPAs to LEAs.
- For 2023-24 SBCSELPA maintained existing mental health services and nonpublic school placement cost pool using approximately \$1.7 million from 2022-23 ending fund balance obligations. This was a one-time solution.
- The annual Funding Model Committee met with a primary goal to evaluate funding sources and propose an ongoing funding solution for SBCSELPA Mental Health services and nonpublic school placement cost pool, and any other items brought to the committee.
- The funding model committee met five times between September and February with meeting minutes provided to Special Education Administrators and Business Officials and the JPA Board in the Executive Director Reports.
- The funding model committee proposed changes to update the Local Plan for the change in Mental Health funding and create an ongoing funding solution for SBCSELPA Mental Health services and nonpublic school placement cost pool. Additional language was proposed to provide for startup costs for new regional classroom requests.
- These changes were reviewed with the Special Education Administrators and Business Officials (SEAM) on April 12, 2024.
- Proposed revisions have been made to Section 9 of the Local Plan and are applicable to Fiscal Year 2024-25.

FISCAL IMPACT: Creates an allocation for SBCSELPA to use State Out-of-Home Care and Federal IDEA funding for Mental Health Services of approximately \$1.7 million for the 2024-2025 fiscal year. The allocation is ongoing as determined annually by the JPA Board.

RECOMMENDATION: The JPA Board approves the proposed SBCSLPA Local Plan changes to Section 9, AB 602 Special Education Fiscal Allocation Plan as presented.

RA/RW:lm

SANTA BARBARA COUNTY SELPA LOCAL PLAN

SECTION 9

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS BUDGET PLANNING PROCESS

Budget Planning Process Policies
3201 - 3218

(Revised 6-3-24)

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3201 SELPA Budget

The SBCSELPA Executive Director is responsible for the Santa Barbara County SELPA's budget planning process.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding the budget planning process. The SBCSELPA Executive Director shall report his/her recommendations to include those provided from districts and/or the community to the JPA Board.

DATE APPROVED: January 9, 1987
 DATE REVISED: December 12, 1997
 DATE REVISED: December 14, 2009

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3202 Procedures for Making Changes in Budgeting

The SBCSELPA Executive Director shall be responsible for making changes in budgetary allocations.

The SBCSELPA Executive Director may recommend budgetary allocation changes to the JPA Board for approval as deemed necessary. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA to seek input regarding such changes.

DATE APPROVED: January 9, 1987
 DATE REVISED: December 12, 1997
 DATE REVISED: December 9, 2002
 DATE REVISED: December 14, 2009

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3203 Review of Annual Budget Plan for Subsequent Year

By June 30th of each year, the SBCSELPA Executive Director shall review the proposed Annual Budget Plan and shall submit recommendations to the JPA Board. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such recommendations.

DATE APPROVED: January 3, 1984
DATE REVISED: December 9, 2002
DATE REVISED: December 14, 2009

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

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3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan

I. GUIDING PRINCIPLES

The Long-Term AB 602 Special Education Fiscal Allocation Plan has been designed to address the following objectives:

1. Provide an incentive for operating cost-effective programs for students in public school programs.
2. Provide no incentive for districts to over-identify students for special education services.
3. Facilitates transfers of funding for regional programs.
4. Ensure that special education funding is distributed proportionately to LEAs.
5. Acknowledge that the AB 602 Funding Allocation Model will not cover the total costs of special education services. Districts will need general fund contributions to cover unfunded special education costs.
6. Keep program requirements in mind as well as the Maintenance of Effort requirement in Federal law (Title 20 U.S.C. §1413(a)(2)(C)(i) and Title 34 CFR §300.205) that there are restrictions when an LEA may reduce the level of special education expenditures “from local funds below the level of those expenditures for the preceding fiscal year.”

II. ALLOCATION OF AB 602 INCOME

The total SELPA special education block grant will be received at the SELPA level for distribution to the special education program operators as described in this section (3204). The JPA Board authorized the SBCSELPA Administrative Unit to act as the fiscal agent for the SBCSELPA. Funds for SBCSELPA-funded services and Sparsity Adjustment (Part **IV**) shall be taken off-the-top prior to distribution of the remainder of the AB 602 block grant.

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3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

The remaining AB 602 funds will be distributed to districts based upon their AB602 P-2 Funded ADA. At year-end, the ADA will be adjusted and aligned to current year certified AB602 P-2 Funded ADA. In the event of a declared emergency or approved J-13 waiver, the revised P-2 Funded ADA will be used.

III. SUMMARY OF FUNDING MODEL COMPONENTS

As per the State AB 602 funding model, special education revenues will be received by the SBCSELPA in the form of a block grant.

The following funding sources will be outside and in addition to the block grant shall be distributed to districts as indicated below.

- Federal Part B Local Assistance (PL-142) Funds (Resource 3310)

As determined by the JPA board, in addition to AB602 Base funding, an off-the-top allocation may be set aside for the SBCSELPA budget, including Mental Health services and Non-Public School Placement Cost Pool. The remainder shall be allocated to districts based on the current year AB602 P-2 Funded ADA, after a reduction as specified in section XIX. These funds are reimbursements and will be only distributed based on district usage and reporting of expenditures.

- Federal Preschool Grant (Resource 3315)

2.882% for Regional Services is allocated to SBCSELPA. The remainder shall be allocated based on the current year AB602 P-2 Funded ADA for non-charter Grades K-6. These funds are reimbursements and will only be distributed based on district usage and reporting of expenditures.

- Low Incidence Funds

Refer to part XV. of this section (3404).

- Preschool Staff Development (Resource 3345)

Shall be allocated to districts responsible for providing Preschool services based on their prior year SELPA Baseline K-6 ADA. These funds are reimbursements and will be only distributed based on district usage. Districts may apply allocation for SELPA Professional Development fees or submit an invoice for reimbursement. Funds not utilized by an LEA by June 30th of the first fiscal year of the grant will be used to offset the cost of providing Preschool Staff Development Services by SBCSELPA or other LEAs at the discretion of SBCSELPA.

- Infant Program Income (both IPS Unit and supplemental grant funding)
Allocated to SBCEO as the sole operator of Infant Programs for SBCSELPA

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

- Out of Home Care Funding
Refer to Part XVII. Of this section (3404)
- County Property Taxes
Shall be distributed in the same manor of AB602 funds

~~The following fund sources will be outside of and in addition to the block grant and shall be allocated as determined annually by the JPA Board:~~

- ~~• State Mental Health Funding~~
- ~~• IDEA Federal Mental Health Funding~~

The funding sources listed below are available at the State level and may be accessed through special application only:

- LCI Emergency Impaction Funds
- Excess Cost Pool

IV. SPARSITY/SMALL SCHOOL DISTRICT FUNDING

Funding will be provided to the County Education Office for the direct service districts with a hold harmless adjustment equivalent to the current sparsity factor funding. The equalization process will phase out the sparsity factor over time

Sparsity Adjustment

The Cuyama Joint Unified School District meets the criteria to be considered a sparsely populated district as that term was defined in Education Code Section 56728.6(d)(1) prior to the enactment of the AB 602 special education funding model (see Appendix E). In recognition of the additional costs of serving students in special education who attend school in Cuyama, and in order to apportion special education block grant funding allocations within the SBCSELPA to recognize the impact of these additional costs, adjustments were made to the SBCSELPA AB 602 allocation plan beginning in 2003-04.

The funded COLA rate will be applied to the prior year calculated sparsity factor to determine the sparsity augmentation for the current funding model.

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

Small School District Funding

Small districts shall be required to provide own special education services after the second year their enrollment exceeds the direct service district cut off size as specified in the Education Code Section 1730, et al (i.e., for elementary districts – less than 901 ADA during the preceding fiscal year, for high school districts - less than 301 ADA during the preceding fiscal year, and for unified districts - less than 1501 ADA during the preceding fiscal year). Districts have the choice to remain as a direct service district and receive special education services from the County Education Office for two years after their enrollment exceeds the size limit for being considered a direct service district.

If, during this two-year transition period, a former direct service district decides to become a non-direct service district, it will receive its per ADA special education funding directly and then may either operate its own special education programs or contract with the County Education Office or another LEA for these services. Districts transitioning from direct to non-direct service status will continue to receive the same level of funding during the two-year transition period that they would have received as a direct service district.

After a district remains above the direct service district size cut off for two years, it will henceforth be considered a non-direct service district.

SANTA BARBARA COUNTY
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3204	AB 602 Special Education Fiscal Allocation Plan (<i>Continued</i>)

V. FUNDING FOR REGIONAL PROGRAMS OR SERVICES

All regional program costs will be charged to district/LEA of residence (DOR) on a per student basis as follows:

- Per student costs will be calculated on days of enrollment not days of attendance and shall be calculated by regional program operators for the moderate-severe programs.
- Regional program operators shall report regional program cost estimates three times annually, October 15th, January 15th* and year end close (July 15th); and April 15th for Adopted Budget.
 - *January 15th report is optional for district operators, but should be submitted if there is a substantial change that would impact the cost of another district.
- Per student costs for July 1st through October 31st of the given school year will be calculated based on Adopted Budget Projections. Following November 1st and February 1st of a given school year the per student costs will be updated using current year estimates for regional program costs and enrollment. Reconciliation of actual regional program costs and enrollment will take place at year end close.
- At year end the per student actual daily costs will be calculated using regional program costs divided by total day of enrollment.
- The per student costs for Extended School Year will be based on actual regional program costs and enrollment. Enrollment will be based on the number of students who attend at least three days of ESY; and,

In addition, regional itinerant services shall be charged to LEAs as follows:

- Only itinerant special education services specified on the services line of the individual education plan (IEP) and listed in CALPADS shall be billable to LEAs.
- The itinerant regional program cost per student shall be calculated by the percentage the student is enrolled compared to the total minutes of all students by program/category.
- The 80% FTE regional audiologist shall be utilized to serve the needs of students with IEPs designated as deaf or hard of hearing (DHH) and shall be funded off the top of the AB 602 funding or low incidence funding as determined by JPA board.

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3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

DHH Services:

If, based on assessment data and an IEP Team recommendation, it is determined that a DHH student requires exposure to a community of learners for purposes of FAPE, a referral shall be made to a regional DHH program.

If it is determined that the regional DHH program can offer a community of learners and that the program placement is appropriate for the student, the placement shall take place with the student being placed on the DHH SDC regional providers caseload and with support in the general education classroom for more than 50% of the day.

Regional program costs for these students will be calculated using the following:

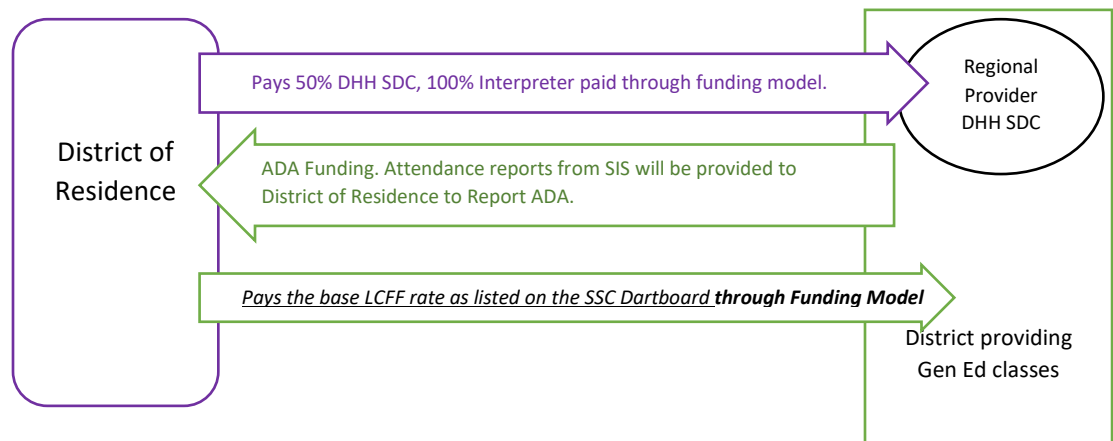
- Students on the regional DHH SDC caseload will be separated into two groups, those who are SDC students and those who are itinerant students with special education support for more than 50% of their day.
 - Costs for students on the regional DHH SDC caseload who are SDC will be calculated by using the SDC formula with all components, dividing by the total number of enrolled days to arrive at a per enrollment day cost
 - For itinerant students with special education support for more than 50% of their day. Enrollment days for regional cost allocation shall be calculated as 50% of their number of days of enrollment in the program.
- The district of residence/accountability shall be responsible for the cost of the interpreter assigned to the student and the regional DHH SDC program based on 50% of the students' number of days of enrollment.
- For itinerant students with special education support for more than 50% of their day. The district of residence will pay the district of general ed attendance the base LCFF rate as listed on the School Services Dartboard. The district of residence will receive the ADA the student, to generate ADA revenue. This is meant to offset the cost of the itinerant student's enrollment in general education classes, while special ed funding. (Refer to figure on next page).

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

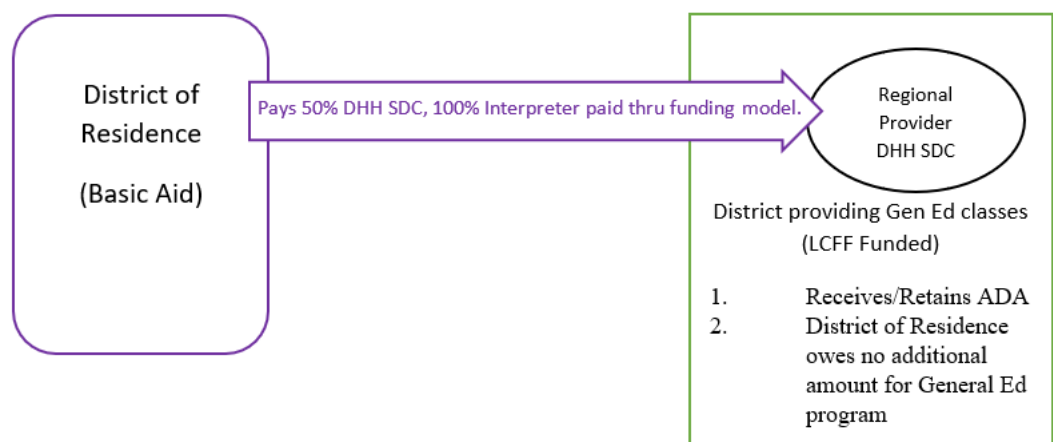
3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)



- Exception: If the District of Residence is Basic Aid AND the district of general ed attendance is NOT Basic Aid, then the district of general ed attendance will receive the ADA funding and the district of residence will not owe the district of general ed attendance any additional amounts for the general education program.



- For the students in the regional program in general education for more than 50% of the day, the district where the program is located would maintain the primary enrollment for CALPADS and SIRAS. This will allow the general education teacher of record to take attendance and administer the SBAC. Attendance reports from SIS will be provided to the proper reporting entity based on who receives ADA above. If money is owed from District of Residence to District of Attendance, the District of Attendance will provide the District of Residence the ADA for reporting.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

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

See example below:

CalPADS Student Enrollment
Reporting LEA: Orcutt Union ([AERIES](#))
School of Attendance: Ralph Dunlap
District of Residence: Lompoc

CalPADS Special Education Services ([SIRAS](#))
Reporting LEA: Orcutt Union
School of Attendance: Ralph Dunlap
District of Special Ed Accountability: Lompoc
Special Education Service Provider: County Education Office (for Itinerant services)

VI. FUNDING FOR REGIONAL PROGRAM EXPANSION AND ADDITIONAL INSTRUCTIONAL AIDES OR OTHER SUPPORT STAFF FOR REGIONAL PROGRAMS

The SBCSELPA Executive Director shall review all funding requests for expansion of Regional programs or additional instructional aides or other support staff for Regional programs prior to going to the JPA Board for final approval. **Requests for program expansion may include projected costs for materials required to open new classrooms such as furniture, curriculum or technology needs. Prior to purchasing new items, the regional operator will work with the district where the program is located to determine if items are currently available for use in the new program.** Such consideration of funding requests ~~may~~ will be discussed with the special education administrators and business officials from districts in SBCSELPA in order to determine if there are alternative ways the staffing or material needs can be met without increasing the current number of staff members serving in the program or materials' cost to the program. An ad hoc committee review team ~~may~~ will be designated by the SBCSELPA Executive Director on an as needed basis to advise ~~her or him~~ them regarding if the funding request is appropriate and/or needs modified. Regional Program operators shall use existing funds to add instructional aides or other support staff time on an emergency, temporary basis pending approval by the JPA Board of additional instructional aides or other support staff requests.

At the end of each school year the SBCSELPA Executive Director shall review the need for continued funding for Regional program expansion and additional instructional aides or other support staff positions in the subsequent school year. The SBCSELPA Executive Director may discuss the need for continued funding for Regional program expansions/increased

support staff with the special education administrators and business officials from districts in SBCSELPA in order to determine if there is a continued need for program increases prior to making final recommendations to the JPA Board.

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

The above policy is not applicable to districts operating regional programs when the majority of students (majority defined as 80% or more of the students) enrolled in the program belong to the district operating the program. If a district operating a regional program where the majority of students belong to the district feels there is a need for additional supplemental instructional assistant time to address behavior issues, they shall contact the district of residence (DOR) special education administrator of any students attending the program to consult regarding the need for supplemental instructional assistant staffing.

Factors which may necessitate additional aide or other support staff time for Regional programs include:

- Staffing ratios in individual classrooms
- The need for aides for students with low incidence disabilities
- The need for aides to assist students with severe behavior problems
- The need for aides associated with legal issues

In deciding whether to recommend approval of funding for additional instructional aides or other support staff time to the JPA Board, the SBCSELPA Executive Director shall review the steps taken by the Regional Program operator to alleviate the problem or concern and review the supporting data required for the request prior to requesting additional instructional aides or other support staff time. Where appropriate, the criteria for fading the use of an instructional aide shall be included in the student's Behavior Intervention Plan.

VII. REGIONAL PROGRAM COST ACCOUNTING

Local Education Agencies that operate Regional programs may claim the following costs for operation of such programs:

1. The actual cost of special education personnel (including salaries and benefits) as per the program caps reflected in Appendix B who serve the students enrolled in the Regional program(s).
2. The actual cost for support personnel as per the program caps reflected in Appendix B (including salaries and benefits) who are employed to serve the students enrolled in the program(s). Such support personnel shall include instructional aides and related service providers.

3. The costs of non-salary expenses including supplies, fieldtrips, food, fees, staff development, and instructional materials, etc., associated with operation of the program. The annual costs charged per FTE category shall not exceed the following amounts:

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3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

• SH Teacher	\$1,500.00
• SH Teacher / Community Based	\$4,200.00
• TLP SDC Teacher	\$1,500.00
• DHH SDC Teacher	\$1,250.00
• Preschool SDC Teacher	\$1,500.00
• Preschool Itinerant SDC	\$1,000.00
• Itinerant DHH Teacher	\$ 500.00
• OT	\$1,000.00
• Vision/ O & M Specialist	\$1,000.00
• Preschool Specialist	\$1,100.00
• School Nurse	\$ 750.00
• APE Teacher	\$ 750.00
• Speech Specialist	\$ 750.00
• Psychologist	\$ 750.00

Regional Program operators shall submit annually to the SBCSELPA Executive Director and LEA Special Education Administrators a proposal of costs for testing supplies and equipment for the year going forward by April 1 of the preceding year. The SBCSELPA Executive Director and LEA Special Education Administrators will review proposed needs to determine if costs are appropriate and reasonable.

For costs associated with technology and equipment, the regional program operators shall submit a proposed technology cost plan to the SBCSELPA Executive Director for the year going forward by April 1 of the preceding year. The JPA Board shall approve all proposed costs associated with technology that will exceed the non-salary budget costs caps.

4. Indirect costs for operation of Regional programs shall be based on the current year CDE allowable rate for the operator.
5. Classified clerical support costs for regional programs shall be calculated as an average percentage of all total program costs by regional program operator as follows: (see Appendix B)

6. Administrative support costs for regional programs shall be calculated as a percentage of total program costs as follows: (see Appendix B)

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

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

VIII. HOUSING FOR REGIONAL PROGRAMS

Housing costs for regional programs shall be charged to the regional program they house. Districts providing regional housing will receive revenue for the classrooms they house through the regional funding model. Refer to Section 13 – Facilities.

IX. EXTENDED SCHOOL YEAR (ESY)

Regional program operators shall be responsible for the operation of ESY programs for all regional program students. Regional program operators shall hire classified and certificated personnel for regional ESY programs unless other mutually agreed upon arrangements are made between the regional program operator and LEAs. Regional program operators shall be responsible for the annual set-up, planning and implementation of ESY for regional program students.

Districts in the North SBCSELPA region shall annually alternate to provide housing for Pre-K ESY programs (with the exception of Guadalupe Union School District in the North).

X. SELPA FUNDING OF COSTS ASSOCIATED WITH DUE PROCESS / LEGAL FEES

Annually, at their September meeting, the JPA Board will determine how much funding, if any, will be set aside for the payment of legal fees associated with dispute resolution and costs associated with due process and how such fees will be allocated. LEAs may utilize their proportionate share of set-aside legal fee funding to pay premiums for Special Education Voluntary Coverage Program (SEVCP) through SISC or any other similar insurance program to fund costs associated with due process or legal fees related to special education.

If LEA's do not spend their allocated set aside funds, those funds shall not be carried forward.

The LEA/district shall be responsible for contracting with the SBCSELPA approved attorneys for dispute resolution/legal fees and services associated with due process or other legal fees. All payments for services shall be made by the LEA and submitted to the SBCSELPA office for reimbursement as per policy guidelines.

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

In cases where the LEA is requesting to access their proportionate share of SBCSELPA set aside funding to pay for costs associated with a due process case or other legal fees, they shall submit the following documentation with a written request to the SBCSELPA Executive Director:

1. A detailed copy of the expenditures (invoices, fully executed settlement agreement, etc.)
2. A brief case summary that provides a chronology of the history in the case for the past three years

In cases where the parent files for due process, the LEA must submit the following documentation prior to seeking authorization from the SBCSELPA Executive Director to access funds from their proportional share of SELPA set-aside funding for costs associated with due process:

1. Attach a copy of the OAH complaint.

The SBCSELPA Executive Director shall determine if the documentation submitted by the LEA meets the criteria for the LEA to access their proportionate share of set-aside SBCSELPA funds to pay for costs associated with due process or other legal fees within fifteen (15) calendar days. SBCSELPA funding shall be authorized at 100% of the request not to exceed the amount of funds the LEA has available in their proportionate share of set-aside SBCSELPA funding if the LEA has submitted all required documentation.

In circumstances where the LEA is requesting to access their proportionate share of SBCSELPA set aside funding to pay for general legal consultation related to special education, no case specific documentation shall be required. All legal consultations the LEA requests to be funded out of the LEA's proportionate share of SBCSELPA legal fees funding shall be for special education matters only.

An additional reserve of three hundred twenty-five thousand dollars (\$325,000.00) shall be set aside to fund dispute resolution legal consultation fees and costs associated with due process designated by the JPA Board when an LEA exceeds their annual allocation of SBCSELPA set-aside funding for due process legal consultation fees and costs associated with due process up to \$50,000.00 per student, per school year.

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3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

For students being served in regional programs (excluding preschool students defined as being Preschool Specialist students with mild to moderate disabilities and students served in a regional program operated by their district of residence), dispute resolution legal consultation fees and costs associated with due process shall be funded up to \$50,000.00 per student, per school year out of the \$325,000.00 reserve funding. Any remaining costs associated with due process/dispute resolution shall be funded by the district of residence. For Pre-K students being served in SBCEO Pre K Specialist program costs associated with due process shall be the sole responsibility of the student's district of residence (DOR).

The SBCSELPA Executive Director may solicit consultation from other experts as deemed necessary. No committee member shall serve when a case is presented that directly involves their LEA.

The SBCSELPA Executive Director shall be responsible for compilation of data related to the request and presentation of the case to the JPA Board.

In circumstances where a LEA has exceeded their proportionate share of set-aside funds and determines that funding of dispute resolution legal fees or costs associated with due process would result in a catastrophic financial situation, they may make a request to the JPA Board that the costs be funded out of SBCSELPA legal fee/due process reserve funding up to \$50,000.00. The request shall include a copy of financial records that reflect the status of all district funding sources and a written statement summarizing the financial impact the payment of the legal fees or costs associated with due process would have on the district financial situation over a three (3) year period.

Prior to the JPA Board considering requests from LEAs to access legal fee/due process reserve funding (for students enrolled in a regional program or in LEA catastrophic financial situations), the following documents shall be submitted to the SBCSELPA Executive Director:

1. A written case summary that provides a chronology of the history of the case for the past three years.

2. Most recent assessment results.
3. Documentation of educational progress/benefit from year to year for past three years.

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

4. IEP paperwork for the past three years.
5. Important correspondence between the parent/guardian and the LEA.
6. Evidence the district has shown due diligence in attempting to resolve the dispute prior to due process or attorney involvement.

In instances where an LEA is requesting access to reserve funding to pay for legal consultation fees and costs associated with due process due to a catastrophic financial situation, an ad hoc Dispute Resolution/Due Process Funding Committee may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding if the merits in the case warrant that the case should not go forward to due process and/or be funded out of SBCSELPA legal fee/due process reserve funding.

The SBCSELPA Executive Director shall make final recommendations to the JPA Board about the merits in the case related to whether or not the case should go forward to due process and/or be funded out of SBCSELPA legal fee/due process reserve funding.

The JPA Board shall review the recommendations made by the SBCSELPA Executive Director and make the final decision about whether or not to fund a request from an LEA in part or whole up to \$50,000 out of legal fee/due process reserve funding annually. The following six areas shall be considered for funding:

1. Legal fees associated with dispute resolution prior to filing for due process
2. Expert witness fees, to include travel costs
3. Independent assessments conducted in preparation for a hearing pursuant to recommendation from legal counsel

4. Due process resolution session, mediation, or due process order settlement costs (compensatory or reimbursement)
5. Legal defense fees
6. Parent attorney fees

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The decision of the JPA Board to fund the due process case in part or in whole shall be determined based on the following criteria:

1. Merits of the case; likelihood of the LEA prevailing at 50% or more
2. Precedence setting value of the case
3. Financial reserve funds available at the time of the request

The SBCSELPA Executive Director shall consult with the LEA as needed during the dispute resolution and/or due process.

If the LEA disagrees with the decision of the JPA Board, and there is no new information in the case, the LEA may appeal the decision to not fund dispute resolution legal fees or costs associated with due process directly to the JPA Board. If the LEA disagrees with the decision of the JPA Board (based on the recommendations of the Dispute Resolution/Due Process Funding Panel), and there is new evidence and/or circumstances in the case, they may re-refer the case to the SBCSELPA Executive Director, who may designate an ad hoc Dispute Resolution/Due Process Funding Committee to advise him or her regarding the case.

In circumstances where funding of dispute resolution legal fees or the costs associated with due process exceed \$50,000 and the funding of such costs would be catastrophic to the LEA, the LEA may make an appeal to the JPA Board to exceed the \$50,000 limit from reserve funding.

The JPA Board shall annually take into consideration the past history of usage of funds allocated to districts to fund costs associated with due process to determine if certain districts should be assessed a higher per student rate of funds to be taken off the top of their AB 602 funding and set aside for future due process related costs.

If a case that initially involves special education matters but subsequently concerns only Section 504 issues or in all due process matters involving 504 matters, the financial responsibility of all legal fees is the responsibility of the local education agency (LEA).

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XI. NONPUBLIC SCHOOL AND AGENCY COSTS

~~Federal and state funding provided for mental health IEP services and~~ AB 602 Block Grant and/or Federal funding will be set aside in the Santa Barbara County SELPA (SBCSELPA) Budget shared cost to pay the costs of LEA nonpublic school placements (NPS) made via an IEP decision as specified below For students found eligible for special education as emotionally disturbed (ED) who are placed in a nonpublic school (NPS) placement due to mental health related concerns shall be funded as follows:

- Only the residential treatment and mental health costs will be eligible for payment through SBCSELPA shared mental health funding as per the funding formula specified in this policy
- SBCSELPA to fund one slot for LEAs with ADA of 5,000 or less at 100% of one placement for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 month.
- SBCSELPA to fund a second slot for LEAs with ADA of 5,001-7,000 at 100% of one placement for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 months.
- SBCSELPA to fund a third slot for LEAs with ADA of 7000 or more, not to exceed a total of 3 SBCSELPA funded slots in any given year for LEAs who serve students in grades K-8 at 100% for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 months.
- LEAs who serve students in grades 9th-12th shall receive one additional SBCSELPA funded NPS slot per year at 100% of one placement for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 month.
- Santa Ynez Valley Special Education Consortium LEAs and SBCEO Direct Service LEAs shall each be treated as one LEA for purposes of this policy.

- Once the NPS (residential or non-residential) placement costs exceed the set aside SBCSELPA mental health funding in a given school year, any ongoing future excess costs incurred at the SBCSELPA level will be billed back to districts proportionately by total days each district had a student in a NPS placement throughout the school year. These excess costs will be calculated at the current fiscal year end and will be billed back to the districts.

Placements will be funded as stipulated above in the order the students are placed and shall not be based on the cost of placement.

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3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

SBCSELPA will not have oversight for but shall be required to be involved in the IEP decision making placement process of mental health related NPS student placements that exceed the above stipulated caps and are funded 100% by the LEA in order for the placement to be considered for potential future payment out of SBCSELPA shared funding. The funding of costs associated with LEA NPS placements will be reviewed annually concurrent with the Second Interim Report.

All other LEA NPS placements made via an IEP decision shall be funded by SBCSELPA shared costs as follows:

- SBCSELPA fund 70% and LEA/district of residence 30% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the first year of placement or first 12 months.
- SBCSELPA fund 50% and LEA/district of residence 50% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the second year of placement or second 12 months.
- SBCSELPA fund 30% and LEA/district of residence 70% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the third year of placement or third 12 months.

Any NPS placement that continues beyond three years is to be funded 100% by the LEA/district.

For students, that transition from one LEA/district of residence within the SBCSELPA to another, SBCSELPA shall begin funding the placement at 50% and LEA/district of residence 50% for a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the first year the student is enrolled in the new district unless the student is in the first year of their placement. If the student is in their first 12

months of placement, 70% shall be funded by SBCSELPA shared funding and 30% by the LEA/district of residence for non-mental health NPS placements and 100% for mental health NPS placements.

A year of placement is defined by the initial start date of the NPS services to subsequent year one year later.

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All nonpublic school and agency placements require the involvement of the SBCSELPA Executive Director or designee in the IEP process, as well as final approval from the JPA Board, in order for SBCSELPA shared cost funding for these services to be provided. The SBCSELPA Executive Director must agree that the placement meets the criteria for the NPS placement to be funded out of SBCSELPA shared funding. Placement of a student in a NPS with or without a residential treatment center placement (RTC) that is funded in whole or in part by SBCSELPA shall be reviewed via an IEP team meeting a minimum of every six months to determine if the placement continues to be the most appropriate placement for the student and to plan for transition to less restrictive environment as appropriate. A placement shall continue to meet criteria for SBCSELPA share funding as per the allocation formula if the IEP continues to recommend the NPS or NPS/RTC as a Free and Appropriate Public Education (FAPE).

Approval for funding of NPS placements out of SBCSELPA shared funding will not be granted if the LEA has not practiced due diligence and exhausted the continuum of least restrictive placements available within the LEA or SBCSELPA prior to the IEP team recommending a NPS placement as FAPE. The JPA Board may approve exceptions to this requirement if it is deemed that an “urgent” situation exists, and it is not appropriate for the IEP team to place a student in a least restrictive placement option prior to recommending an NPS placement. Final approval from the JPA Board is required in order for any NPS placement to be funded out of SBCSELPA shared funding. The following must occur prior to an LEA making a referral for consideration of an NPS placement to be funded out of SBCSELPA shared funding at an IEP meeting:

1. A Request to SBCSELPA to Access nonpublic school (NPS) Funding form must be submitted to the SBCSELPA Executive Director.
2. A three-year case history must be submitted by the LEA special education administrator to the SBCSELPA Executive Director with attached IEP's and assessments prior to the request and IEP to determine if a referral to an NPS should

be considered as an offer of FAPE (except in situations deemed “urgent” as specified above).

3. Within 50 days of a signed Assessment Plan that designates an assessment of need for NPS placement, the LEA shall schedule a meeting to include the SBCSELPA Executive Director, the LEA Special Education Administrator, and the SBCSELPA Mental Health Specialist (if deemed needed) to discuss the case.

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4. For non-mental health eligible students, a conference between the SBCSELPA Executive Director, LEA administrator, and Regional program operator (if applicable) shall occur prior to the IEP to go over the case where their LEA is requesting SBCSELPA consideration for payment.

In order for ongoing SBCSELPA shared funding to be provided for an NPS student placement, the LEA must commit to do the following:

1. Submit a Referral for Consideration of SBCSELPA Funding for NPS Placement to SBCSELPA.
2. Draft an assessment plan for assessment of need for NPS out of home placement. Forward a copy of the assessment plan to SBCSELPA in order for SBCSELPA Mental Health Specialist to participate with the LEA in the assessment process. Complete assessment prior to making referral for NPS placement at an IEP.
3. Ensure that the student has access to any state mandated assessment, to include alternate assessments when appropriate.
4. Actively participate in IEPs and provide appropriate IEP paperwork for each six-month IEP or other reviews as mandated by the IEP team. It is required that a LEA SPED administrator, psychologist, special education teacher, and regular education teacher (when transition back to a district or regional program is being considered) attend NPS IEP meetings. For high school age students, it is also required that a school counselor attend IEP meetings in order to speak to graduation requirements, etc.
5. Work collaboratively with SBCSELPA Executive Director to transition the student back to a placement within the continuum of options available in the SBCSELPA.

The SBCSELPA shall fund a total of four round-trip nonpublic school visits per school year (i.e., parent/guardian trip to visit student or student travel to visit home, etc.). Any visits above and beyond this limit shall be an IEP team decision and are the fiscal responsibility of the district of residence (DOR). All student travel for a home visit must be recommended by the IEP team as part of the transition process for the student to return to a less restrictive environment (LRE) in their home community. SBCSELPA shall fund the costs associated with required supervision or transport to bring the student home. The costs of travel required for students placed in nonpublic schools shall be paid by SBCSELPA at the same proportional rate as the NPS placement.

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The parent/guardian must be a resident of Santa Barbara County at the time of the requested travel and must adhere to the SBCSELPA NPS travel guidelines.

In the event that it is determined there will be a funding shortfall for payment of a mental health or non-mental health NPS placements at the SBCSELPA level as set forth in this policy in any given school year, any future placements shall be funded by the placing LEA/district of residence. If there is a SBCSELPA ending balance at the end of the year, or a student transitions back and funding becomes available, the LEA may submit a request for reimbursement to the SBCSELPA. Payment will be made in the order the student was placed.

In the event that a LEA/district depletes all of their mental health funding and determines the cost of the NPS placement will create a financial hardship, at the end of the school year, the LEA/district may request that JPA Board review the case and to determine if there is potentially other SBCSELPA level shared funding sources to assist the LEA/district with the cost of the placement. Documentation of the financial hardship shall be provided to the JPA Board.

XII. SELPA BUDGET

Allocations to the SBCSELPA Budget from the block grant to cover the cost of SBCSELPA services will include:

- Fixed allocations as authorized by the JPA Board in an amount sufficient to fully fund anticipated SBCSELPA-level expenditures for the upcoming school year. This amount is subject to the annual COLA.

The SBCSELPA Budget will also include the following additional income sources:

- Regionalized Services Income amount from AB602 block grant

- 2.569% of IDEA Section 619 Preschool Grant Resource 3315 K-12
- Federal and State funding for IEP Mental Health services as designated by the Board
- **Out of Home Care Foster Youth and Reallocated savings will be used to fund Mental Health services and the Non-public school excess cost pool.**

In the event that the above allocations for the SBCSELPA budget are insufficient to cover all anticipated expenditures, the JPA Board may take action to increase the fixed allocation to be provided to the SBCSELPA and/or utilize funding set aside for district costs associated with due process.

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If the SBCSELPA budget reserves reach levels that exceed what is determined to be necessary for prudent budget planning, the JPA Board may authorize a rebate to the SBCSELPA local education agencies that operate special education programs based on each LEA's share of the total SBCSELPA ADA, excluding regional SDC students.

XIII. PAYMENT FOR INTRA-SELPA PLACEMENTS IN NON-REGIONAL PROGRAMS

It is recommended that districts that enroll special education students in non-regional SDC classes from other districts within the SBCSELPA be allowed to bill the district of residence for the student's placement in such programs.

The charge to the district of residence will be based upon the actual cost of operation of the non-regional SDC class utilizing the same cost accounting methodology as is employed for determining the cost of operating regional programs

The charge to the district of residence will be calculated based upon the actual number of days of enrollment for the school year.

XIV. TREATMENT OF CHARTER SCHOOLS

Charter Schools that are deemed their own LEA for purposes of special education shall receive their special education funding in the same manner as these funds are distributed to non-direct service districts.

XV. LOW INCIDENCE MATERIALS AND EQUIPMENT FUNDS

Low Incidence (LI) Funding will be retained at SBCSELPA for Off-the-Top

expenditures and to reimburse districts for expenditures based on their allocated amounts.

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

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

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

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

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

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

The Annual Budget Plan asks for estimated expenditures for:

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

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

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XVI. INFANT PROGRAM FUNDING

Infant program funding will be received separately from other AB602 special education revenues. Funds received for the operation of programs for infants with disabilities (including both State and Federal funds) will be allocated to the program operators serving infants.

XVII. OUT-OF-HOME CARE FUNDING

The SBCSELPA receives Out-of-Home Care Funding as part of the AB602 allocation. This funding is based on

- 1) the sum of cumulative enrollment for foster youth reported through California Longitudinal Student Achievement Data System
- 2) Average Daily Population at Short Term Residential Therapeutic Programs (STRTP) collected and managed by the Department of Social Services
- 3) Student Count as of April 1st of current year for Community Care (CC), Intermediate Care (IC), and Skilled Nursing Facilities (SNF) collected by the Department of Developmental Services

The funding will be distributed as follows. For funds generated by:

- a) Foster Youth **and Reallocated savings – will be used to fund Mental Health services and the Non-public school excess cost pool.** - ~~Districts will receive a proportion based on current year P-2 Funded ADA~~
- b) STRTP – distributed to districts based on proportion of days students with IEPs were enrolled in a STRTP and/or Group Homes in their district/total SELPA enrollment days of students with IEPs in STRTP programs and/or Group Homes.

Districts will report days of attendance in STRTPs and/or Group Homes in their district from June 1st – May 31st. The overlap in school years will allow LEAs to submit their final billing each year by June 30th of the current year. Adjustments for Annual recertifications the following February will be applied proportionately.

c) CC,IC,SNF – distributed to the geographic district of the facility

Funding will be adjusted during the Annual Certification (February of the following year). Recertifying adjustments will be distributed in accordance with above.

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~~XVIII. MENTAL HEALTH FUNDING~~

~~The board shall annually adopt a budget by June 30th of the current school year to determine how state and federal AB 114 mental health funding shall be allocated for the subsequent school year to include the following:~~

- ~~1. Funding to offset IEP related mental health services and other misc. costs associated with providing mental health IEP services.~~

~~If funding is allocated directly to an LEA, the LEA agrees to follow state and federal guidelines regarding allowable expenditures and will not supplant current program expenses.~~

~~The LEA shall maintain a log of expenditures and will provide to the SBCSELPA upon request within five business days so that required expenditure reports can be submitted to the CDE in a timely manner.~~

- ~~2. Payment of costs for therapeutic nonpublic school (NPS) residential treatment center (RTC) placement /services for students found eligible for special education with emotional disturbance (ED) pursuant to the NPS funding model pursuant to Local Plan Policy 3204 Section XII.~~
- ~~3. Funding to offset costs associated with providing staff development and training, supplies and equipment in order to serve students eligible for special education as ED attending regional therapeutic learning programs (TLPs) and day treatment (DT) programs. The annual allocation for supplies for TLP level 1 shall be \$5,000 and TLP Level 2 shall be \$8,000.~~
- ~~4. Funding to offset other indirect costs associated with providing mental health services to students as deemed appropriate by the board on an annual basis.~~

XIX. PRESCHOOL EQUALIZATION

Beginning in 2018-2019, Federal Preschool Local Entitlement (3320) will be rolled into the Federal Local Assistance Entitlement (3310). In order to continue to provide preschool funds to districts that provide services to preschool age student (through contracts or district provided), the equivalent value provided in the Preschool Grant 3320 in the 2017-18 school year will be deducted from Federal Local Assistance Entitlement and distributed to non-charter elementary districts by grades K-6 ADA. Federal COLA increases will be added each year.

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DATE APPROVED: <u>January 8, 1999</u>	DATE REVISED: <u>June 6, 2011</u>
DATE REVISED: <u>February 5, 1999</u>	DATE REVISED: <u>October 3, 2011</u>
DATE REVISED: <u>June 4, 1999</u>	DATE REVISED: <u>December 5, 2011</u>
DATE REVISED: <u>October 4, 1999</u>	DATE REVISED: <u>February 6, 2012</u>
DATE REVISED: <u>December 21, 1999</u>	DATE REVISED: <u>October 1, 2012</u>
DATE REVISED: <u>January 11, 2000</u>	DATE REVISED: <u>December 10, 2012</u>
DATE REVISED: <u>February 8, 2000</u>	DATE REVISED: <u>May 6, 2013</u>
DATE REVISED: <u>March 6, 2000</u>	DATE REVISED: <u>September 9, 2013</u>
DATE REVISED: <u>October 9, 2001</u>	DATE REVISED: <u>October 7, 2013</u>
DATE REVISED: <u>December 10, 2001</u>	DATE REVISED: <u>December 6, 2013</u>
DATE REVISED: <u>April 24, 2002</u>	DATE REVISED: <u>May 5, 2014</u>
DATE REVISED: <u>June 3, 2002</u>	DATE REVISED: <u>June 2, 2014</u>
DATE REVISED: <u>January 6, 2003</u>	DATE REVISED: <u>December 1, 2014</u>
DATE REVISED: <u>March 20, 2003</u>	DATE REVISED: <u>January 12, 2015</u>
DATE REVISED: <u>May 5, 2003</u>	DATE REVISED: <u>June 15, 2015</u>
DATE REVISED: <u>December 1, 2003</u>	DATE REVISED: <u>October 5, 2015</u>
DATE REVISED: <u>September 13, 2004</u>	DATE REVISED: <u>December 7, 2015</u>
DATE REVISED: <u>November 3, 2004</u>	DATE REVISED: <u>January 11, 2016</u>
DATE REVISED: <u>December 6, 2004</u>	DATE REVISED: <u>June 6, 2016</u>
DATE REVISED: <u>March 7, 2005</u>	DATE REVISED: <u>September 12, 2016</u>
DATE REVISED: <u>October 3, 2005</u>	DATE REVISED: <u>October 3, 2016</u>
DATE REVISED: <u>December 5, 2005</u>	DATE REVISED: <u>December 5, 2016</u>
DATE REVISED: <u>March 7, 2005</u>	DATE REVISED: <u>June 5, 2017</u>
DATE REVISED: <u>May 1, 2006</u>	DATE REVISED: <u>October 2, 2017</u>
DATE REVISED: <u>July 3, 2008</u>	DATE REVISED: <u>November 6, 2017</u>
DATE REVISED: <u>November 3, 2008</u>	DATE REVISED: <u>June 4, 2018</u>
DATE REVISED: <u>February 2, 2009</u>	DATE REVISED: <u>October 1, 2018</u>
DATE REVISED: <u>May 4, 2009</u>	DATE REVISED: <u>November 1, 2021</u>
DATE REVISED: <u>September 14, 2009</u>	DATE REVISED: <u>August 29, 2022</u>
DATE REVISED: <u>November 2, 2009</u>	DATE REVISED: <u>February 6, 2023</u>
DATE REVISED: <u>December 14, 2009</u>	DATE REVISED: <u>May 1, 2023</u>
DATE REVISED: <u>May 3, 2010</u>	DATE REVISED: <u>June 5, 2023</u>
DATE REVISED: <u>October 4, 2010</u>	DATE REVISED: <u>December 4, 2023</u>
DATE REVISED: <u>January 10, 2011</u>	DATE REVISED: <u>June 3, 2024</u>

APPENDIX A
Santa Barbara County SELPA Funding Plan
Annual Event Schedule

		First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
		SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	4 th Quarter data due to SELPA by:
Event									
Regional Itinerant VH, O&M, DHH, OT, Pre-K Specialist	Enrollment	3rd Friday of October	October 31st	3rd Friday of January	January 30th	4th Friday of March	April 15 th Adopted Budget	June 30 th	July 6th
Regional SDC Mod-Severe Elem, Mod-severe Second., DHH, Preschool, Court and Comm. TLP Level 1, TLP Level 2	Enrollment		October 31st	Operators provide enrollment data July 1 st – December 31 st	January 15th	Operators provide year to date enrollment	April 15 th Adopted Budget	Operators provide year to date enrollment	July 15th
Program Cost updates	Expenses		October 15th	January 15th (Optional for District Operators; Submit if significant financial changes that would affect another district)			April 15 th Adopted Budget		July 15th
ESY Actual data	Enrollment & Expenses		September 1st						
Prior Year Adjustments	Expenses		September 30th						
AB602 CDE Exhibits						Feb			Late June- Mid July
Funding Model Updates				Nov		Feb	April		Aug
				Calculated with prior year P-2 Funded ADA		Calculated with prior year Funded P-2 ADA			Calculated with current year AB602 Funded P-2 ADA

DATE REVISED: October 1, 2012 DATE REVISED: November 6, 2017

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DATE REVISED: June 5, 2023

APPENDIX B

Regional Class Program Operational Guidelines

1. It shall be the responsibility of the SBCSELPA Executive Director to recommend to the JPA Board the establishment of additional regional classes if new regional classes are needed.
2. It is recommended that regional operators adhere to the established related services support staffing levels specified in this policy.
3. It is recommended that regional operators adhere to established class size and instructional aide guidelines as is necessary to effectively implement IEPs. If a program drops to sixty percent (60%) or below the established class size and the Board determines the program shall remain open, the regional operator shall meet with the SBCSELPA Executive Director and special education administrators to discuss if it is feasible to potentially reduce instructional assistant time in the program. The SBCSELPA Executive Director may designate a committee comprised of persons that do not have a conflict of interest to go observe a regional program to make recommendations regarding potential staffing reductions if deemed needed. Any decisions to reduce staffing shall occur within 60 days after the Board determines the program shall remain open (see Attachment 2).
4. Nursing costs for itinerant regional students are not part of regional costs (i.e., vision and hearing screenings).
5. Costs for regional class operations will be determined by grade level and program type including:
 - aide support
 - class size
 - related services support
 - support costs
6. Indirect costs for operation of regional programs the current year CDE allowable rate for the operator.
7. Districts proposing to take over operation of regional programs or to take back programs for only their students who are currently served in a regional program must give notice of such intention to the SBCSELPA and regional program provider prior to July 1 of the fiscal year preceding the school year of the requested program transfer unless otherwise agreed upon by the current regional program operator and district proposing to take back services as specified in education code.
8. If new instructional aides or other support staff are deemed needed in regional programs due to increased enrollment above recommended staffing levels, regional operators shall submit to the SBCSELPA Executive Director a request for increased staffing. Regional operators shall also request the assistance of the SBCSELPA Executive Director, and a committee comprised of the special education administrators and business officials from districts in SBCSELPA in brainstorming other solutions to unique staffing needs. The SBCSELPA Executive Director shall make final recommendations to the JPA Board.

9. Necessary related services for students who receive regional itinerant deaf and hard of hearing (DHH) or visual handicapped (VH) support but who are not enrolled in a regional SDC program shall be provided by the student's district or residence.
10. Funding for sign language interpreters to facilitate participation of students with hearing impairments in school-sponsored extracurricular activities (including those taking place during periods of school vacation) shall not be considered an acceptable regional program expense and the district of residence (DOR) shall be responsible for all costs.
11. Funding for regional sign language interpreters that serve student(s) enrolled in a special day class deaf and hard of hearing (DHH) program shall be billed as part of the regional class expense. Interpreters for students on SDC Caseloads who are in a general ed classroom for more than 50% of the day will be billed to the DOR and not included in the Regional DHH SDC program expenses.
12. Funding for regional itinerant sign language interpreters that serve a LEA/district student(s) at their DOR and are not enrolled in a special day class DHH program shall be the fiscal responsibility of the DOR of each student served and be cost neutral to the regional operator. The regional program operator shall calculate the costs associated with regional itinerant sign language interpreters as a separate line item in the regional DHH program billing. The billing shall list the student name, dates served, daily time of service, and location of services. The total costs shall be for the duration of the interpreter's annual contract in order to ensure that regional program operators do not incur costs for which they are not reimbursed.

DATE REVISED: October 4, 2010
 DATE REVISED: June 6, 2011
 DATE REVISED: October 5, 2015
 DATE REVISED: December 7, 2015
 DATE REVISED: December 5, 2016
 DATE REVISED: November 1, 2023

APPENDIX B – Attachment 1

Recommended Related Services FTE Support for Regional Programs by Program Type

PROGRAM TYPE	Mod/Severe Elementary	Mod/Severe Secondary	Preschool SDC	TLP	DHH SDC	Itinerant HH/VH	Preschool Specialist	JCCS RSP/SDC
Psychological / Behavioral Services	.20	.10 - .25	.30	.70 (Psych/MH /BCBA combined)	.30	.05	.15	.375
Related Services Nurse	.05	.05	.05	.025	.015	.015	.02	.025
Speech/Language	.10 - .20	.10	.20 - .40	.05	*.20	0	0	.025
Vocational Education	0	.15	0	.10	0 (pre k – 8 th) .10 (9 th up)	0	0	0 (pre k – 8 th) .10 (9 th & up)
Adaptive P.E.	.10	.05	.20	.05	.10	0	.025	0
TOTAL	.325 - .435	.335 - .555	.75 - .95	.925	.40 - .50	0	.075	.21 - .31

1.00 = Full time per class

.50 = 2½ days per week per class

.20 = 1 day per week per class

.10 = ½ day per week per class

.05 = ¼ day per week per class

Note: Regional Program operators shall be allowed line-item discretion (by staff type) when planning for the allocation of funding to cover costs of related services support staff and submitting expenditure reports to SBCSELPA

REVISED: January 9, 2012

REVISED: May 6, 2013

REVISED: October 7, 2013

REVISED: October 5, 2015

REVISED: December 7, 2015

REVISED: October 2, 2017

REVISED: March 4, 2019

REVISED: August 31, 2020

APPENDIX B – Attachment 2

Recommended Staffing Levels for Regional Programs

Regional Programs	Recommended Average Class Size/Caseload Per 1 FTE	Recommended Daily/Weekly Classroom Support Provider Hours
TLP		
K-6	8-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support • 6 hours BCBA support • 8 hours of school psychologist support
7 – 8	* 10-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support; • 6 hours BCBA support; • 8 hours of school psychologist support
9 - 12	* 10-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support or .50 FTE • 6 hours BCBA support; • 8 hours of school psychologist support or .20 FTE
Pre. Specialist Inclusion	32	6 hrs. per teacher
Severe/Profound		
Pre. SDC	8-9 ½ day class size	12 hrs. (2 aides per 3 hr ½ day session)
Pre-K Autism	8 5 hr. day	15 hrs. (3 aides)
K-3	8-9	18 hrs.
4-6	8-10	18 hrs.
7-8	8-10	18 hrs.
9-12	8-10	18 hrs.
18-22	8-10	18 hrs.
9-32		

VH Itinerant	15-18	8 hrs. Brailist
O & M	15-18	Shared 6 hour aide w/VH Itinerant
Occupational Therapy	**20-30 (Direct service consults count toward caseload numbers: 2 direct service consults = 1 direct service)	N/A

Regional Programs	Recommended Average Class Size/Caseload Per 1 FTE	Recommended Daily Classified Support Provider Hours Total (aide, aide interpreter, interpreter)
DHH		
Pre. Itinerant	6-8 ½ day caseload	0 hrs.
Pre. SDC	6-8 ½ day class size	6 hrs (2 aides per 3 hr. ½ day session)
Prim. SDC	6-9	9 hr. (1:3 hr. aide + 1:6 hr. aide)
(3) 4-6	9-12	12 hr.
7-8	9-12	12 hr.
9-12	9-12	6 hr.
***Pre K-12 Itinerant and Full Inclusion	12-18	Classified staff hours to be determined by student population and location and reported to SBCSELPA

*These recommended staffing levels are for regional TLP students who are in the TLP classroom for 50% or more of their day, unless the IEP team developed a transition plan in order to transition the student back into general education.

**Mileage in excess of 300 miles monthly is to be considered.

***LEA must report the name of DHH classified staff, position, hours and student name when submitting regional program expenditure report to SBCSELPA.

All recommended staffing levels are “recommendations only”; if regional program enrollment exceeds the recommended levels, regional program operators shall request assistance of the SBCSELPA Executive Director to seek advisement regarding solutions from LEA special education administrators and business officials. The SBCSELPA Executive Director shall make recommendations to the JPA Board for staffing or program increases as deemed appropriate.

10/3/2011

DATE REVISED: May 7, 2012

DATE REVISED: May 6, 2013

DATE REVISED: May 4, 2015

DATE REVISED: October 2, 2017

DATE REVISED: September 10, 2018

Appendix B – Attachment 3
Allowable Regional Program Administrative & Classified Clerical
Support Charges (percentage to total program cost)

PROGRAM	COUNTY OFFICE SBCEO	DISTRICT
Severely Handicapped (SH)		
Administrative	4.7%	4.2%
Classified Clerical	2.9%	1.9%
GROW		
Administrative	0.0%	20% of On-Site Administrator
Clerical	0.0%	1.9%
Deaf and Hard of Hearing (DHH) SDC		
Administrative	4.3%	3.5%
Clerical	2.9%	1.9%
Pre-K		
Administrative	5.1%	3.8%
Clerical	2.9%	1.9%
Deaf and Hard of Hearing (DHH) Itinerant		
Administrative	5.2%	3.9%
Clerical	2.9%	1.9%
Occupational Therapy (OT)		
Administrative	5.8%	4.5%
Clerical	3.4%	1.9%
VH O&M		
Administrative	4.7%	3.9%
Clerical	2.9%	1.9%
Pre-K Specialist		
Administrative	4.6%	3.3%
Clerical	2.9%	1.9%
Court & Community		
Administrative	3.1%	NA
Clerical	2.9%	NA

APPROVED: June 6, 2011
 REVISED: March 5, 2012
 REVISED: February 2, 2015

REVISED: June 5, 2017
 REVISED: May 5, 2023

APPENDIX C

Fiscal Allocation Plan Calculation Detail for Extended School Year

LEAs shall be responsible for the set up and operation of ESY programs for non-regional program students enrolled in their LEA.

ESY regional program costs shall be funded by the districts of residence of students served by the program.

Reimbursement to regional program ESY staff members for student related expenses including supplies, food, duplicating/ copying, and transportation for field trips shall not exceed \$100.00 per teacher and \$50.00 per DIS provider.

ESY regional programs shall be housed at the same location they are housed during the regular school year unless other mutually agreed upon arrangements are made between the district providing housing and the regional program operator. The following costs shall not be reimbursed to districts as part of providing housing for ESY regional programs:

- Rental, custodial or utilities fees charged for ESY classroom use
- Indirect costs

DATE REVISED: November 7, 2005

DATE REVISED: May 4, 2009

DATE REVISED: June 1, 2009

DATE REVISED: May 3, 2010

DATE REVISED: December 6, 2014

APPENDIX E

Definition of Sparsely Populated Districts

The following section of the Education Code is taken from the 1997 California Special Education Programs Composite of Laws. It reflects Education Code language describing special education funding under the J-50 funding system, prior to Education Code amendments that resulted in implementation of the AB 602 funding legislation.

E.C. 56728.6 (d) (1)

- (A) Sparsely populated districts are school districts that meet one of the following conditions:
 - (i) A school district or combination of contiguous school districts in which the total enrollment is less than 600 students, kindergarten and grades 1 to 12, inclusive, and in which one or more of the school facilities is an isolated school.
 - (ii) A school district or combination of contiguous school districts in which the total student density ratio is less than 15 students, kindergarten and grades 1 to 12, inclusive, per square mile and in which one or more of the school facilities is an isolated school.
- (B) Isolated schools are schools with enrollments of less than 600 students, kindergarten and grades 1 to 12, inclusive, that meet one or more of the following conditions:
 - (i) The school is located more than 45 minutes average driving time over commonly used and well-traveled roads from the nearest school, including schools in adjacent special education local plan areas, with an enrollment greater than 60 students, kindergarten and grades 1 to 12, inclusive.
 - (ii) The school is separated, by roads that are impassable for extended periods of time due to inclement weather, from the nearest school, including schools in adjacent special education local plan areas, with an enrollment greater than 600 students, kindergarten and grades 1 to 12, inclusive.
 - (iii) The school is of a size and location that, when its enrollment is combined with the enrollments of the two largest school within an average driving time of not more than 30 minutes over commonly used and well-traveled roads, including school in adjacent special education local plan areas, the combined enrollment is less than 600 students, kindergarten, and grades 1 to 12, inclusive.
 - (iv) The school is the one of normal attendance for a severely disabled individuals, as defined in Section 56303.5, or an individual with a low-incidence disability, as defined in Section 56026.5, who otherwise would be required to be transported more than 75 minutes average one-way driving time over commonly used and well-traveled roads, to the nearest appropriate program.

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3200 BUDGET PLANNING PROCESS

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

Refer to Policy 3204 Part XV.

EDUCATION CODE 56206

DATE APPROVED: September 5, 1997

DATE REVISED: December 9, 2002

DATE REVISED: June 6, 2016

DATE REVISED: February 6, 2023

SANTA BARBARA COUNTY
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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers

1. The SBCSELPA Executive Director shall consider closure of a regional class/program by January 15th of the year preceding the potential closure when the number of students drops below sixty percent of the recommended SELPA Plan caseload. Such consideration shall be reviewed by a committee designated by the SBCSELPA Executive Director to include the regional program operator, special education administrator, affected LEA special education administrators (from both LEAs of current students served and sending LEAs in the following school year), and at least one or more parent(s) of a student served in the program. The committee shall consider the following when making recommendations regarding potential closure of a regional class/program:
 - Historical class size data for past two years
 - Projected class size for next two future years
 - Age span of students
 - Purpose and intent of the class/program
 - Other viable options that provide FAPE in LRE and most appropriate setting
 - Parent input
 - Fiscal impact of closing the class/program versus keeping it open

Recommendations from the committee shall be discussed with the special education administrators and business official from districts in SBCSELPA in order to determine it is feasible to close the regional class/program and continue to meet student IEP needs.

The SBCSELPA Executive Director shall make final recommendations for closure of regional classes/programs to the JPA Board.

2. The SBCSELPA Executive Director shall consider an LEA's request for closure of a regional class/program when such request is put in writing and forwarded to the SBCSELPA Executive Director by September 1 of the year preceding the proposed regional class/program closure. Such consideration

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

shall be discussed with the district and a committee comprised of the special education administrators and business official from districts in SBCSELPA in order to determine it is feasible to close the regional class/program and continue to meet student IEP needs. The LEA and SBCSELPA Executive Director shall also ensure that there has been involvement and representation of parents of all affected students and staff (e.g., special and non-special education teachers, itinerant specialists, administrators, and classified) in the planning process. The SBCSELPA Executive Director shall make final recommendations for closure of regional classes/programs to the JPA Board.

3. The SBCSELPA Executive Director shall consider a LEA's request (sending or receiving) to transfer program(s) and service(s) (in whole or in part) when the sending or receiving agency has informed the other agency and the SELPA prior to the first day of the second fiscal year beginning after the date on which the transfer will take place unless both LEA's involved unanimously approve that the transfer take place on the first day of the first fiscal year following that date. The SBCSELPA Executive Director shall make final recommendations regarding program and service transfer requests (in whole or in part) to the JPA Board.
4. If an LEA requests (sending or receiving) to transfer program(s) and service(s) (in part or in whole) less than a year and a day prior to the proposed transfer, a written letter of request shall be made to the administrator of the current program operator and SBCSELPA Executive Director prior to a final recommendation going forth to the JPA Board. The SBCSELPA Executive Director shall receive confirmation in writing from the current program operator that they approve the requested date of transfer in part or in whole.
5. The LEA requesting program and service transfers certifies that the agency will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code prior to the transfer. Specifically, the receiving LEA/District shall provide

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

the Board a detailed program transfer plan that includes all of the following:

- Evidence student needs within the SBCSELPA can be met
- Evidence availability of a full continuum of services to affected students has been considered
- Evidence continuation of current IEPs of affected students has been considered
- Evidence provision of services and least restrictive environment (LRE) for affected students has been considered
- Evidence of maintenance of all IEP support services has been considered
- Assurance statement that there will be compliance with all federal and state laws and regulations and SBCSELPA policies
- Evidence parents and staff were represented in the planning process for both the sending and receiving LEA
- Evidence of an agreed upon plan between sending and receiving LEAs for transfer of equipment
- Proposed plan for facilities
- Certification of the receiving LEA's governing board

6. When a reorganization (including the closure of a regional class/program or program and service transfer) of special education programs under the Local Plan results in the termination, reassignment, or transfer of an employee, certificated and classified employee rights shall be determined in accordance with applicable statutes. (See Ed. Code § 44903.7, 45120.2.)

An ad hoc committee review team may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding potential regional class/program closures or program and service transfers.

This team may at the discretion and direction of the SBCSELPA Executive Director, review significant data regarding the regional class/program and/or

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

make an on-site study prior to making a written recommendation to the SBCSELPA Executive Director as to its findings:

1. Projected class size based on the CALPADS Fall 1 of the past 3 years and current enrollment shall be considered in the case of a recommendation for a regional class/program closure or program and service transfers
2. Student needs
3. Exceptional circumstances such as population, sparsity and low incidence disabilities shall also be considered in order to assure the availability of the full continuum of service to affected students
4. The functional continuation of the current individualized education programs of all affected students. The team must assure that the affected students' IEPs, to include appropriate support services, can be appropriately implemented in another setting in the case of a regional class/program closure or program and service transfer
5. The provision of services in the LRE from which the affected students can benefit
6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies
7. The means through which parents and staff will be represented in the planning processes
8. If it is a request to close a regional class/program or to transfer program(s) and service(s), consideration shall be given to whether

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

another program operator is willing and able to assume responsibility for the program in order to assure a full continuum of service.

9. How certificated and classified personnel will be affected by the transfer.

10. Fiscal impact of regional class/program closure or program and service transfer.

Closure of a regional class/program or program and service transfers shall occur at the beginning of the next fiscal year unless the program operator(s) unanimously agree that the closure take place at a different time.

The LEA requesting program and service transfers shall notify the SBCSELPA and JPA Board by January 15th of the year prior to the closure/transfer of a program or service if they plan to rescind the request.

California Education Code Part 30, Section 56207; 45120.2; 56822; 44903.7

DATE APPROVED: June 12, 1987
 DATE REVISED: November 8, 1991
 DATE REVISED: March 3, 1995
 DATE REVISED: December 9, 2002
 DATE REVISED: April 7, 2008
 DATE REVISED: November 2, 2009
 DATE REVISED: October 7, 2013
 DATE REVISED: September 8, 2014
 DATE REVISED: June 15, 2015
 DATE REVISED: January 9, 2017

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3200 BUDGET PLANNING PROCESS

3209 Criteria for Funding and Fading Additional Instructional Assistant Time Assigned to Regional Programs to Address Behavior Issues

In an effort to promote maximum independence, interaction with peers, and group participation and substitute positive replacement behaviors for maladaptive behaviors, additional instructional assistant support will be assigned to the classroom of individual students exhibiting serious behavior problems in conformance with the following guidelines:

1. Whenever a regional program operator requests additional instructional assistant time is requested for behavioral support in Regional classrooms, the expectation is that the additional instructional assistant time will be assigned to the class as a whole rather than to an individual student.
2. In all cases where additional instructional assistant time is assigned to a Regional class, the studentren for whom the additional behavioral support is needed must have a behavior support plan or a Hughes Bill plan that includes specific criteria for fading the additional instructional assistant time.
3. All requests for funding for additional instructional assistant time for Regional programs to address behavior issues must be accompanied by the following information:
 - a. A description of and data documenting the frequency and intensity and antecedents related to the maladaptive behaviors prompting the request for additional instructional assistant time.
 - b. A description of the prior interventions that have been attempted to address the behavior and the results of these interventions.
 - c. A description of the goal/anticipated outcome to be achieved by adding the additional instructional aide assistance.
 - d. A summary of the portion of the behavior plan that describes the criteria for fading the additional instructional assistant time.
4. The behavior plans developed to address the maladaptive behavior requiring the addition of instructional assistant time shall include the following components:

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3200 BUDGET PLANNING PROCESS

3209 Criteria for Funding and Fading Additional Instructional Assistant Time Assigned to Regional Programs to Address Behavior Issues (*Continued*)

- a. A statement that the instructional assistant is assigned to the class rather than to an individual student in order to achieve the following objectives:
 - the classroom teacher will have flexibility to work directly with the student exhibiting specific maladaptive behaviors
 - the instructional assistant will be seen as an intervention and not as a permanent component of the placement
 - the student will not become aide dependent.
- b. The criteria for fading the additional instructional assistant intervention built into the target behaviors and tied directly to the decreasing frequency of the target behaviors.
- c. A description of the ongoing support that will be available to the student and the class should the target behaviors recur to some degree after the additional instructional assistant time is discontinued (i.e., other assistant support for another class on campus, a floating assistant, etc.).

The above policy is not applicable to districts operating regional programs when the majority of students (majority defined as 80% or more of the students) enrolled in the program belong to the district operating the program. If a district operating a regional program where the majority of students belong to the district feels there is a need for additional supplemental instructional assistant time to address behavior issues, they shall contact the district of residence (DOR) special education administrator of any students attending the program to consult regarding the need for supplemental instructional assistant staffing.

DATE APPROVED: December 4, 2000

DATE REVISED: December 9, 2002

DATE REVISED: January 11, 2016

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3210 Use of and Approval for Nonpublic Agency Services for Regional Programs

Regional Operators may contract with a Nonpublic Agency to provide personnel/services in the event that the provider is unable to hire personnel to provide the services.

Nonpublic agency services provided to students enrolled in regional programs shall be a shared SBCSELPA expense through the regional program funding mechanism.

All other nonpublic agency service costs shall be the responsibility of the contracting local education agency pursuant to SBCSELPA Policy 3217.

When the operator of a regional program concludes that:

1. Additional services are required to support the program, and
2. These additional services should be provided by contracting with a non-public agency

The Regional operator will present its request to the JPA Board for discussion and subsequent action.

No contract with a non-public agency for the purpose of augmenting services to a regional program shall be developed without prior approval of the JPA Board and review by the SBCSELPA Executive Director.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such requests.

DATE APPROVED: June 3, 1992

DATE REVISED: March 4, 1994

DATE REVISED: March 3, 1995

DATE REVISED: December 9, 2002

DATE REVISED: December 14, 2009

SANTA BARBARA COUNTY
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3000	BUSINESS AND NON-INSTUCTIONAL OPERATIONS
3200	BUDGET PLANNING PROCESS
3212	State Residential School

The SELPA and its member local education agencies shall be financially responsible for the placement of individuals with disabilities in nonpublic/state residential schools and for nonpublic agency services as outlined below:

1. The Santa Barbara County SELPA (SBCSELPA) shall be responsible for the costs associated with placement of SBCSELPA-resident students in the state residential schools.
2. The funding of SRS placements shall exclude those provided via settlement agreement and/or as compensatory education. Such costs shall be the sole responsibility of the district of residence, pursuant to SBCSELPA Local Plan Policy 3217.
3. The SBCSELPA shall be responsible for the costs associated for audiological services pursuant to an IEP, as follows:
 - One annual audiological assessment and two hearing aide checks annually per student with an IEP ages 3-12.
 - Plus, audiological assessment every three years and two hearing aid checks annually per student with an IEP ages 13-21.

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- 3000 BUSINESS AND NON-INSTUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3212 State Residential School (*Continued*)

The SBCSELPA and its member local education agencies shall pay to the nonpublic, nonsectarian school or agency the full amount of the tuition and other related services for individuals with disabilities enrolled in such programs pursuant to the provision of the current master contract. Districts shall invoice SELPA for the amount that is deducted from their principal apportionment for state residential placements.

(EDUCATION CODE. 56365(d))

DATE APPROVED: January 9, 1987.

DATE REVISED: November 10, 1988

DATE REVISED: November 8, 1991

DATE REVISED: December 9, 2002

DATE REVISED: November 7, 2005

DATE REVISED: June 4, 2007

DATE REVISED: September 14, 2009

DATE REVISED: June 4, 2012

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3213 Chargebacks for LCI Nonpublic School Costs

In the event that the state budget for LCI nonpublic school and agency funding is exceeded and additional state funding is not provided, the resulting deficit in funding for LCI nonpublic school and agency services shall be considered part of the SBCSELPA's total regional program expenses to be shared by all districts within the SBCSELPA.

DATE APPROVED: April 15, 1994
DATE REVISED: December 9, 2002

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3200 BUDGET PLANNING PROCESS

3214 Payment for Independent Educational Evaluations (IEE)

1. For non-regional programs, the district of residence of the student (which shall include the County Education Office for studentren residing in direct service districts who receive special education services from County Education Office staff), shall be responsible for payment of the costs of independent educational evaluations.
2. For regional programs, the costs of independent educational evaluations shall be included in the total costs for operation of the Regional Program under the following circumstances:
 - a. The parent requests an IEE and the regional program operator, with the agreement of the SBCSELPA Executive Director, determines that the IEE should be provided at public expense in lieu of requesting a due process hearing to show that its assessment was appropriate.
 - b. The parent requests reimbursement for an IEE obtained privately and the regional program operator, with the agreement of the SBCSELPA Executive Director, determines that the IEE should be funded in lieu of requesting a due process hearing to show that its assessment was appropriate.
 - c. The parent files a complaint with either the California Department of Education or the Office for Civil Rights and the corrective action requires payment of the costs of an IEE.
3. For studentren enrolled in regional programs, the cost of an IEE included as part of a mediation settlement agreement or due process hearing decision shall be included in the total costs for operation of the Regional Program.

DATE APPROVED: January 10, 2000

DATE APPROVED: February 4, 2002

DATE REVISED: December 14, 2009

DATE REVISED: February 1, 2016

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3215 Provision of Special Education Services to Parentally Enrolled Private School Students

Local education agency (LEA) members of the Santa Barbara County SELPA shall annually spend a proportionate share of IDEA Part B local assistance subgrant federal funds to provide special education and related services to studentren with disabilities enrolled by their parents in private school, including religious, schools or facilities that meet the definition of elementary school or secondary school, located in the school district served by the LEA. These funds may not be used for repair, remodeling, or construction of private school facilities.

Annually the SBCSELPA Executive Director shall inform each district of the amount of federal special education dollars to be spent on private school students. The proportionate share of funding to be expended on parentally-placed private school students shall be determined by calculating the LEA's number of students with Plan Type 200/700 for studentren ages 3-21 in the prior year CALPADS EOY4 report multiplied by the SELPA-wide average share per IDEA eligible student. The SELPA wide average share per IDEA eligible student will be calculated based on the Private Share Proportionate Worksheet required by the grant. Districts will be required to sign a document acknowledging their proportionate share or an assurance if they do not have a proportionate share amount.

If an LEA has not expended its proportionate share of Subgrant Part B Federal funding for parentally placed school services in the fiscal year the money was appropriated, the LEA may carry-over the funds for a period of one additional year.

Prior to December 1 of each school year, the SBCSELPA Executive Director, in collaboration with LEA special education administrators/designees, shall engage in timely and meaningful consultation with private school representatives and representatives of parents of parentally placed private school studentren with disabilities regarding the following:

1. How parentally placed private school studentren suspected of having a disability can participate equitably; student find process.

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3200 BUDGET PLANNING PROCESS

3215 Provision of Special Education Services to Parentally Enrolled Private School Students (*Continued*)

2. How parents, teacher and private school officials will be informed of the process.
3. How the proportionate share of Subgrant Part B Federal Funds is to be expended on students parentally placed in private schools is calculated.
4. How the consultation process will occur throughout the school year.
5. Provision of services; types of services including direction and alternate service delivery mechanisms.
6. How special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school studentren; how and when those decisions will be made.
7. How, if the LEA disagrees with the views of the private school officials on the types of services (whether to be provided directly or through a contract), the LEA will provide the private school officials with a written explanation of the reasons why they chose not to provide services directly or through a contract.

The SELPA/LEAs shall obtain a written affirmation signed by the representatives of participating private schools confirming that timely and meaningful consultation has occurred on an annual basis. After the annual consultation meeting with representatives of participating private schools has occurred, LEAs in the SBCSELPA that have private schools located within their boundaries shall develop follow-up guidelines regarding the special education and related services to be provided to special education eligible students enrolled in private schools in their jurisdiction. These guidelines will include the following:

1. Service location options
2. Service provider options (public school employees or contractors)
3. Types of services to be provided pursuant to service plans

EDUCATION CODE: Title 34 CFR Section 300.130-144; Title 20 USC Section 1412 (a) (A) (i)

DATE APPROVED: January 10, 2000 DATE REVISED: January 5, 2009

DATE REVISED: November 6, 2000

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3200 BUDGET PLANNING PROCESS

3217 Responsibility for Funding Calculations

The SBCSELPA Joint Powers Agency Board acknowledges the importance of provision of timely and accurate data and calculations in the development of spreadsheet information for special education fund allocations in areas including but not necessarily limited to costs associated with housing of regional classes and apportionment of special education funding pursuant to the SBCSELPA's AB 602 Fiscal Allocation Plan.

In conjunction with the above, the SBCSELPA office shall have the responsibility for the following:

- Receipt and allocation of funding to LEAs
- Collecting data for spreadsheet development
- Compiling data in spreadsheet formats, as appropriate
- Providing SBCSELPA LEA business and special education administrative personnel back-up data and methodology used for all calculations.

The SBCSELPA LEAs shall be responsible for the accuracy of the data submitted to the SBCSELPA office to be used for fiscal calculations.

The SBCSELPA LEAs shall share responsibility with the SBCSELPA office for checking the accuracy of the calculations pursuant to allocation policy guidelines.

Any data or calculation errors identified shall be corrected for the current fiscal year and shall not be applied retroactively to prior fiscal years.

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3201	BUDGET PLANNING PROCESS
3217	Responsibility for Funding Calculations

I. DISTRIBUTION OF FUNDING AND REGIONAL PROGRAM EXPENSES

The Administrative Unit will receive all special education revenues, Federal and State, in a Fund 76 as a cash-conduit for the SBCSELPA. The AU, as the Federal Grantee, will record receipt of funds and pass those funds to SBCSELPA's Fund 10.

All SBCSELPA apportionments shall be made through the SBCSELPA's Fund 10.

The SBCSELPA shall transfer funds and expenses to member LEAs based on the SBCSELPA Funding Model.

- Regional Program operators shall be reimbursed for program costs by the district of residence (DOR) member LEA for each student attending the regional program.
- The DOR shall record the regional program cost paid to the Regional Program Operator as a transfer between a district or County as appropriate.

DATE APPROVED: October 6, 2003

DATE REVISED: June 4, 2018

DATE REVISED: May 3, 2021

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- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3218 Federal Maintenance of Effort Requirement

Santa Barbara County SELPA (SBCSELPA) member local education agencies recognize that the intent of the federally mandated maintenance of effort (MOE) requirement is to ensure the provision of appropriate services for students with disabilities.

The governing board of each local education agency (LEA) of which the Santa Barbara County SBCSELPA is comprised has adopted an assurance statement regarding the maintenance of local financial effort relative to the receipt of federal special education funds. Pursuant to these locally adopted assurance statements, it is the expectation that all individual sub-grant recipient member agencies (LEAs) of the SBCSELPA shall meet the MOE requirement on a yearly basis. As each school year progresses, it shall be the responsibility of each SBCSELPA LEA to monitor expenditures for special education to assure that the LEA is on track to meeting the MOE.

LEAs shall be deemed to have met the MOE if their expenditure data meets the MOE parameters as set forth in the implementing regulations of the Individuals with Disabilities Education Act (IDEA).

If the expenditure data of an individual sub-grant recipient member LEA indicates that the MOE standard will be met only through application of the criteria outlined in Section 300.232 of the IDEA (Exception to Maintenance of Effort), SBCSELPA Executive Director shall review such data and make a recommendation to the JPA Board regarding whether the criteria for exception to MOE have been met. The JPA Board shall take action to approve or deny the recommendation of the SBCSELPA Executive Director.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such requests.

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- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3218 Federal Maintenance of Effort Requirement (*Continued*)

In the event that the JPA Board determines that a member LEA submits a LEA Maintenance of Effort Calculation Worksheet (LMC-B) that fails to meet the IDEA budget to actual eligibility requirement to receive IDEA funds, the SBCSELPA shall document that it has withheld the LEA's allocation of federal funds until the LEA can demonstrate to the SBCSELPA and the California Department of Education (CDE) that it will meet the LMC-B requirements.

In the event that the JPA Board determines that a member LEA submits an LEA Maintenance of Effort Calculation Worksheet (LMC-A) that fails to meet the IDEA actual to actual compliance requirement, the LEA will be invoiced by the CDE directly. The LEA will have to pay back the difference between the prior actual expenditures and the most recent year's actual expenditures directly to the CDE. The LEA must use local and/or state and local funds from the current fiscal year to pay the CDE. If the LEA does not respond to three invoice requests from CDE to pay the invoice, the LEA acknowledges that the CDE will deduct funds from the LEA's next principal apportionment or apportionments until the penalty is met.

DATE APPROVED: April 5, 2004
 DATE REVISED: December 14, 2009
 DATE REVISED: October 1, 2012
 DATE REVISED: September 14, 2015

SANTA BARBARA COUNTY SELPA LOCAL PLAN

SECTION 9

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS BUDGET PLANNING PROCESS

Budget Planning Process Policies
3201 - 3218

(Revised 5-X-24)

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- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3201 SELPA Budget

The SBCSELPA Executive Director is responsible for the Santa Barbara County SELPA's budget planning process.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding the budget planning process. The SBCSELPA Executive Director shall report his/her recommendations to include those provided from districts and/or the community to the JPA Board.

DATE APPROVED: January 9, 1987
 DATE REVISED: December 12, 1997
 DATE REVISED: December 14, 2009

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3200 BUDGET PLANNING PROCESS

3202 Procedures for Making Changes in Budgeting

The SBCSELPA Executive Director shall be responsible for making changes in budgetary allocations.

The SBCSELPA Executive Director may recommend budgetary allocation changes to the JPA Board for approval as deemed necessary. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA to seek input regarding such changes.

DATE APPROVED: January 9, 1987
 DATE REVISED: December 12, 1997
 DATE REVISED: December 9, 2002
 DATE REVISED: December 14, 2009

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3200 BUDGET PLANNING PROCESS

3203 Review of Annual Budget Plan for Subsequent Year

By June 30th of each year, the SBCSELPA Executive Director shall review the proposed Annual Budget Plan and shall submit recommendations to the JPA Board. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such recommendations.

DATE APPROVED: January 3, 1984
DATE REVISED: December 9, 2002
DATE REVISED: December 14, 2009

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3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan

I. GUIDING PRINCIPLES

The Long-Term AB 602 Special Education Fiscal Allocation Plan has been designed to address the following objectives:

1. Provide an incentive for operating cost-effective programs for students in public school programs.
2. Provide no incentive for districts to over-identify students for special education services.
3. Facilitates transfers of funding for regional programs.
4. Ensure that special education funding is distributed proportionately to LEAs.
5. Acknowledge that the AB 602 Funding Allocation Model will not cover the total costs of special education services. Districts will need general fund contributions to cover unfunded special education costs.
6. Keep program requirements in mind as well as the Maintenance of Effort requirement in Federal law (Title 20 U.S.C. §1413(a)(2)(C)(i) and Title 34 CFR §300.205) that there are restrictions when an LEA may reduce the level of special education expenditures “from local funds below the level of those expenditures for the preceding fiscal year.”

II. ALLOCATION OF AB 602 INCOME

The total SELPA special education block grant will be received at the SELPA level for distribution to the special education program operators as described in this section (3204). The JPA Board authorized the SBCSELPA Administrative Unit to act as the fiscal agent for the SBCSELPA. Funds for SBCSELPA-funded services and Sparsity Adjustment (Part **IV**) shall be taken off-the-top prior to distribution of the remainder of the AB 602 block grant.

The remaining AB 602 funds will be distributed to districts based upon their AB602 P-2 Funded ADA. At year-end, the ADA will be adjusted and aligned to current year certified AB602 P-2 Funded ADA. In the event of a declared emergency or approved J-13 waiver, the revised P-2 Funded ADA will be used.

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3204	AB 602 Special Education Fiscal Allocation Plan (<i>Continued</i>)

III. SUMMARY OF FUNDING MODEL COMPONENTS

As per the State AB 602 funding model, special education revenues will be received by the SBCSELPA in the form of a block grant.

The following funding sources will be outside and in addition to the block grant shall be distributed to districts as indicated below.

- Federal Part B Local Assistance (PL-142) Funds (Resource 3310)

As determined by the JPA board, in addition to AB602 Base funding, an off-the-top allocation may be set aside for the SBCSELPA budget, including Mental Health services and Non-Public School Placement Cost Pool. The remainder shall be allocated to districts based on the current year AB602 P-2 Funded ADA, after a reduction as specified in section XIX. These funds are reimbursements and will be only distributed based on district usage and reporting of expenditures.

- Federal Preschool Grant (Resource 3315)

2.882% for Regional Services is allocated to SBCSELPA. The remainder shall be allocated based on the current year AB602 P-2 Funded ADA for non-charter Grades K-6. These funds are reimbursements and will only be distributed based on district usage and reporting of expenditures.

- Low Incidence Funds

Refer to part XV. of this section (3404).

- Preschool Staff Development (Resource 3345)

Shall be allocated to districts responsible for providing Preschool services based on their prior year SELPA Baseline K-6 ADA. These funds are reimbursements and will be only distributed based on district usage. Districts may apply allocation for SELPA Professional Development fees or submit an invoice for reimbursement. Funds not utilized by an LEA by June 30th of the first fiscal year of the grant will be used to offset the cost of providing Preschool Staff Development Services by SBCSELPA or other LEAs at the discretion of SBCSELPA.

- Infant Program Income (both IPS Unit and supplemental grant funding)

Allocated to SBCEO as the sole operator of Infant Programs for SBCSELPA

- Out of Home Care Funding

Refer to Part XVII. Of this section (3404)

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3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

- County Property Taxes
Shall be distributed in the same manor of AB602 funds.

The funding sources listed below are available at the State level and may be accessed through special application only:

- LCI Emergency Impaction Funds
- Excess Cost Pool

IV. SPARSITY/SMALL SCHOOL DISTRICT FUNDING

Funding will be provided to the County Education Office for the direct service districts with a hold harmless adjustment equivalent to the current sparsity factor funding. The equalization process will phase out the sparsity factor over time.

Sparsity Adjustment

The Cuyama Joint Unified School District meets the criteria to be considered a sparsely populated district as that term was defined in Education Code Section 56728.6(d)(1) prior to the enactment of the AB 602 special education funding model (see Appendix E). In recognition of the additional costs of serving students in special education who attend school in Cuyama, and in order to apportion special education block grant funding allocations within the SBCSELPA to recognize the impact of these additional costs, adjustments were made to the SBCSELPA AB 602 allocation plan beginning in 2003-04.

The funded COLA rate will be applied to the prior year calculated sparsity factor to determine the sparsity augmentation for the current funding model.

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3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

Small School District Funding

Small districts shall be required to provide own special education services after the second year their enrollment exceeds the direct service district cut off size as specified in the Education Code Section 1730, et al (i.e., for elementary districts – less than 901 ADA during the preceding fiscal year, for high school districts - less than 301 ADA during the preceding fiscal year, and for unified districts - less than 1501 ADA during the preceding fiscal year). Districts have the choice to remain as a direct service district and receive special education services from the County Education Office for two years after their enrollment exceeds the size limit for being considered a direct service district.

If, during this two-year transition period, a former direct service district decides to become a non-direct service district, it will receive its per ADA special education funding directly and then may either operate its own special education programs or contract with the County Education Office or another LEA for these services. Districts transitioning from direct to non-direct service status will continue to receive the same level of funding during the two-year transition period that they would have received as a direct service district.

After a district remains above the direct service district size cut off for two years, it will henceforth be considered a non-direct service district.

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V. FUNDING FOR REGIONAL PROGRAMS OR SERVICES

All regional program costs will be charged to district/LEA of residence (DOR) on a per student basis as follows:

- Per student costs will be calculated on days of enrollment not days of attendance and shall be calculated by regional program operators for the moderate-severe programs.
- Regional program operators shall report regional program cost estimates three times annually, October 15th, January 15th* and year end close (July 15th); and April 15th for Adopted Budget.
 - *January 15th report is optional for district operators, but should be submitted if there will be a substantial change that would impact the cost of another district.
- Per student costs for July 1st through October 31st of the given school year will be calculated based on Adopted Budget Projections. Following November 1st and February 1st of a given school year the per student costs will be updated using current year estimates for regional program costs and enrollment. Reconciliation of actual regional program costs and enrollment will take place at year end close.
- At year end the per student actual daily costs will be calculated using regional program costs divided by total day of enrollment.
- The per student costs for Extended School Year will be based on actual regional program costs and enrollment. Enrollment will be based on the number of students who attend at least three days of ESY; and,

In addition, regional itinerant services shall be charged to LEAs as follows:

- Only itinerant special education services specified on the services line of the individual education plan (IEP) and listed in CALPADS shall be billable to LEAs.
- The itinerant regional program cost per student shall be calculated by the percentage the student is enrolled compared to the total minutes of all students by program/category.
- The 80% FTE regional audiologist shall be utilized to serve the needs of students with IEPs designated as deaf or hard of hearing (DHH) and shall be funded off the top of the AB 602 funding or low incidence funding as determined by JPA board.

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3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

DHH Services:

If, based on assessment data and an IEP Team recommendation, it is determined that a DHH student requires exposure to a community of learners for purposes of FAPE, a referral shall be made to a regional DHH program.

If it is determined that the regional DHH program can offer a community of learners and that the program placement is appropriate for the student, the placement shall take place with the student being placed on the DHH SDC regional providers caseload and with support in the general education classroom for more than 50% of the day.

Regional program costs for these students will be calculated using the following:

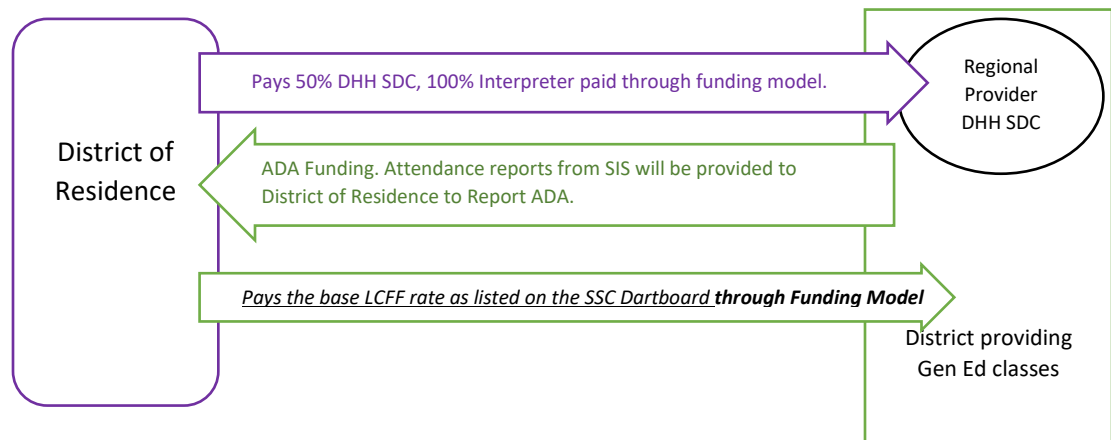
- Students on the regional DHH SDC caseload will be separated into two groups, those who are SDC students and those who are itinerant students with special education support for more than 50% of their day.
 - Costs for students on the regional DHH SDC caseload who are SDC will be calculated by using the SDC formula with all components, dividing by the total number of enrolled days to arrive at a per enrollment day cost.
 - For itinerant students with special education support for more than 50% of their day. Enrollment days for regional cost allocation shall be calculated as 50% of their number of days of enrollment in the program.
- The district of residence/accountability shall be responsible for the cost of the interpreter assigned to the student and the regional DHH SDC program based on 50% of the students' number of days of enrollment.
- For itinerant students with special education support for more than 50% of their day. The district of residence will pay the district of general ed attendance the base LCFF rate as listed on the School Services Dartboard. The district of residence will receive the ADA the student, to generate ADA revenue. This is meant to offset the cost of the itinerant student's enrollment in general education classes, while special ed funding. (Refer to figure on next page).

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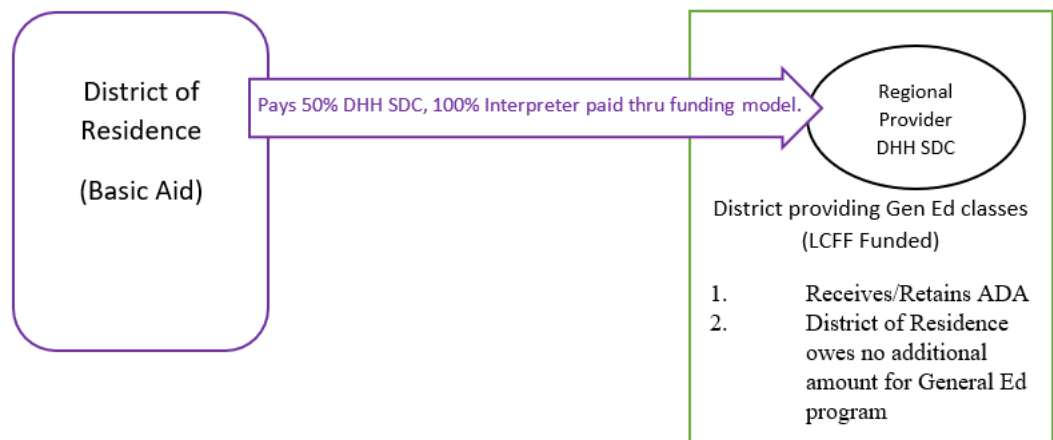
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3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)



- Exception: If the District of Residence is Basic Aid AND the district of general ed attendance is NOT Basic Aid, then the district of general ed attendance will receive the ADA funding and the district of residence will not owe the district of general ed attendance any additional amounts for the general education program.



- For the students in the regional program in general education for more than 50% of the day, the district where the program is located would maintain the primary enrollment for CALPADS and SIRAS. This will allow the general education teacher of record to take attendance and administer the SBAC. Attendance reports from SIS will be provided to the proper reporting entity based on who receives ADA above. If money is owed from District of Residence to District of Attendance, the District of Attendance will provide the District of Residence with the ADA for reporting.

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See example below:

CalPADS Student Enrollment
Reporting LEA: Orcutt Union ([AERIES](#))
School of Attendance: Ralph Dunlap
District of Residence: Lompoc

CalPADS Special Education Services ([SIRAS](#))
Reporting LEA: Orcutt Union
School of Attendance: Ralph Dunlap
District of Special Ed Accountability: Lompoc
Special Education Service Provider: County Education Office (for Itinerant services)

VI. FUNDING FOR REGIONAL PROGRAM EXPANSION AND ADDITIONAL INSTRUCTIONAL AIDES OR OTHER SUPPORT STAFF FOR REGIONAL PROGRAMS

The SBCSELPA Executive Director shall review all funding requests for expansion of regional programs or additional instructional aides or other support staff for Regional programs prior to going to the JPA Board for final approval. Requests for program expansion may include projected costs for materials required to open new classrooms such as furniture, curriculum or technology needs. Prior to purchasing new items, the regional operator will work with the district where the program is located to determine if items are currently available for use in the new program. Such consideration of funding requests ~~may~~ will be discussed with the special education administrators and business officials from districts in SBCSELPA in order to determine if there are alternative ways the staffing or material needs can be met without increasing the current number of staff members serving in the program or materials' cost to the program. An ad hoc committee review team will be designated by the SBCSELPA Executive Director on an as needed basis to advise them regarding if the funding request is appropriate and/or needs modified. Regional Program operators shall use existing funds to add instructional aides or other support staff time on an emergency, temporary basis pending approval by the JPA Board of additional instructional aides or other support staff requests.

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3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

The SBCSELPA Executive Director may discuss the need for continued funding for regional program expansions/increased support staff with the special education administrators and business officials from districts in SBCSELPA in order to determine if there is a continued need for program increases prior to making final recommendations to the JPA Board.

The above policy is not applicable to districts operating regional programs when the majority of students (majority defined as 80% or more of the students) enrolled in the program belong to the district operating the program. If a district operating a regional program where the majority of students belong to the district feels there is a need for additional supplemental instructional assistant time to address behavior issues, they shall contact the district of residence (DOR) special education administrator of any students attending the program to consult regarding the need for supplemental instructional assistant staffing.

Factors which may necessitate additional aide or other support staff time for Regional programs include:

- Staffing ratios in individual classrooms
- The need for aides for students with low incidence disabilities
- The need for aides to assist students with severe behavior problems
- The need for aides associated with legal issues.

In deciding whether to recommend approval of funding for additional instructional aides or other support staff time to the JPA Board, the SBCSELPA Executive Director shall review the steps taken by the Regional Program operator to alleviate the problem or concern and review the supporting data required for the request prior to requesting additional instructional aides or other support staff time. Where appropriate, the criteria for fading the use of an instructional aide shall be included in the student's Behavior Intervention Plan.

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VII. REGIONAL PROGRAM COST ACCOUNTING

Local Education Agencies that operate Regional programs may claim the following costs for operation of such programs:

1. The actual cost of special education personnel (including salaries and benefits) as per the program caps reflected in Appendix B who serve the students enrolled in the Regional program(s).
2. The actual cost for support personnel as per the program caps reflected in Appendix B (including salaries and benefits) who are employed to serve the students enrolled in the program(s). Such support personnel shall include instructional aides and related service providers.
3. The costs of non-salary expenses including supplies, fieldtrips, food, fees, staff development, and instructional materials, etc., associated with operation of the program. The annual costs charged per FTE category shall not exceed the following amounts:

• SH Teacher	\$1,500.00
• SH Teacher / Community Based	\$4,200.00
• TLP SDC Teacher	\$1,500.00
• DHH SDC Teacher	\$1,250.00
• Preschool SDC Teacher	\$1,500.00
• Preschool Itinerant SDC	\$1,000.00
• Itinerant DHH Teacher	\$ 500.00
• OT	\$1,000.00
• Vision/ O & M Specialist	\$1,000.00
• Preschool Specialist	\$1,100.00
• School Nurse	\$ 750.00
• APE Teacher	\$ 750.00
• Speech Specialist	\$ 750.00
• Psychologist	\$ 750.00

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Regional Program operators shall submit annually to the SBCSELPA Executive Director and LEA Special Education Administrators a proposal of costs for testing supplies and equipment for the year going forward by April 1 of the preceding year. The SBCSELPA Executive Director and LEA Special Education Administrators will review proposed needs to determine if costs are appropriate and reasonable.

For costs associated with technology and equipment, the regional program operators shall submit a proposed technology cost plan to the SBCSELPA Executive Director for the year going forward by April 1 of the preceding year. The JPA Board shall approve all proposed costs associated with technology that will exceed the non-salary budget costs caps.

4. Indirect costs for operation of Regional programs shall be based on the current year CDE allowable rate for the operator.
5. Classified clerical support costs for regional programs shall be calculated as an average percentage of all total program costs by regional program operator as follows: (see Appendix B)
6. Administrative support costs for regional programs shall be calculated as a percentage of total program costs as follows: (see Appendix B)

VIII. HOUSING FOR REGIONAL PROGRAMS

Housing costs for regional programs shall be charged to the regional program they house. Districts providing regional housing will receive revenue for the classrooms they house through the regional funding model. Refer to Section 13 – Facilities.

IX. EXTENDED SCHOOL YEAR (ESY)

Regional program operators shall be responsible for the operation of ESY programs for all regional program students. Regional program operators shall hire classified and certificated personnel for regional ESY programs unless other mutually agreed upon arrangements are made between the regional program operator and LEAs. Regional program operators shall be responsible for the annual set-up, planning and implementation of ESY for regional program students.

Districts in the North SBCSELPA region shall annually alternate to provide housing for Pre-K ESY programs (with the exception of Guadalupe Union School District in the North).

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**X. SELPA FUNDING OF COSTS ASSOCIATED WITH DUE PROCESS /
LEGAL FEES**

Annually, at their September meeting, the JPA Board will determine how much funding, if any, will be set aside for the payment of legal fees associated with dispute resolution and costs associated with due process and how such fees will be allocated. LEAs may utilize their proportionate share of set-aside legal fee funding to pay premiums for Special Education Voluntary Coverage Program (SEVCP) through SISC or any other similar insurance program to fund costs associated with due process or legal fees related to special education.

If LEA's do not spend their allocated set aside funds, those funds shall not be carried forward.

The LEA/district shall be responsible for contracting with the SBCSELPA approved attorneys for dispute resolution/legal fees and services associated with due process or other legal fees. All payments for services shall be made by the LEA and submitted to the SBCSELPA office for reimbursement as per policy guidelines.

In cases where the LEA is requesting to access their proportionate share of SBCSELPA set aside funding to pay for costs associated with a due process case or other legal fees, they shall submit the following documentation with a written request to the SBCSELPA Executive Director:

1. A detailed copy of the expenditures (invoices, fully executed settlement agreement, etc.)
2. A brief case summary that provides a chronology of the history in the case for the past three years

In cases where the parent files for due process, the LEA must submit the following documentation prior to seeking authorization from the SBCSELPA Executive Director to access funds from their proportional share of SELPA set-aside funding for costs associated with due process:

1. Attach a copy of the OAH complaint.

The SBCSELPA Executive Director shall determine if the documentation submitted by the LEA meets the criteria for the LEA to access their proportionate share of set-aside SBCSELPA funds to pay for costs associated with due process or other legal fees within

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fifteen (15) calendar days. SBCSELPA funding shall be authorized at 100% of the request not to exceed the amount of funds the LEA has available in their proportionate share of set-aside SBCSELPA funding if the LEA has submitted all required documentation.

In circumstances where the LEA is requesting to access their proportionate share of SBCSELPA set aside funding to pay for general legal consultation related to special education, no case specific documentation shall be required. All legal consultations the LEA requests to be funded out of the LEA's proportionate share of SBCSELPA legal fees funding shall be for special education matters only.

An additional reserve of three hundred twenty-five thousand dollars (\$325,000.00) shall be set aside to fund dispute resolution legal consultation fees and costs associated with due process designated by the JPA Board when an LEA exceeds their annual allocation of SBCSELPA set-aside funding for due process legal consultation fees and costs associated with due process up to \$50,000.00 per student, per school year.

For students being served in regional programs (excluding preschool students defined as being Preschool Specialist students with mild to moderate disabilities and students served in a regional program operated by their district of residence), dispute resolution legal consultation fees and costs associated with due process shall be funded up to \$50,000.00 per student, per school year out of the \$325,000.00 reserve funding. Any remaining costs associated with due process/dispute resolution shall be funded by the district of residence. For Pre-K students being served in SBCEO Pre K Specialist program costs associated with due process shall be the sole responsibility of the student's district of residence (DOR).

The SBCSELPA Executive Director may solicit consultation from other experts as deemed necessary. No committee member shall serve when a case is presented that directly involves their LEA.

The SBCSELPA Executive Director shall be responsible for compilation of data related to the request and presentation of the case to the JPA Board.

In circumstances where a LEA has exceeded their proportionate share of set-aside funds and determines that funding of dispute resolution legal fees or costs associated with due process would result in a catastrophic financial situation, they may make a request to the JPA Board that the costs be funded out of SBCSELPA legal fee/due process reserve funding up to \$50,000.00. The request shall include a copy of financial records that reflect the status of all district funding sources and a written statement summarizing the financial impact the

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payment of the legal fees or costs associated with due process would have on the district financial situation over a three (3) year period.

Prior to the JPA Board considering requests from LEAs to access legal fee/due process reserve funding (for students enrolled in a regional program or in LEA catastrophic financial situations), the following documents shall be submitted to the SBCSELPA Executive Director:

1. A written case summary that provides a chronology of the history of the case for the past three years.
2. Most recent assessment results.
3. Documentation of educational progress/benefit from year to year for past three years.
4. IEP paperwork for the past three years.
5. Important correspondence between the parent/guardian and the LEA.
6. Evidence the district has shown due diligence in attempting to resolve the dispute prior to due process or attorney involvement.

In instances where an LEA is requesting access to reserve funding to pay for legal consultation fees and costs associated with due process due to a catastrophic financial situation, an ad hoc Dispute Resolution/Due Process Funding Committee may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding if the merits in the case warrant that the case should not go forward to due process and/or be funded out of SBCSELPA legal fee/due process reserve funding.

The SBCSELPA Executive Director shall make final recommendations to the JPA Board about the merits in the case related to whether or not the case should go forward to due process and/or be funded out of SBCSELPA legal fee/due process reserve funding.

The JPA Board shall review the recommendations made by the SBCSELPA Executive Director and make the final decision about whether or not to fund a request from an LEA in part or whole up to \$50,000 out of legal fee/due process reserve funding annually. The following six areas shall be considered for funding:

1. Legal fees associated with dispute resolution prior to filing for due process

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2. Expert witness fees, to include travel costs
3. Independent assessments conducted in preparation for a hearing pursuant to recommendation from legal counsel
4. Due process resolution session, mediation, or due process order settlement costs (compensatory or reimbursement)
5. Legal defense fees
6. Parent attorney fees

The decision of the JPA Board to fund the due process case in part or in whole shall be determined based on the following criteria:

1. Merits of the case; likelihood of the LEA prevailing at 50% or more
2. Precedence setting value of the case
3. Financial reserve funds available at the time of the request

The SBCSELPA Executive Director shall consult with the LEA as needed during the dispute resolution and/or due process.

If the LEA disagrees with the decision of the JPA Board, and there is no new information in the case, the LEA may appeal the decision to not fund dispute resolution legal fees or costs associated with due process directly to the JPA Board. If the LEA disagrees with the decision of the JPA Board (based on the recommendations of the Dispute Resolution/Due Process Funding Panel), and there is new evidence and/or circumstances in the case, they may re-refer the case to the SBCSELPA Executive Director, who may designate an ad hoc Dispute Resolution/Due Process Funding Committee to advise him or her regarding the case.

In circumstances where funding of dispute resolution legal fees or the costs associated with due process exceed \$50,000 and the funding of such costs would be catastrophic to the LEA, the LEA may make an appeal to the JPA Board to exceed the \$50,000 limit from reserve funding.

The JPA Board shall annually take into consideration the past history of usage of funds allocated to districts to fund costs associated with due process to determine if certain districts

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should be assessed a higher per student rate of funds to be taken off the top of their AB 602 funding and set aside for future due process related costs.

If a case that initially involves special education matters but subsequently concerns only Section 504 issues or in all due process matters involving 504 matters, the financial responsibility of all legal fees is the responsibility of the local education agency (LEA)

XI. NONPUBLIC SCHOOL AND AGENCY COSTS

~~Federal and state funding provided for mental health IEP services and~~ AB 602 Block Grant and/or Federal funding will be set aside in the Santa Barbara County SELPA (SBCSELPA) Budget shared cost to pay the costs of LEA nonpublic school placements (NPS) made via an IEP decision as specified below For students found eligible for special education as emotionally disturbed (ED) who are placed in a nonpublic school (NPS) placement due to mental health related concerns shall be funded as follows:

- Only the residential treatment and mental health costs will be eligible for payment through SBCSELPA shared mental health funding as per the funding formula specified in this policy
- SBCSELPA to fund one slot for LEAs with ADA of 5,000 or less at 100% of one placement for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 month.
- SBCSELPA to fund a second slot for LEAs with ADA of 5,001-7,000 at 100% of one placement for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 months.
- SBCSELPA to fund a third slot for LEAs with ADA of 7000 or more, not to exceed a total of 3 SBCSELPA funded slots in any given year for LEAs who serve students in grades K-8 at 100% for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 months.
- LEAs who serve students in grades 9th-12th shall receive one additional SBCSELPA funded NPS slot per year at 100% of one placement for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 month.
- Santa Ynez Valley Special Education Consortium LEAs and SBCEO Direct Service LEAs shall each be treated as one LEA for purposes of this policy.

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- Once the NPS (residential or non-residential) placement costs exceed the set aside SBCSELPA mental health funding in a given school year, any ongoing future excess costs incurred at the SBCSELPA level will be billed back to districts proportionately by total days each district had a student in a NPS placement throughout the school year. These excess costs will be calculated at the current fiscal year end and will be billed back to the districts.

Placements will be funded as stipulated above in the order the students are placed and shall not be based on the cost of placement.

SBCSELPA will not have oversight for but shall be required to be involved in the IEP decision making placement process of mental health related NPS student placements that exceed the above stipulated caps and are funded 100% by the LEA in order for the placement to be considered for potential future payment out of SBCSELPA shared funding. The funding of costs associated with LEA NPS placements will be reviewed annually concurrent with the Second Interim Report.

All other LEA NPS placements made via an IEP decision shall be funded by SBCSELPA shared costs as follows:

- SBCSELPA fund 70% and LEA/district of residence 30% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the first year of placement or first 12 months.
- SBCSELPA fund 50% and LEA/district of residence 50% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the second year of placement or second 12 months.
- SBCSELPA fund 30% and LEA/district of residence 70% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the third year of placement or third 12 months.

Any NPS placement that continues beyond three years is to be funded 100% by the LEA/district.

For students, that transition from one LEA/district of residence within the SBCSELPA to another, SBCSELPA shall begin funding the placement at 50% and LEA/district of residence 50% for a non-mental health NPS placement that meets the criteria to be paid for

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out of SBCSELPA shared funding the first year the student is enrolled in the new district unless the student is in the first year of their placement. If the student is in their first 12 months of placement, 70% shall be funded by SBCSELPA shared funding and 30% by the LEA/district of residence for non-mental health NPS placements and 100% for mental health NPS placements.

A year of placement is defined by the initial start date of the NPS services to subsequent year one year later.

All nonpublic school and agency placements require the involvement of the SBCSELPA Executive Director or designee in the IEP process, as well as final approval from the JPA Board, in order for SBCSELPA shared cost funding for these services to be provided. The SBCSELPA Executive Director must agree that the placement meets the criteria for the NPS placement to be funded out of SBCSELPA shared funding. Placement of a student in a NPS with or without a residential treatment center placement (RTC) that is funded in whole or in part by SBCSELPA shall be reviewed via an IEP team meeting a minimum of every six months to determine if the placement continues to be the most appropriate placement for the student and to plan for transition to less restrictive environment as appropriate. A placement shall continue to meet criteria for SBCSELPA share funding as per the allocation formula if the IEP continues to recommend the NPS or NPS/RTC as a Free and Appropriate Public Education (FAPE).

Approval for funding of NPS placements out of SBCSELPA shared funding will not be granted if the LEA has not practiced due diligence and exhausted the continuum of least restrictive placements available within the LEA or SBCSELPA prior to the IEP team recommending a NPS placement as FAPE. The JPA Board may approve exceptions to this requirement if it is deemed that an “urgent” situation exists, and it is not appropriate for the IEP team to place a student in a least restrictive placement option prior to recommending an NPS placement. Final approval from the JPA Board is required in order for any NPS placement to be funded out of SBCSELPA shared funding. The following must occur prior to an LEA making a referral for consideration of an NPS placement to be funded out of SBCSELPA shared funding at an IEP meeting:

1. A Request to SBCSELPA to Access nonpublic school (NPS) Funding form must be submitted to the SBCSELPA Executive Director.

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2. A three-year case history must be submitted by the LEA special education administrator to the SBCSELPA Executive Director with attached IEP's and assessments prior to the request and IEP to determine if a referral to an NPS should be considered as an offer of FAPE (except in situations deemed "urgent" as specified above).
3. Within 50 days of a signed Assessment Plan that designates an assessment of need for NPS placement, the LEA shall schedule a meeting to include the SBCSELPA Executive Director, the LEA Special Education Administrator, and the SBCSELPA Mental Health Specialist (if deemed needed) to discuss the case.
4. For non-mental health eligible students, a conference between the SBCSELPA Executive Director, LEA administrator, and Regional program operator (if applicable) shall occur prior to the IEP to go over the case where their LEA is requesting SBCSELPA consideration for payment.

In order for ongoing SBCSELPA shared funding to be provided for an NPS student placement, the LEA must commit to do the following:

1. Submit a Referral for Consideration of SBCSELPA Funding for NPS Placement to SBCSELPA.
2. Draft an assessment plan for assessment of need for NPS out of home placement. Forward a copy of the assessment plan to SBCSELPA in order for SBCSELPA Mental Health Specialist to participate with the LEA in the assessment process. Complete assessment prior to making referral for NPS placement at an IEP.
3. Ensure that the student has access to any state mandated assessment, to include alternate assessments when appropriate.
4. Actively participate in IEPs and provide appropriate IEP paperwork for each six-month IEP or other reviews as mandated by the IEP team. It is required that a LEA SPED administrator, psychologist, special education teacher, and regular education teacher (when transition back to a district or regional program is being considered) attend NPS IEP meetings. For high school age students, it is also required that a school counselor attend IEP meetings in order to speak to graduation requirements, etc.

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5. Work collaboratively with SBCSELPA Executive Director to transition the student back to a placement within the continuum of options available in the SBCSELPA.

The SBCSELPA shall fund a total of four round-trip nonpublic school visits per school year (i.e., parent/guardian trip to visit student or student travel to visit home, etc.). Any visits above and beyond this limit shall be an IEP team decision and are the fiscal responsibility of the district of residence (DOR). All student travel for a home visit must be recommended by the IEP team as part of the transition process for the student to return to a less restrictive environment (LRE) in their home community. SBCSELPA shall fund the costs associated with required supervision or transport to bring the student home. The costs of travel required for students placed in nonpublic schools shall be paid by SBCSELPA at the same proportional rate as the NPS placement.

The parent/guardian must be a resident of Santa Barbara County at the time of the requested travel and must adhere to the SBCSELPA NPS travel guidelines.

In the event that it is determined there will be a funding shortfall for payment of a mental health or non-mental health NPS placements at the SBCSELPA level as set forth in this policy in any given school year, any future placements shall be funded by the placing LEA/district of residence. If there is a SBCSELPA ending balance at the end of the year, or a student transitions back and funding becomes available, the LEA may submit a request for reimbursement to the SBCSELPA. Payment will be made in the order the student was placed.

In the event that a LEA/district depletes all of their mental health funding and determines the cost of the NPS placement will create a financial hardship, at the end of the school year, the LEA/district may request that JPA Board review the case and to determine if there is potentially other SBCSELPA level shared funding sources to assist the LEA/district with the cost of the placement. Documentation of the financial hardship shall be provided to the JPA Board.

XII. SELPA BUDGET

Allocations to the SBCSELPA Budget from the block grant to cover the cost of SBCSELPA services will include:

- Fixed allocations as authorized by the JPA Board in an amount sufficient to fully fund anticipated SBCSELPA-level expenditures for the upcoming school year. This amount is subject to the annual COLA.

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The SBCSELPA Budget will also include the following additional income sources:

- Regionalized Services Income amount from AB602 block grant
- 2.569% of IDEA Section 619 Preschool Grant Resource 3315 K-12
- Federal and State funding for IEP Mental Health services as designated by the Board
- Out of Home Care Foster Youth and Reallocated savings will be used to fund Mental Health services and the Non-public school excess cost pool.

In the event that the above allocations for the SBCSELPA budget are insufficient to cover all anticipated expenditures, the JPA Board may take action to increase the fixed allocation to be provided to the SBCSELPA and/or utilize funding set aside for district costs associated with due process.

If the SBCSELPA budget reserves reach levels that exceed what is determined to be necessary for prudent budget planning, the JPA Board may authorize a rebate to the SBCSELPA local education agencies that operate special education programs based on each LEA's share of the total SBCSELPA ADA, excluding regional SDC students.

XIII. PAYMENT FOR INTRA-SELPA PLACEMENTS IN NON-REGIONAL PROGRAMS

It is recommended that districts that enroll special education students in non-regional SDC classes from other districts within the SBCSELPA be allowed to bill the district of residence for the student's placement in such programs.

The charge to the district of residence will be based upon the actual cost of operation of the non-regional SDC class utilizing the same cost accounting methodology as is employed for determining the cost of operating regional programs

The charge to the district of residence will be calculated based upon the actual number of days of enrollment for the school year.

XIV. TREATMENT OF CHARTER SCHOOLS

Charter Schools that are deemed their own LEA for purposes of special education shall receive their special education funding in the same manner as these funds are distributed to non-direct service districts.

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XV. LOW INCIDENCE MATERIALS AND EQUIPMENT FUNDS

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

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

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

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

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

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

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The Annual Budget Plan asks for estimated expenditures for:

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

2) Low Incidence Expenditures

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

XVI. INFANT PROGRAM FUNDING

Infant program funding will be received separately from other AB602 special education revenues. Funds received for the operation of programs for infants with disabilities (including both State and Federal funds) will be allocated to the program operators serving infants.

XVII. OUT-OF-HOME CARE FUNDING

The SBCSELPA receives Out-of-Home Care Funding as part of the AB602 allocation. This funding is based on

- 1) the sum of cumulative enrollment for foster youth reported through California Longitudinal Student Achievement Data System
- 2) Average Daily Population at Short Term Residential Therapeutic Programs (STRTP) collected and managed by the Department of Social Services
- 3) Student Count as of April 1st of current year for Community Care (CC), Intermediate Care (IC), and Skilled Nursing Facilities (SNF) collected by the Department of Developmental Services

The funding will be distributed as follows. For funds generated by:

- a) Foster Youth and Reallocated savings – will be used to fund Mental Health services and the Non-public school excess cost pool.
- b) STRTP – distributed to districts based on proportion of days students with IEPs were enrolled in a STRTP and/or Group Homes in their district/total SELPA enrollment days of students with IEPs in STRTP programs and/or Group Homes.

Districts will report days of attendance in STRTPs and/or Group Homes in their district from June 1st – May 31st. The overlap in school years will allow LEAs to submit their final billing each year by June 30th of the current year. Adjustments for Annual recertifications the following February will be applied proportionately.

c) CC,IC,SNF – distributed to the geographic district of the facility

Funding will be adjusted during the Annual Certification (February of the following year). Recertifying adjustments will be distributed in accordance with above.

XIX. PRESCHOOL EQUALIZATION

Beginning in 2018-2019, Federal Preschool Local Entitlement (3320) will be rolled into the Federal Local Assistance Entitlement (3310). In order to continue to provide preschool funds to districts that provide services to preschool age student (through contracts or district provided), the equivalent value provided in the Preschool Grant 3320 in the 2017-18 school year will be deducted from Federal Local Assistance Entitlement and distributed to non-charter elementary districts by grades K-6 ADA. Federal COLA increases will be added each year.

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DATE APPROVED: <u>January 8, 1999</u>	DATE REVISED: <u>June 6, 2011</u>
DATE REVISED: <u>February 5, 1999</u>	DATE REVISED: <u>October 3, 2011</u>
DATE REVISED: <u>June 4, 1999</u>	DATE REVISED: <u>December 5, 2011</u>
DATE REVISED: <u>October 4, 1999</u>	DATE REVISED: <u>February 6, 2012</u>
DATE REVISED: <u>December 21, 1999</u>	DATE REVISED: <u>October 1, 2012</u>
DATE REVISED: <u>January 11, 2000</u>	DATE REVISED: <u>December 10, 2012</u>
DATE REVISED: <u>February 8, 2000</u>	DATE REVISED: <u>May 6, 2013</u>
DATE REVISED: <u>March 6, 2000</u>	DATE REVISED: <u>September 9, 2013</u>
DATE REVISED: <u>October 9, 2001</u>	DATE REVISED: <u>October 7, 2013</u>
DATE REVISED: <u>December 10, 2001</u>	DATE REVISED: <u>December 6, 2013</u>
DATE REVISED: <u>April 24, 2002</u>	DATE REVISED: <u>May 5, 2014</u>
DATE REVISED: <u>June 3, 2002</u>	DATE REVISED: <u>June 2, 2014</u>
DATE REVISED: <u>January 6, 2003</u>	DATE REVISED: <u>December 1, 2014</u>
DATE REVISED: <u>March 20, 2003</u>	DATE REVISED: <u>January 12, 2015</u>
DATE REVISED: <u>May 5, 2003</u>	DATE REVISED: <u>June 15, 2015</u>
DATE REVISED: <u>December 1, 2003</u>	DATE REVISED: <u>October 5, 2015</u>
DATE REVISED: <u>September 13, 2004</u>	DATE REVISED: <u>December 7, 2015</u>
DATE REVISED: <u>November 3, 2004</u>	DATE REVISED: <u>January 11, 2016</u>
DATE REVISED: <u>December 6, 2004</u>	DATE REVISED: <u>June 6, 2016</u>
DATE REVISED: <u>March 7, 2005</u>	DATE REVISED: <u>September 12, 2016</u>
DATE REVISED: <u>October 3, 2005</u>	DATE REVISED: <u>October 3, 2016</u>
DATE REVISED: <u>December 5, 2005</u>	DATE REVISED: <u>December 5, 2016</u>
DATE REVISED: <u>March 7, 2005</u>	DATE REVISED: <u>June 5, 2017</u>
DATE REVISED: <u>May 1, 2006</u>	DATE REVISED: <u>October 2, 2017</u>
DATE REVISED: <u>July 3, 2008</u>	DATE REVISED: <u>November 6, 2017</u>
DATE REVISED: <u>November 3, 2008</u>	DATE REVISED: <u>June 4, 2018</u>
DATE REVISED: <u>February 2, 2009</u>	DATE REVISED: <u>October 1, 2018</u>
DATE REVISED: <u>May 4, 2009</u>	DATE REVISED: <u>November 1, 2021</u>
DATE REVISED: <u>September 14, 2009</u>	DATE REVISED: <u>August 29, 2022</u>
DATE REVISED: <u>November 2, 2009</u>	DATE REVISED: <u>February 6, 2023</u>
DATE REVISED: <u>December 14, 2009</u>	DATE REVISED: <u>May 1, 2023</u>
DATE REVISED: <u>May 3, 2010</u>	DATE REVISED: <u>June 5, 2023</u>
DATE REVISED: <u>October 4, 2010</u>	DATE REVISED: <u>December 4, 2023</u>
DATE REVISED: <u>January 10, 2011</u>	DATE REVISED: <u>June 3, 2024</u>

APPENDIX A
Santa Barbara County SELPA Funding Plan
Annual Event Schedule

		First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
		SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	4 th Quarter data due to SELPA by:
Event									
Regional Itinerant VH, O&M, DHH, OT, Pre-K Specialist	Enrollment	3rd Friday of October	October 31st	3rd Friday of January	January 30th	4th Friday of March	April 15 th Adopted Budget	June 30 th	July 6th
Regional SDC Mod-Severe Elem, Mod-severe Second., DHH, Preschool, Court and Comm. TLP Level 1, TLP Level 2	Enrollment		October 31st	Operators provide enrollment data July 1 st – December 31 st	January 15th	Operators provide year to date enrollment	April 15 th Adopted Budget	Operators provide year to date enrollment	July 15th
Program Cost updates	Expenses		October 15th	January 15th (Optional for District Operators; Submit if significant financial changes that would affect another district)			April 15 th Adopted Budget		July 15th
ESY Actual data	Enrollment & Expenses		September 1st						
Prior Year Adjustments	Expenses		September 30th						
AB602 CDE Exhibits						Feb			Late June- Mid July
Funding Model Updates				Nov		Feb	April		Aug
				Calculated with prior year P-2 Funded ADA		Calculated with prior year Funded P-2 ADA			Calculated with current year AB602 Funded P-2 ADA

DATE REVISED: October 1, 2012 DATE REVISED: November 6, 2017

9-28

DATE REVISED: June 5, 2023

APPENDIX B

Regional Class Program Operational Guidelines

1. It shall be the responsibility of the SBCSELPA Executive Director to recommend to the JPA Board the establishment of additional regional classes if new regional classes are needed.
2. It is recommended that regional operators adhere to the established related services support staffing levels specified in this policy.
3. It is recommended that regional operators adhere to established class size and instructional aide guidelines as is necessary to effectively implement IEPs. If a program drops to sixty percent (60%) or below the established class size and the Board determines the program shall remain open, the regional operator shall meet with the SBCSELPA Executive Director and special education administrators to discuss if it is feasible to potentially reduce instructional assistant time in the program. The SBCSELPA Executive Director may designate a committee comprised of persons that do not have a conflict of interest to go observe a regional program to make recommendations regarding potential staffing reductions if deemed needed. Any decisions to reduce staffing shall occur within 60 days after the Board determines the program shall remain open (see Attachment 2).
4. Nursing costs for itinerant regional students are not part of regional costs (i.e., vision and hearing screenings).
5. Costs for regional class operations will be determined by grade level and program type including:
 - aide support
 - class size
 - related services support
 - support costs
6. Indirect costs for operation of regional programs the current year CDE allowable rate for the operator.
7. Districts proposing to take over operation of regional programs or to take back programs for only their students who are currently served in a regional program must give notice of such intention to the SBCSELPA and regional program provider prior to July 1 of the fiscal year preceding the school year of the requested program transfer unless otherwise agreed upon by the current regional program operator and district proposing to take back services as specified in education code.
8. If new instructional aides or other support staff are deemed needed in regional programs due to increased enrollment above recommended staffing levels, regional operators shall submit to the SBCSELPA Executive Director a request for increased staffing. Regional operators shall also request the assistance of the SBCSELPA Executive Director, and a committee comprised of the special education administrators and business officials from districts in SBCSELPA in brainstorming other solutions to unique staffing needs. The SBCSELPA Executive Director shall make final recommendations to the JPA Board.

9. Necessary related services for students who receive regional itinerant deaf and hard of hearing (DHH) or visual handicapped (VH) support but who are not enrolled in a regional SDC program shall be provided by the student's district or residence.
10. Funding for sign language interpreters to facilitate participation of students with hearing impairments in school-sponsored extracurricular activities (including those taking place during periods of school vacation) shall not be considered an acceptable regional program expense and the district of residence (DOR) shall be responsible for all costs.
11. Funding for regional sign language interpreters that serve student(s) enrolled in a special day class deaf and hard of hearing (DHH) program shall be billed as part of the regional class expense. Interpreters for students on SDC Caseloads who are in a general ed classroom for more than 50% of the day will be billed to the DOR and not included in the Regional DHH SDC program expenses.
12. Funding for regional itinerant sign language interpreters that serve a LEA/district student(s) at their DOR and are not enrolled in a special day class DHH program shall be the fiscal responsibility of the DOR of each student served and be cost neutral to the regional operator. The regional program operator shall calculate the costs associated with regional itinerant sign language interpreters as a separate line item in the regional DHH program billing. The billing shall list the student name, dates served, daily time of service, and location of services. The total costs shall be for the duration of the interpreter's annual contract in order to ensure that regional program operators do not incur costs for which they are not reimbursed.

DATE REVISED: October 4, 2010
 DATE REVISED: June 6, 2011
 DATE REVISED: October 5, 2015
 DATE REVISED: December 7, 2015
 DATE REVISED: December 5, 2016
 DATE REVISED: November 1, 2023

APPENDIX B – Attachment 1

Recommended Related Services FTE Support for Regional Programs by Program Type

PROGRAM TYPE	Mod/Severe Elementary	Mod/Severe Secondary	Preschool SDC	TLP	DHH SDC	Itinerant HH/VH	Preschool Specialist	JCCS RSP/SDC
Psychological / Behavioral Services	.20	.10 - .25	.30	.70 (Psych/MH /BCBA combined)	.30	.05	.15	.375
Related Services Nurse	.05	.05	.05	.025	.015	.015	.02	.025
Speech/Language	.10 - .20	.10	.20 - .40	.05	*.20	0	0	.025
Vocational Education	0	.15	0	.10	0 (pre k – 8 th) .10 (9 th up)	0	0	0 (pre k – 8 th) .10 (9 th & up)
Adaptive P.E.	.10	.05	.20	.05	.10	0	.025	0
TOTAL	.325 - .435	.335 - .555	.75 - .95	.925	.40 - .50	0	.075	.21 - .31

1.00 = Full time per class

.50 = 2½ days per week per class

.20 = 1 day per week per class

.10 = ½ day per week per class

.05 = ¼ day per week per class

Note: Regional Program operators shall be allowed line-item discretion (by staff type) when planning for the allocation of funding to cover costs of related services support staff and submitting expenditure reports to SBCSELPA

REVISED: January 9, 2012

REVISED: May 6, 2013

REVISED: October 7, 2013

REVISED: October 5, 2015

REVISED: December 7, 2015

REVISED: October 2, 2017

REVISED: March 4, 2019

REVISED: August 31, 2020

APPENDIX B – Attachment 2

Recommended Staffing Levels for Regional Programs

Regional Programs	Recommended Average Class Size/Caseload Per 1 FTE	Recommended Daily/Weekly Classroom Support Provider Hours
TLP		
K-6	8-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support • 6 hours BCBA support • 8 hours of school psychologist support
7 – 8	* 10-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support; • 6 hours BCBA support; • 8 hours of school psychologist support
9 - 12	* 10-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support or .50 FTE • 6 hours BCBA support; • 8 hours of school psychologist support or .20 FTE
Pre. Specialist Inclusion	32	6 hrs. per teacher
Severe/Profound		
Pre. SDC	8-9 ½ day class size	12 hrs. (2 aides per 3 hr ½ day session)
Pre-K Autism	8 5 hr. day	15 hrs. (3 aides)
K-3	8-9	18 hrs.
4-6	8-10	18 hrs.
7-8	8-10	18 hrs.
9-12	8-10	18 hrs.
18-22	8-10	18 hrs.
9-32		

VH Itinerant	15-18	8 hrs. Brailist
O & M	15-18	Shared 6 hour aide w/VH Itinerant
Occupational Therapy	**20-30 (Direct service consults count toward caseload numbers: 2 direct service consults = 1 direct service)	N/A

Regional Programs	Recommended Average Class Size/Caseload Per 1 FTE	Recommended Daily Classified Support Provider Hours Total (aide, aide interpreter, interpreter)
DHH		
Pre. Itinerant	6-8 ½ day caseload	0 hrs.
Pre. SDC	6-8 ½ day class size	6 hrs (2 aides per 3 hr. ½ day session)
Prim. SDC	6-9	9 hr. (1:3 hr. aide + 1:6 hr. aide)
(3) 4-6	9-12	12 hr.
7-8	9-12	12 hr.
9-12	9-12	6 hr.
***Pre K-12 Itinerant and Full Inclusion	12-18	Classified staff hours to be determined by student population and location and reported to SBCSELPA

*These recommended staffing levels are for regional TLP students who are in the TLP classroom for 50% or more of their day, unless the IEP team developed a transition plan in order to transition the student back into general education.

**Mileage in excess of 300 miles monthly is to be considered.

***LEA must report the name of DHH classified staff, position, hours and student name when submitting regional program expenditure report to SBCSELPA.

All recommended staffing levels are “recommendations only”; if regional program enrollment exceeds the recommended levels, regional program operators shall request assistance of the SBCSELPA Executive Director to seek advisement regarding solutions from LEA special education administrators and business officials. The SBCSELPA Executive Director shall make recommendations to the JPA Board for staffing or program increases as deemed appropriate.

10/3/2011

DATE REVISED: May 7, 2012

DATE REVISED: May 6, 2013

DATE REVISED: May 4, 2015

DATE REVISED: October 2, 2017

DATE REVISED: September 10, 2018

Appendix B – Attachment 3
Allowable Regional Program Administrative & Classified Clerical
Support Charges (percentage to total program cost)

PROGRAM	COUNTY OFFICE SBCEO	DISTRICT
Severely Handicapped (SH)		
Administrative	4.7%	4.2%
Classified Clerical	2.9%	1.9%
GROW		
Administrative	0.0%	20% of On-Site Administrator
Clerical	0.0%	1.9%
Deaf and Hard of Hearing (DHH) SDC		
Administrative	4.3%	3.5%
Clerical	2.9%	1.9%
Pre-K		
Administrative	5.1%	3.8%
Clerical	2.9%	1.9%
Deaf and Hard of Hearing (DHH) Itinerant		
Administrative	5.2%	3.9%
Clerical	2.9%	1.9%
Occupational Therapy (OT)		
Administrative	5.8%	4.5%
Clerical	3.4%	1.9%
VH O&M		
Administrative	4.7%	3.9%
Clerical	2.9%	1.9%
Pre-K Specialist		
Administrative	4.6%	3.3%
Clerical	2.9%	1.9%
Court & Community		
Administrative	3.1%	NA
Clerical	2.9%	NA

APPROVED: June 6, 2011
 REVISED: March 5, 2012
 REVISED: February 2, 2015

REVISED: June 5, 2017
 REVISED: May 5, 2023

APPENDIX C

Fiscal Allocation Plan Calculation Detail for Extended School Year

LEAs shall be responsible for the set up and operation of ESY programs for non-regional program students enrolled in their LEA.

ESY regional program costs shall be funded by the districts of residence of students served by the program.

Reimbursement to regional program ESY staff members for student related expenses including supplies, food, duplicating/ copying, and transportation for field trips shall not exceed \$100.00 per teacher and \$50.00 per DIS provider.

ESY regional programs shall be housed at the same location they are housed during the regular school year unless other mutually agreed upon arrangements are made between the district providing housing and the regional program operator. The following costs shall not be reimbursed to districts as part of providing housing for ESY regional programs:

- Rental, custodial or utilities fees charged for ESY classroom use
- Indirect costs

DATE REVISED: November 7, 2005
 DATE REVISED: May 4, 2009
 DATE REVISED: June 1, 2009
 DATE REVISED: May 3, 2010
 DATE REVISED: December 6, 2014

APPENDIX E

Definition of Sparsely Populated Districts

The following section of the Education Code is taken from the 1997 California Special Education Programs Composite of Laws. It reflects Education Code language describing special education funding under the J-50 funding system, prior to Education Code amendments that resulted in implementation of the AB 602 funding legislation.

E.C. 56728.6 (d) (1)

- (A) Sparsely populated districts are school districts that meet one of the following conditions:
 - (i) A school district or combination of contiguous school districts in which the total enrollment is less than 600 students, kindergarten and grades 1 to 12, inclusive, and in which one or more of the school facilities is an isolated school.
 - (ii) A school district or combination of contiguous school districts in which the total student density ratio is less than 15 students, kindergarten and grades 1 to 12, inclusive, per square mile and in which one or more of the school facilities is an isolated school.
- (B) Isolated schools are schools with enrollments of less than 600 students, kindergarten and grades 1 to 12, inclusive, that meet one or more of the following conditions:
 - (i) The school is located more than 45 minutes average driving time over commonly used and well-traveled roads from the nearest school, including schools in adjacent special education local plan areas, with an enrollment greater than 60 students, kindergarten and grades 1 to 12, inclusive.
 - (ii) The school is separated, by roads that are impassable for extended periods of time due to inclement weather, from the nearest school, including schools in adjacent special education local plan areas, with an enrollment greater than 600 students, kindergarten and grades 1 to 12, inclusive.
 - (iii) The school is of a size and location that, when its enrollment is combined with the enrollments of the two largest school within an average driving time of not more than 30 minutes over commonly used and well-traveled roads, including school in adjacent special education local plan areas, the combined enrollment is less than 600 students, kindergarten, and grades 1 to 12, inclusive.
 - (iv) The school is the one of normal attendance for a severely disabled individuals, as defined in Section 56303.5, or an individual with a low-incidence disability, as defined in Section 56026.5, who otherwise would be required to be transported more than 75 minutes average one-way driving time over commonly used and well-traveled roads, to the nearest appropriate program.

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3200 BUDGET PLANNING PROCESS

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

Refer to Policy 3204 Part XV.

EDUCATION CODE 56206

DATE APPROVED: September 5, 1997

DATE REVISED: December 9, 2002

DATE REVISED: June 6, 2016

DATE REVISED: February 6, 2023

SANTA BARBARA COUNTY
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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers

1. The SBCSELPA Executive Director shall consider closure of a regional class/program by January 15th of the year preceding the potential closure when the number of students drops below sixty percent of the recommended SELPA Plan caseload. Such consideration shall be reviewed by a committee designated by the SBCSELPA Executive Director to include the regional program operator, special education administrator, affected LEA special education administrators (from both LEAs of current students served and sending LEAs in the following school year), and at least one or more parent(s) of a student served in the program. The committee shall consider the following when making recommendations regarding potential closure of a regional class/program:
 - Historical class size data for past two years
 - Projected class size for next two future years
 - Age span of students
 - Purpose and intent of the class/program
 - Other viable options that provide FAPE in LRE and most appropriate setting
 - Parent input
 - Fiscal impact of closing the class/program versus keeping it open

Recommendations from the committee shall be discussed with the special education administrators and business official from districts in SBCSELPA in order to determine it is feasible to close the regional class/program and continue to meet student IEP needs.

The SBCSELPA Executive Director shall make final recommendations for closure of regional classes/programs to the JPA Board.

2. The SBCSELPA Executive Director shall consider an LEA's request for closure of a regional class/program when such request is put in writing and forwarded to the SBCSELPA Executive Director by September 1 of the year preceding the proposed regional class/program closure. Such consideration

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

shall be discussed with the district and a committee comprised of the special education administrators and business official from districts in SBCSELPA in order to determine it is feasible to close the regional class/program and continue to meet student IEP needs. The LEA and SBCSELPA Executive Director shall also ensure that there has been involvement and representation of parents of all affected students and staff (e.g., special and non-special education teachers, itinerant specialists, administrators, and classified) in the planning process. The SBCSELPA Executive Director shall make final recommendations for closure of regional classes/programs to the JPA Board.

3. The SBCSELPA Executive Director shall consider a LEA's request (sending or receiving) to transfer program(s) and service(s) (in whole or in part) when the sending or receiving agency has informed the other agency and the SELPA prior to the first day of the second fiscal year beginning after the date on which the transfer will take place unless both LEA's involved unanimously approve that the transfer take place on the first day of the first fiscal year following that date. The SBCSELPA Executive Director shall make final recommendations regarding program and service transfer requests (in whole or in part) to the JPA Board.
4. If an LEA requests (sending or receiving) to transfer program(s) and service(s) (in part or in whole) less than a year and a day prior to the proposed transfer, a written letter of request shall be made to the administrator of the current program operator and SBCSELPA Executive Director prior to a final recommendation going forth to the JPA Board. The SBCSELPA Executive Director shall receive confirmation in writing from the current program operator that they approve the requested date of transfer in part or in whole.
5. The LEA requesting program and service transfers certifies that the agency will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code prior to the transfer. Specifically, the receiving LEA/District shall provide

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

the Board a detailed program transfer plan that includes all of the following:

- Evidence student needs within the SBCSELPA can be met
- Evidence availability of a full continuum of services to affected students has been considered

- Evidence continuation of current IEPs of affected students has been considered
- Evidence provision of services and least restrictive environment (LRE) for affected students has been considered
- Evidence of maintenance of all IEP support services has been considered
- Assurance statement that there will be compliance with all federal and state laws and regulations and SBCSELPA policies
- Evidence parents and staff were represented in the planning process for both the sending and receiving LEA
- Evidence of an agreed upon plan between sending and receiving LEAs for transfer of equipment
- Proposed plan for facilities
- Certification of the receiving LEA's governing board

6. When a reorganization (including the closure of a regional class/program or program and service transfer) of special education programs under the Local Plan results in the termination, reassignment, or transfer of an employee, certificated and classified employee rights shall be determined in accordance with applicable statutes. (See Ed. Code § 44903.7, 45120.2.)

An ad hoc committee review team may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding potential regional class/program closures or program and service transfers.

This team may at the discretion and direction of the SBCSELPA Executive Director, review significant data regarding the regional class/program and/or

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

make an on-site study prior to making a written recommendation to the SBCSELPA Executive Director as to its findings:

1. Projected class size based on the CALPADS Fall 1 of the past 3 years and current enrollment shall be considered in the case of a recommendation for a regional class/program closure or program and service transfers
2. Student needs
3. Exceptional circumstances such as population, sparsity and low incidence disabilities shall also be considered in order to assure the availability of the full continuum of service to affected students
4. The functional continuation of the current individualized education programs of all affected students. The team must assure that the affected students' IEPs, to include appropriate support services, can be appropriately implemented in another setting in the case of a regional class/program closure or program and service transfer
5. The provision of services in the LRE from which the affected students can benefit
6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies
7. The means through which parents and staff will be represented in the planning processes
8. If it is a request to close a regional class/program or to transfer program(s) and service(s), consideration shall be given to whether

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

another program operator is willing and able to assume responsibility for the program in order to assure a full continuum of service.

9. How certificated and classified personnel will be affected by the transfer.

10. Fiscal impact of regional class/program closure or program and service transfer.

Closure of a regional class/program or program and service transfers shall occur at the beginning of the next fiscal year unless the program operator(s) unanimously agree that the closure take place at a different time.

The LEA requesting program and service transfers shall notify the SBCSELPA and JPA Board by January 15th of the year prior to the closure/transfer of a program or service if they plan to rescind the request.

California Education Code Part 30, Section 56207; 45120.2; 56822; 44903.7

DATE APPROVED: June 12, 1987
 DATE REVISED: November 8, 1991
 DATE REVISED: March 3, 1995
 DATE REVISED: December 9, 2002
 DATE REVISED: April 7, 2008
 DATE REVISED: November 2, 2009
 DATE REVISED: October 7, 2013
 DATE REVISED: September 8, 2014
 DATE REVISED: June 15, 2015
 DATE REVISED: January 9, 2017

SANTA BARBARA COUNTY
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3200 BUDGET PLANNING PROCESS

3209 Criteria for Funding and Fading Additional Instructional Assistant Time Assigned to Regional Programs to Address Behavior Issues

In an effort to promote maximum independence, interaction with peers, and group participation and substitute positive replacement behaviors for maladaptive behaviors, additional instructional assistant support will be assigned to the classroom of individual students exhibiting serious behavior problems in conformance with the following guidelines:

1. Whenever a regional program operator requests additional instructional assistant time is requested for behavioral support in Regional classrooms, the expectation is that the additional instructional assistant time will be assigned to the class as a whole rather than to an individual student.
2. In all cases where additional instructional assistant time is assigned to a Regional class, the student for whom the additional behavioral support is needed must have a behavior support plan or a Hughes Bill plan that includes specific criteria for fading the additional instructional assistant time.
3. All requests for funding for additional instructional assistant time for Regional programs to address behavior issues must be accompanied by the following information:
 - a. A description of and data documenting the frequency and intensity and antecedents related to the maladaptive behaviors prompting the request for additional instructional assistant time.
 - b. A description of the prior interventions that have been attempted to address the behavior and the results of these interventions.
 - c. A description of the goal/anticipated outcome to be achieved by adding the additional instructional aide assistance.
 - d. A summary of the portion of the behavior plan that describes the criteria for fading the additional instructional assistant time.
4. The behavior plans developed to address the maladaptive behavior requiring the addition of instructional assistant time shall include the following components:

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3200 BUDGET PLANNING PROCESS

3209 Criteria for Funding and Fading Additional Instructional Assistant Time Assigned to Regional Programs to Address Behavior Issues (*Continued*)

- a. A statement that the instructional assistant is assigned to the class rather than to an individual student in order to achieve the following objectives:
 - the classroom teacher will have flexibility to work directly with the student exhibiting specific maladaptive behaviors
 - the instructional assistant will be seen as an intervention and not as a permanent component of the placement
 - the student will not become aide dependent.
- b. The criteria for fading the additional instructional assistant intervention built into the target behaviors and tied directly to the decreasing frequency of the target behaviors.
- c. A description of the ongoing support that will be available to the student and the class should the target behaviors recur to some degree after the additional instructional assistant time is discontinued (i.e., other assistant support for another class on campus, a floating assistant, etc.).

The above policy is not applicable to districts operating regional programs when the majority of students (majority defined as 80% or more of the students) enrolled in the program belong to the district operating the program. If a district operating a regional program where the majority of students belong to the district feels there is a need for additional supplemental instructional assistant time to address behavior issues, they shall contact the district of residence (DOR) special education administrator of any students attending the program to consult regarding the need for supplemental instructional assistant staffing.

DATE APPROVED: December 4, 2000

DATE REVISED: December 9, 2002

DATE REVISED: January 11, 2016

SANTA BARBARA COUNTY
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3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3210 Use of and Approval for Nonpublic Agency Services for Regional Programs

Regional Operators may contract with a Nonpublic Agency to provide personnel/services in the event that the provider is unable to hire personnel to provide the services.

Nonpublic agency services provided to students enrolled in regional programs shall be a shared SBCSELPA expense through the regional program funding mechanism.

All other nonpublic agency service costs shall be the responsibility of the contracting local education agency pursuant to SBCSELPA Policy 3217.

When the operator of a regional program concludes that:

1. Additional services are required to support the program, and
2. These additional services should be provided by contracting with a non-public agency

The Regional operator will present its request to the JPA Board for discussion and subsequent action.

No contract with a non-public agency for the purpose of augmenting services to a regional program shall be developed without prior approval of the JPA Board and review by the SBCSELPA Executive Director.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such requests.

DATE APPROVED: June 3, 1992

DATE REVISED: March 4, 1994

DATE REVISED: March 3, 1995

DATE REVISED: December 9, 2002

DATE REVISED: December 14, 2009

SANTA BARBARA COUNTY
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3000	BUSINESS AND NON-INSTUCTIONAL OPERATIONS
3200	BUDGET PLANNING PROCESS
3212	State Residential School

The SELPA and its member local education agencies shall be financially responsible for the placement of individuals with disabilities in nonpublic/state residential schools and for nonpublic agency services as outlined below:

1. The Santa Barbara County SELPA (SBCSELPA) shall be responsible for the costs associated with placement of SBCSELPA-resident students in the state residential schools.
2. The funding of SRS placements shall exclude those provided via settlement agreement and/or as compensatory education. Such costs shall be the sole responsibility of the district of residence, pursuant to SBCSELPA Local Plan Policy 3217.
3. The SBCSELPA shall be responsible for the costs associated for audiological services pursuant to an IEP, as follows:
 - One annual audiological assessment and two hearing aide checks annually per student with an IEP ages 3-12.
 - Plus, audiological assessment every three years and two hearing aid checks annually per student with an IEP ages 13-21.

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- 3000 BUSINESS AND NON-INSTUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3212 State Residential School (*Continued*)

The SBCSELPA and its member local education agencies shall pay to the nonpublic, nonsectarian school or agency the full amount of the tuition and other related services for individuals with disabilities enrolled in such programs pursuant to the provision of the current master contract. Districts shall invoice SELPA for the amount that is deducted from their principal apportionment for state residential placements.

(EDUCATION CODE. 56365(d))

DATE APPROVED: January 9, 1987.

DATE REVISED: November 10, 1988

DATE REVISED: November 8, 1991

DATE REVISED: December 9, 2002

DATE REVISED: November 7, 2005

DATE REVISED: June 4, 2007

DATE REVISED: September 14, 2009

DATE REVISED: June 4, 2012

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3213 Chargebacks for LCI Nonpublic School Costs

In the event that the state budget for LCI nonpublic school and agency funding is exceeded and additional state funding is not provided, the resulting deficit in funding for LCI nonpublic school and agency services shall be considered part of the SBCSELPA's total regional program expenses to be shared by all districts within the SBCSELPA.

DATE APPROVED: April 15, 1994
DATE REVISED: December 9, 2002

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3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3214 Payment for Independent Educational Evaluations (IEE)

1. For non-regional programs, the district of residence of the student (which shall include the County Education Office for student residing in direct service districts who receive special education services from County Education Office staff), shall be responsible for payment of the costs of independent educational evaluations.
2. For regional programs, the costs of independent educational evaluations shall be included in the total costs for operation of the Regional Program under the following circumstances:
 - a. The parent requests an IEE and the regional program operator, with the agreement of the SBCSELPA Executive Director, determines that the IEE should be provided at public expense in lieu of requesting a due process hearing to show that its assessment was appropriate.
 - b. The parent requests reimbursement for an IEE obtained privately and the regional program operator, with the agreement of the SBCSELPA Executive Director, determines that the IEE should be funded in lieu of requesting a due process hearing to show that its assessment was appropriate.
 - c. The parent files a complaint with either the California Department of Education or the Office for Civil Rights and the corrective action requires payment of the costs of an IEE.
3. For student enrolled in regional programs, the cost of an IEE included as part of a mediation settlement agreement or due process hearing decision shall be included in the total costs for operation of the Regional Program.

DATE APPROVED: January 10, 2000

DATE APPROVED: February 4, 2002

DATE REVISED: December 14, 2009

DATE REVISED: February 1, 2016

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

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3200 BUDGET PLANNING PROCESS

3215 Provision of Special Education Services to Parentally Enrolled Private School Students

Local education agency (LEA) members of the Santa Barbara County SELPA shall annually spend a proportionate share of IDEA Part B local assistance subgrant federal funds to provide special education and related services to student with disabilities enrolled by their parents in private school, including religious, schools or facilities that meet the definition of elementary school or secondary school, located in the school district served by the LEA. These funds may not be used for repair, remodeling, or construction of private school facilities.

Annually the SBCSELPA Executive Director shall inform each district of the amount of federal special education dollars to be spent on private school students. The proportionate share of funding to be expended on parentally-placed private school students shall be determined by calculating the LEA's number of students with Plan Type 200/700 for student ages 3-21 in the prior year CALPADS EOY4 report multiplied by the SELPA-wide average share per IDEA eligible student. The SELPA wide average share per IDEA eligible student will be calculated based on the Private Share Proportionate Worksheet required by the grant. Districts will be required to sign a document acknowledging their proportionate share or an assurance if they do not have a proportionate share amount.

If an LEA has not expended its proportionate share of Subgrant Part B Federal funding for parentally placed school services in the fiscal year the money was appropriated, the LEA may carry-over the funds for a period of one additional year.

Prior to December 1 of each school year, the SBCSELPA Executive Director, in collaboration with LEA special education administrators/designees, shall engage in timely and meaningful consultation with private school representatives and representatives of parents of parentally placed private school student with disabilities regarding the following:

1. How parentally placed private school student suspected of having a disability can participate equitably; student find process.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3215 Provision of Special Education Services to Parentally Enrolled Private School Students (*Continued*)

2. How parents, teacher and private school officials will be informed of the process.
3. How the proportionate share of Subgrant Part B Federal Funds is to be expended on students parentally placed in private schools is calculated.
4. How the consultation process will occur throughout the school year.
5. Provision of services; types of services including direction and alternate service delivery mechanisms.
6. How special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school student; how and when those decisions will be made.
7. How, if the LEA disagrees with the views of the private school officials on the types of services (whether to be provided directly or through a contract), the LEA will provide the private school officials with a written explanation of the reasons why they chose not to provide services directly or through a contract.

The SELPA/LEAs shall obtain a written affirmation signed by the representatives of participating private schools confirming that timely and meaningful consultation has occurred on an annual basis. After the annual consultation meeting with representatives of participating private schools has occurred, LEAs in the SBCSELPA that have private schools located within their boundaries shall develop follow-up guidelines regarding the special education and related services to be provided to special education eligible students enrolled in private schools in their jurisdiction. These guidelines will include the following:

1. Service location options
2. Service provider options (public school employees or contractors)
3. Types of services to be provided pursuant to service plans

EDUCATION CODE: Title 34 CFR Section 300.130-144; Title 20 USC Section 1412 (a) (A) (i)

DATE APPROVED: January 10, 2000 DATE REVISED: January 5, 2009

DATE REVISED: November 6, 2000

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3217 Responsibility for Funding Calculations

The SBCSELPA Joint Powers Agency Board acknowledges the importance of provision of timely and accurate data and calculations in the development of spreadsheet information for special education fund allocations in areas including but not necessarily limited to costs associated with housing of regional classes and apportionment of special education funding pursuant to the SBCSELPA's AB 602 Fiscal Allocation Plan.

In conjunction with the above, the SBCSELPA office shall have the responsibility for the following:

- Receipt and allocation of funding to LEAs
- Collecting data for spreadsheet development
- Compiling data in spreadsheet formats, as appropriate
- Providing SBCSELPA LEA business and special education administrative personnel back-up data and methodology used for all calculations.

The SBCSELPA LEAs shall be responsible for the accuracy of the data submitted to the SBCSELPA office to be used for fiscal calculations.

The SBCSELPA LEAs shall share responsibility with the SBCSELPA office for checking the accuracy of the calculations pursuant to allocation policy guidelines.

Any data or calculation errors identified shall be corrected for the current fiscal year and shall not be applied retroactively to prior fiscal years.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000	BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
3201	BUDGET PLANNING PROCESS
3217	Responsibility for Funding Calculations

I. DISTRIBUTION OF FUNDING AND REGIONAL PROGRAM EXPENSES

The Administrative Unit will receive all special education revenues, Federal and State, in a Fund 76 as a cash-conduit for the SBCSELPA. The AU, as the Federal Grantee, will record receipt of funds and pass those funds to SBCSELPA's Fund 10.

All SBCSELPA apportionments shall be made through the SBCSELPA's Fund 10.

The SBCSELPA shall transfer funds and expenses to member LEAs based on the SBCSELPA Funding Model.

- Regional Program operators shall be reimbursed for program costs by the district of residence (DOR) member LEA for each student attending the regional program.
- The DOR shall record the regional program cost paid to the Regional Program Operator as a transfer between a district or County as appropriate.

DATE APPROVED: October 6, 2003

DATE REVISED: June 4, 2018

DATE REVISED: May 3, 2021

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3218 Federal Maintenance of Effort Requirement

Santa Barbara County SELPA (SBCSELPA) member local education agencies recognize that the intent of the federally mandated maintenance of effort (MOE) requirement is to ensure the provision of appropriate services for students with disabilities.

The governing board of each local education agency (LEA) of which the Santa Barbara County SBCSELPA is comprised has adopted an assurance statement regarding the maintenance of local financial effort relative to the receipt of federal special education funds. Pursuant to these locally adopted assurance statements, it is the expectation that all individual sub-grant recipient member agencies (LEAs) of the SBCSELPA shall meet the MOE requirement on a yearly basis. As each school year progresses, it shall be the responsibility of each SBCSELPA LEA to monitor expenditures for special education to assure that the LEA is on track to meeting the MOE.

LEAs shall be deemed to have met the MOE if their expenditure data meets the MOE parameters as set forth in the implementing regulations of the Individuals with Disabilities Education Act (IDEA).

If the expenditure data of an individual sub-grant recipient member LEA indicates that the MOE standard will be met only through application of the criteria outlined in Section 300.232 of the IDEA (Exception to Maintenance of Effort), SBCSELPA Executive Director shall review such data and make a recommendation to the JPA Board regarding whether the criteria for exception to MOE have been met. The JPA Board shall take action to approve or deny the recommendation of the SBCSELPA Executive Director.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such requests.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3218 Federal Maintenance of Effort Requirement (*Continued*)

In the event that the JPA Board determines that a member LEA submits a LEA Maintenance of Effort Calculation Worksheet (LMC-B) that fails to meet the IDEA budget to actual eligibility requirement to receive IDEA funds, the SBCSELPA shall document that it has withheld the LEA's allocation of federal funds until the LEA can demonstrate to the SBCSELPA and the California Department of Education (CDE) that it will meet the LMC-B requirements.

In the event that the JPA Board determines that a member LEA submits an LEA Maintenance of Effort Calculation Worksheet (LMC-A) that fails to meet the IDEA actual to actual compliance requirement, the LEA will be invoiced by the CDE directly. The LEA will have to pay back the difference between the prior actual expenditures and the most recent year's actual expenditures directly to the CDE. The LEA must use local and/or state and local funds from the current fiscal year to pay the CDE. If the LEA does not respond to three invoice requests from CDE to pay the invoice, the LEA acknowledges that the CDE will deduct funds from the LEA's next principal apportionment or apportionments until the penalty is met.

DATE APPROVED: April 5, 2004
 DATE REVISED: December 14, 2009
 DATE REVISED: October 1, 2012
 DATE REVISED: September 14, 2015

Changes Only:

Page 9-5

III. SUMMARY OF FUNDING MODEL COMPONENTS

As per the State AB 602 funding model, special education revenues will be received by the SBCSELPA in the form of a block grant.

The following funding sources will be outside and in addition to the block grant shall be distributed to districts as indicated below.

- Federal Part B Local Assistance (PL-142) Funds (Resource 3310)
As determined by the JPA board, in addition to AB602 Base funding, an off-the-top allocation may be set aside for the SBCSELPA budget, including Mental Health services and Non-Public School Placement Cost Pool. The remainder shall be allocated to districts based on the current year AB602 P-2 Funded ADA, after a reduction as specified in section XIX. These funds are reimbursements and will be only distributed based on district usage and reporting of expenditures.

Page 9-6

~~The following fund sources will be outside of and in addition to the block grant and shall be allocated as determined annually by the JPA Board:~~

- ~~State Mental Health Funding~~
- ~~IDEA Federal Mental Health Funding~~

Page 9-18

XI. NONPUBLIC SCHOOL AND AGENCY COSTS

~~Federal and state funding provided for mental health IEP services and~~ AB 602 Funding (including Out-of-Home Care) Block Grant and/or Federal funding will be set aside in the Santa Barbara County SELPA (SBCSELPA) Budget shared cost to pay the costs of LEA nonpublic school placements (NPS) made via an IEP decision as specified below For students found eligible for special education as emotionally disturbed (ED) who are placed in a nonpublic school (NPS) placement due to mental health related concerns shall be funded as follows:

Page 9-22

XII. SELPA BUDGET

Allocations to the SBCSELPA Budget from the block grant to cover the cost of SBCSELPA services will include:

- Fixed allocations as authorized by the JPA Board in an amount sufficient to fully fund anticipated SBCSELPA-level expenditures for the upcoming school year. This amount is subject to the annual COLA.

The SBCSELPA Budget will also include the following additional income sources:

- Regionalized Services Income amount from AB602 block grant
- 2.569% of IDEA Section 619 Preschool Grant Resource 3315 K-12
- Federal and State funding for IEP Mental Health services as designated by the Board
- **Out of Home Care Foster Youth and Reallocated savings will be used to fund Mental Health services and the Non-public school excess cost pool.**

Page 9-25

XVII. OUT-OF-HOME CARE FUNDING

The funding will be distributed as follows. For funds generated by:

- a) Foster Youth **and Reallocated savings – will be used to fund Mental Health services and the Non-public school excess cost pool.** - Districts will receive a proportion based on current year P-2 Funded ADA

Page 9-26

XVIII. MENTAL HEALTH FUNDING

~~The board shall annually adopt a budget by June 30th of the current school year to determine how state and federal AB 114 mental health funding shall be allocated for the subsequent school year to include the following:~~

- ~~1. Funding to offset IEP related mental health services and other misc. costs associated with providing mental health IEP services.~~

~~If funding is allocated directly to an LEA, the LEA agrees to follow state and federal guidelines regarding allowable expenditures and will not supplant current program expenses.~~

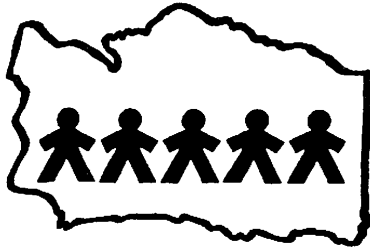
~~The LEA shall maintain a log of expenditures and will provide to the SBCSELPA upon request within five business days so that required expenditure reports can be submitted to the CDE in a timely manner.~~

- ~~2. Payment of costs for therapeutic nonpublic school (NPS) residential treatment center (RTC) placement /services for students found eligible for special education with emotional disturbance (ED) pursuant to the NPS funding model pursuant to Local Plan Policy 3204 Section XII.~~
- ~~3. Funding to offset costs associated with providing staff development and training, supplies and equipment in order to serve students eligible for special education as ED attending regional therapeutic learning programs (TLPs) and day treatment (DT) programs. The annual allocation for supplies for TLP level 1 shall be \$5,000 and TLP Level 2 shall be \$8,000.~~

4. ~~Funding to offset other indirect costs associated with providing mental health services to students as deemed appropriate by the board on an annual basis.~~

Page 9-10 (Reviewed at 2- 9-24 SEAMBO)

The SBCSELPA Executive Director shall review all funding requests for expansion of Regional programs or additional instructional aides or other support staff for Regional programs prior to going to the JPA Board for final approval. **Requests for program expansion may include projected costs for materials required to open new classrooms such as furniture, curriculum or technology needs. Prior to purchasing new items, the regional operator will work with the district where the program is located to determine if items are currently available for use in the new program.** Such consideration of funding requests ~~may~~ **will** be discussed with the special education administrators and business officials from districts in SBCSELPA in order to determine if there are alternative ways the staffing **or material** needs can be met without increasing the current number of staff members serving in the program **or materials' cost to the program.** An ad hoc committee review team ~~may~~ **will** be designated by the SBCSELPA Executive Director on an as needed basis to advise ~~her or him~~ **them** regarding if the funding request is appropriate and/or needs modified. Regional Program operators shall use existing funds to add instructional aides or other support staff time on an emergency, temporary basis pending approval by the JPA Board of additional instructional aides or other support staff requests.



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Proposed 2024-2025 SBCSELPA JPA Board Meeting Dates

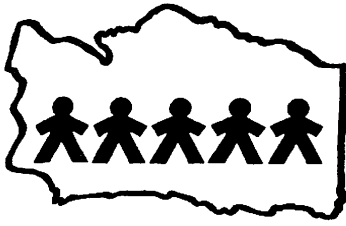
BACKGROUND:

- All meetings will begin at noon on the first Monday of each month unless otherwise announced.
- The proposed dates above align with the 2024-2025 Superintendents' meeting schedule.
- When the Superintendents Council meeting is in-person, the JPA Board meeting will immediately follow in the Jonata Middle School Library. These meetings include December 2024, February 2025, and May 2025.
- The dates marked "❗" on **REF: VIII-C.1**, the JPA Board will have 2 in-person meeting locations. A North County location (Jonata Middle School or Orcutt Technology Center) and a South County location (SBCEO), public is welcome to attend in-person at either location.
- The SBCSELPA JPA Board will not meet in July 2024, August 2024, January 2025, or April 2025.

FISCAL IMPACT: No fiscal impact.

RECOMMENDATION: The SBCSELPA JPA Board approves the proposed 2024-2025 SBCSELPA JPA Board Meeting dates as presented.

RA:lm



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

APPROVED
SBCSELPA JPA BOARD MEETING DATES
for the 2024-2025 School Year
(All Monday Dates)

All meetings will begin at noon in the Jonata Middle School Library on the first Monday of each month unless otherwise announced.

2024

July 2024 – No Meeting

August 2024 – No Meeting

September 9, 2024*

October 7, 2024*

November 4, 2024*

December 9, 2024 - Jonata

2025

January 2025 – No Meeting

February 3, 2025 – Jonata

March 3, 2025*

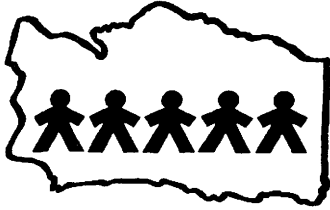
April 2025 – No Meeting

May 5, 2025 – Jonata

June 2, 2025*

* These dates the JPA Board will have 2 in-person meeting locations. A North County location (Jonata Middle School or Orcutt Technology Center) and a South County location (SBCEO), public is welcome to attend in-person at either location.

Approved: 06/03/2024



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Maria Joint Union High School District (SMJUHSD) Request to Take Back Deaf & Hard of Hearing (DHOH) Special Day Class (SDC) Program for the 2025-26 School Year

BACKGROUND:

- Santa Maria Joint Union High School District (SMJUHSD) is a regional provider of the Regional Deaf & Hard of Hearing (DHOH) Special Day Class (SDC) Program.
- SMJUHSD notified the SBCSELPA in a letter dated May 9, 2024, sent via email, of its intent to transfer service for DHOH Regional Program for the 2025-2026 school year **(SEE attachment, REF: VIII-A.1)**.
- Santa Maria Joint Union High School District will ensure a continuum of services and will provide the program transfer documents by the November 2024 JPA Board meeting.

FISCAL IMPACT: There is no known fiscal impact on other LEAs/districts currently.

RA:lm



Santa Maria Joint Union
HIGH SCHOOL DISTRICT

Where greatness grows.

May 9, 2024

Susan Salcido
Santa Barbara County Education Office
4400 Cathedral Oaks Road
Santa Barbara, CA 93160-6307

Dear Dr. Salcido,

This letter is year and day notification that Santa Maria Joint Union High School District (SMJUHSD) intends to take back the Deaf/Hard of Hearing (DHOH) Program currently operated by Santa Barbara County Education Office (SBCEO). The district will take back the DHOH Special Day Class, starting school year 2025 – 2026, and operate as a district program in lieu of a regional program.

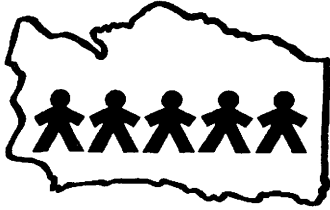
The DHOH SDC regional program class currently serves SMJUHSD students and one student from the Lompoc Unified School District boundary, who is a twelfth grader on track to graduate June 2024. The DHOH SDC class is housed on the SMJUHSD campus of Ernest Righetti High School.

The District will submit a plan for implementation of program transfer that complies with section 56207 as required by Santa Barbara County SELPA Local Plan for review and approval by the November 2024 Joint Powers Agency Board Meeting.

Respectfully,

Antonio Garcia
Superintendent, SMJUHSD

C: Dr. Ray Avila, SBC SELPA Executive Director
Kirsten Escobedo, SBCEO Asst. Supt. / Special Ed
SMJUHSD Board Members
Frances Evans, Director of Special Education, SMJUHSD



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Maria Joint Union High School District (SMJUHSD) Request to Take Back
Therapeutic Learning Center (TLC) Special Day Class (SDC) Program for the
2025-26 School Year

BACKGROUND:

- Santa Maria Joint Union High School District (SMJUHSD) is a regional provider of the Regional Therapeutic Learning Center (TLC) Special Day Class (SDC) Program.
- SMJUHSD notified the SBCSELPA in a letter dated May 9, 2024, sent via email, of its intent to transfer service for TLC Regional Program for the 2025-2026 school year (**SEE attachment, REF: VIII-B.1**).
- The Maria Joint Union High School District will ensure a continuum of services and will provide the program transfer documents by the November 2024 JPA Board meeting.

FISCAL IMPACT: There is no known fiscal impact on other LEAs/districts currently.

RA:lm



Santa Maria Joint Union
HIGH SCHOOL DISTRICT

Where greatness grows.

May 9, 2024

Ray Avila
Executive Director
Santa Barbara County SELPA
5385 Hollister Avenue, Bldg. 7
Santa Barbara, CA 93111

Dear Dr. Avila,

This letter services as a year and day notification that Santa Maria Joint Union High School District (SMJUHSD) intends to take back the three Therapeutic Learning Center (TLC) Programs currently operated as a regional program by Santa Maria Joint Union High School District. The district will take back the TLC Programs three Special Education Classes (SDC), starting school year 2025 – 2026, and operate all three as a district program in lieu of a regional program.

On January 10, 2011, the Santa Barbara County SELPA Joint Powers Agency approved the district's request to take-back the then Center of Therapeutic Education (CTE) to best serve the districts students and neighboring districts if required thus the program retained its regional status. The district has been overseeing and operating the three TLC SDC's since that date exclusively with district certificated and classified staff.

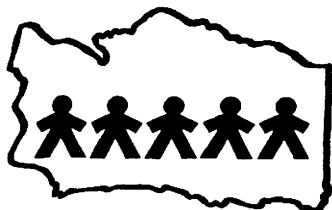
The three SDC regional program classes currently serve only SMJUHSD students residing in the Santa Maria boundary. Two of the three TLC's is housed on SMJUHSD campus of Santa Maria High School and the third is housed at Ernest Righetti High School.

The District will submit a plan for implementation of program transfer that complies with section 56207 as required by Santa Barbara County SELPA Local Plan for review and approval by November 2024 Joint Powers Agency Board Meeting.

Respectfully,

Antonio Garcia
Superintendent, SMJUHSD

C: Dr. Ann Hubbard, JPA Board Chairperson
SMJUHSD Board Members
Frances Evans, Director of Special Education, SMJUHSD



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

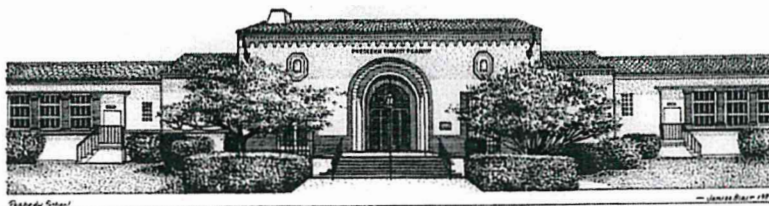
Re: Peabody Charter School Request to join the Santa Barbara County SELPA (SBCSELPA) in the 2025-26 School Year

BACKGROUND:

- In a letter dated May 17, 2024, Peabody Charter School notified SBCSELPA and the Santa Barbara Unified School District of its intent to become an LEA for the purposes of Special Education effective August 2025.
- The charter school has met the year and a day notification timeline requirement.

FISCAL IMPACT: There is no known fiscal impact on other LEAs/districts currently.

RA:lm



PEABODY CHARTER SCHOOL

3018 Calle Noguerra, Santa Barbara, California 93105 • (805) 563-1172 • FAX (805) 569-7042

May 17, 2024

To: Ray Avila
From: Demian Barnett
RE: Year and a Day Notice

Dear Ray Avila ,

Please accept this letter from Peabody Charter School giving the Santa Barbara SELPA a year and a day's notice to potentially join the SELPA for the 2025-2026 school year. Peabody is exploring possibly joining the SELPA to provide special education services beginning in the 2025-2026 school year.

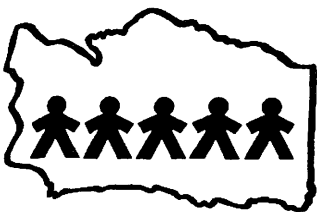
Peabody understands that this is just the first step and that further assurances will be needed before being allowed to join the SELPA.

If you have any questions or need more information, please don't hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads 'Demian Barnett'. The signature is stylized with a large 'D' and a cursive 'B'.

Demian Barnett
Superintendent/Principal
Peabody Charter



Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director
Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA 2023-2024 Alternate Dispute Resolution (ADR) Outcomes

BACKGROUND:

- SBCSELPA has been awarded a grant from CDE to implement the *Alternative Dispute Resolution (ADR)* process. We are currently in year nine of this grant cycle.
- Annually updated information regarding ADR grant outcomes is presented to the JPA Board.
- For the 2023-2024 academic year the SBCSELPA Coordinator facilitated the ADR process for SBCSELPA and the Santa Barbara County LEA's who participated.
- SBCSELPA ADR Cadre met on the following dates: August 31, 2023, November 30, 2024, March 14-15 for the State ADR Conference.

SBCSELPA ADR Cadre Team:

- Patty Moore, Director, Help Me Grow Santa Barbara
 - Nathan Moreno, Special Education Director, Guadalupe SD
 - Amy Gillespie, School Psychologist, Santa Ynez Valley Special Education Consortium
 - Beverly Sherman, Coordinator, Santa Ynez Valley Special Education Consortium
 - Dr. Karla Curry, Special Education Director, Santa Barbara Unified School District
 - Rusty Gordon, Special Education Director, Orcutt Union School District
 - Meghan Davy, Manager, Alpha Family Empowerment Center
 - Ashley Johnson, Coordinator, Santa Barbara County Education Office
 - Stacy Tolkin, Special Education Director, Santa Barbara Charter School
 - Dorothy Kates, Program Facilitator, Santa Maria Joint Union HSD
 - Dr. Ray Avila, Executive Director of SBCSELPA
 - Jennifer Connolly, Coordinator, SBCSELPA.
- Additional (ADR) countywide events were offered in 2023-2024, **REF: VIII-D.2.**
- The case outcome data for 2023-2024 SBCSELPA ADR process is outlined on the attached chart, **REF: VIII-D.1.**

**SBCSELPA ADR OUTCOME DATA
2023-2024 SCHOOL YEAR**

Date	Referred Back to District	ADR	Facilitated IEP	Area(s) of Dispute	Resolved	Unresolved CDE Complaint Filed, Due Process or Advocate /Attorney Retained
10/12/2023	Yes	No	No	IEP - Behavior	N/A	No
12/12/2023	Yes	Yes	No	Behavior - Communication	Yes	No
12/18/2023	Yes	Yes	No	IEP – LEA Response Time	Yes	No
12/19/2023	Yes	Yes	No	IEP - Speech	Yes	No
01/04/2024	Yes	Yes	No	IEP – Speech (Part 2)	Yes	No
02/20/2024	No	Yes	No	PT services, Compensatory Time	Yes	No



Santa Barbara County
Special Education Local Plan Area

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

Santa Barbara County SELPA Alternative to Dispute Resolution (ADR) Countywide Event Offerings for 2023-2024 By Month

Month	Events
August, 2023	<u>August 31, 2023:</u> Zoom SBCSELPA ADR Cadre Meeting
September, 2023	<u>September 12, 2023:</u> In Person, SBCSELPA and via Zoom. Manifestation Determination Melissa Hatch, Esq. <u>September 22, 2023:</u> Two Locations in person (SBCSELPA and SMBSD Souza Center) Operating from the Third Side: Supporting Others to Navigate Conflict Greg Abell <u>September 28, 2023:</u> Zoom Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Greg Abell
October, 2023	<u>October 2, 2023:</u> In person and Zoom CAC ADR Presentation <u>October 26, 2023:</u> Zoom Operating from the Third Side: Supporting Others to Navigate Conflict Greg Abell
November, 2023	<u>November 2, 2023:</u> Zoom Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Greg Abell <u>November 8, 2023:</u> Zoom Hot Topics in Special Education Jan Tomskey, Esq. <u>November 15, 2023:</u> Zoom Operating from the Third Side: Supporting Others to Navigate Conflict Greg Abell



	<p><u>November 28, 2023</u>: Zoom Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Greg Abell</p> <p><u>November 28, 2023</u>: In Person SMBSD Souza Center and via Zoom. Everything Emotional Disturbance Melissa Hatch</p> <p><u>November 30, 2023</u>: Zoom SBCSELPA ADR Cadre Meeting</p>
December, 2023	<p><u>December 7, 2023</u>: Zoom Operating from the Third Side: Supporting Others to Navigate Conflict Greg Abell</p> <p><u>December 13, 2023</u>: Zoom Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Greg Abell</p>
February, 2024	<p><u>February 14, 2024</u>: Zoom Surrogate Volunteer Training Jennifer Connolly</p> <p><u>February 29, 2024</u>: Zoom ADR Community of Practice: Collaboration and Mutual Purpose Jennifer Connolly</p>
March, 2024	<p><u>March 12, 2024</u>: Zoom Note Taking in IEPs Dr. Margaret Saleh, Esq.</p> <p><u>March 14 and March 15, 2024</u>: In Person Riverside State SELPA ADR Conference SBCSELPA ADR Cadre presented at the conference.</p> <p><u>March 21, 2024</u>: In person SMBSD Souza Center with Zoom option The Neuropsychology of Stress and Trauma: How to Develop a Trauma Informed School</p>



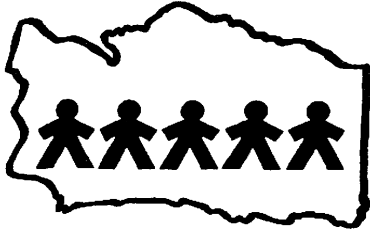
	<p>Dr. Steven Feifer</p> <p><u>March 28, 2024:</u> Zoom ADR Community of Practice: Conflict and Collaboration Jennifer Connolly</p>
April, 2024	<p><u>April 10, 2024:</u> Zoom Hot Topics in Special Education Jan Tomsy, Esq.</p> <p><u>April 26, 2024:</u> Zoom ADR Community of Practice: Collaboration as a Process of Shared Learning Jennifer Connolly</p>
May, 2024	<p><u>May 23, 2024:</u> Zoom ADR Community of Practice: Essential Elements of Effective Collaboration Jennifer Connolly</p>

Additional Offerings from Pathways to Partnership Free events:

April 18 and June 24, 2024: Advanced Communication for Dispute Resolution (Stephanie Blondell)

April 25, May 13, May 21, 2024: The Right Question at the Right Time (Stephanie Blondell)

April 29, 2024: The Role of the Internal Neutral (Stephanie Blondell)



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director
Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA Professional Development (PD) Summary for 2023-2024 and Proposed PD Plan for 2024-2025

BACKGROUND:

- Starting in July 2023, Professional Development trainings were provided to Special Education Directors and other Santa Barbara County staff in the form of LEA requested 'mini' trainings and larger all-day trainings, and multi-day trainings offered in all areas of Santa Barbara County. **REF: IX-E.7 - [SBCSELPA Professional Development Offerings Booklet 2023-2024](#)**
- LEAs contacted SBCSELPA with their 'mini' training topic requests and dates. The SBCSELPA Coordinator confirmed topic, presenter, and date(s) with the LEA. The SBCSELPA staff presented 'mini' trainings free of charge at the time and dates requested by the LEA, often on early release days or staff development days.
- Sixteen networks of Related Service Providers and Special Committees met monthly and bimonthly to collaborate on topics related to their practice. LEAs hosted topics related to their practice to create a countywide community of collaboration and support. **REF: [SBCSELPA Network Meetings 2023-2024](#)**

For the 2023-2024 School Year, SBCSELPA organized **64 Network Meetings which included presentations hosted by various LEAs.**

For the 2023-2024 School Year, SBCSELPA Staff have conducted **118 'Mini' trainings.**

For the 2023-2024 School Year, SBCSELPA has conducted **130 'County-wide' trainings.**

For the 2023-2024 School Year, SBCSELPA Total trainings **248 (Including all county and mini trainings.)**

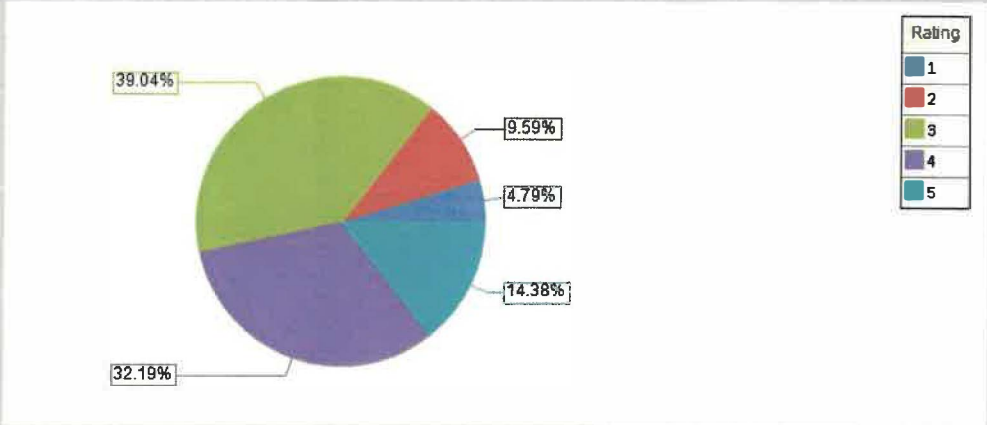
Participant Attendance to all SBCSELPA trainings equaled **4,431.**

- SBCSELPA and various vendors provided multiple, shorter Zoom trainings to all audiences. Topics for these trainings were organized and decided upon from the feedback provided by the 2023-2024 SBCSELPA Survey given to all staff on the SELPA listserv throughout Santa Barbara County.
- Training evaluations were provided to all participants to gain feedback at the end of each Professional Development Zoom event throughout the 2023-2024 school year. Evaluations from 146 participants revealed 98.63 % would use the information presented from all of trainings attended in their work. Participants gave an overall rating of "4.72" out of "5" for all SELPA trainings with a score of "5" being the highest.
- New Professional Development offerings for the 2024-2025 school year will be determined and provided based upon the results of the 2024 SBCSELPA Survey in the One-Year-Plan. The options for 'in person trainings' vs. 'virtual' and 'hybrid- virtual or in person' trainings projections provided.

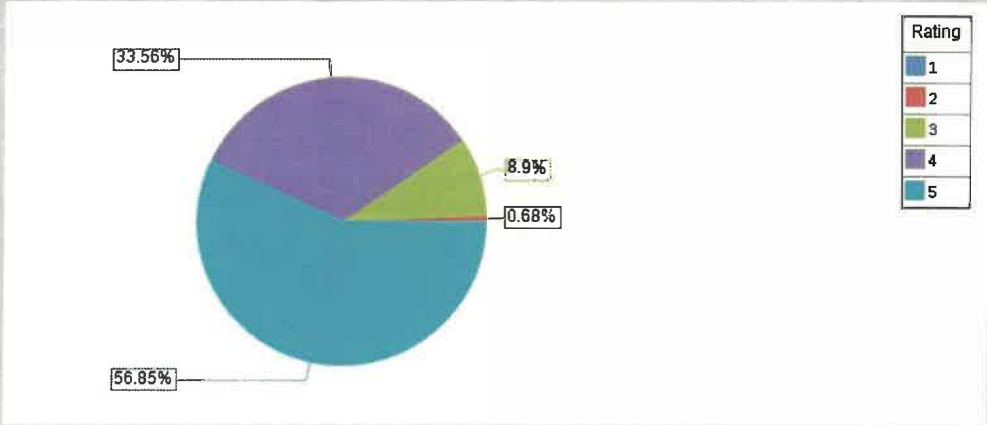
Report Details

Report Title Professional Development Offerings Feedback 2023-2024

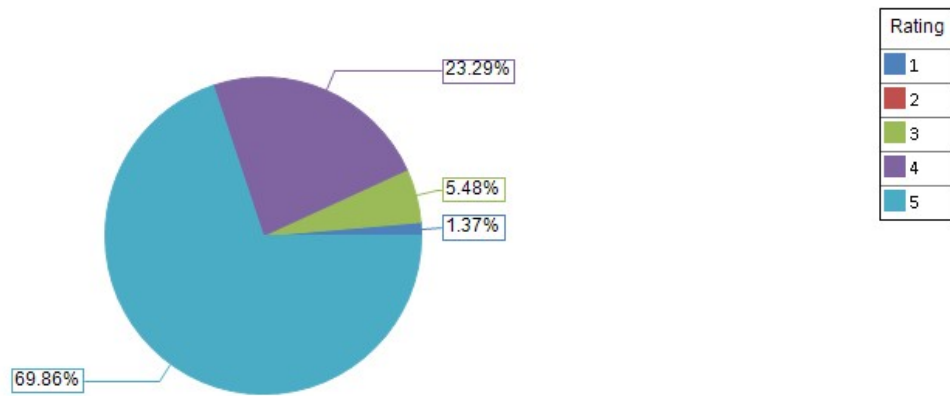
1. Prior to this training, my level of useable knowledge on the topic of this training was (1=low, 5=high):



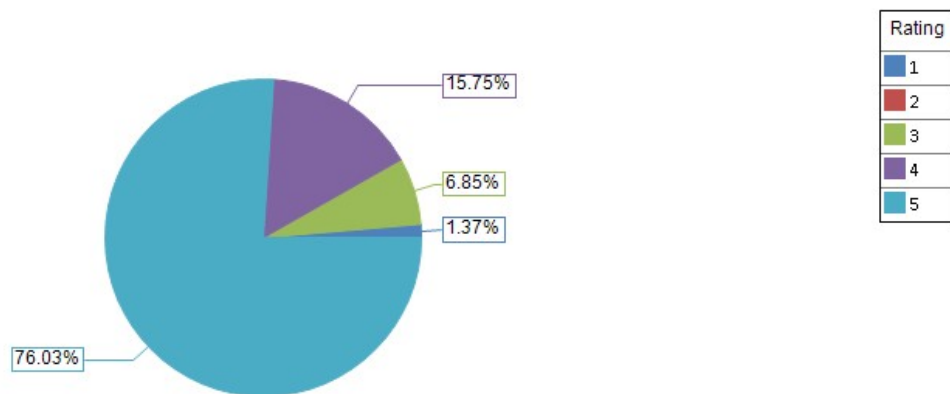
2. Now my level of useable knowledge is (1=low, 5=high):



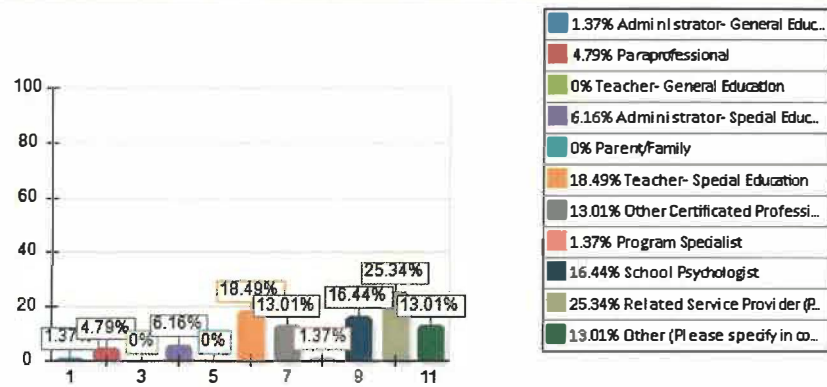
3. I will use what I have learned in this training (1=strongly disagree. 5=strongly agree):



4. Overall, this training was (1=poor. 5=excellent)



5. I am attending this training as a:



	Response Total	Response Percent
Administrator- General Education	2	1.37%
Paraprofessional	7	4.79%
Teacher- General Education	0	0%
Administrator- Special Education	9	6.16%
Parent/Family	0	0%
Teacher- Special Education	27	18.49%
Other Certificated Professional	19	13.01%
Program Specialist	2	1.37%
School Psychologist	24	16.44%
Related Service Provider (Please specify in corresponding section)	37	25.34%
Other (Please specify in corresponding section)	19	13.01%

Respondents: 146



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REF: IX-E.2

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**SBCSELPA Professional Development
One-Year-Plan for 2024-2025**

I. SBCSELPA Professional Development Vision

SBCSELPA 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 Plan (IEP) services to students with disabilities. The following sections provide an overview of the process SBCSELPA considers in determining the professional development to be provided to SBCSELPA LEAs and a projected one-year timeline.

II. Annual Professional Development Needs Assessment Based on the CDE 2024 Performance and/or Compliance Improvement Monitoring (CIM) determination for SBCSELPA LEAs and various other forms of feedback from 2023-2024.

- **Targeted Level 2:** Performance Elements: ELA and Math Academic Performance, Graduation Rate, LRE Regular 80% or more, LRE Home, LRE Separate Schools. (3 LEAs)
- **Targeted Level 3:** Preschool Age: ELA and Math Academic Performance, Suspension, LRE Home, LRE regular class 80% or more, LRE Regular Class, LRE Separate School. (2 LEAs)
- **Targeted Level 3:** School Age: Late IEPs/Initials Assessments and No Improvement (2 LEAs)

LEA completes the policies, practices, and procedures review with CIM Team and develops a plan for improvement.

- **Intensive Level 3 for Significant Disproportionality:** Late IEPs/ Initial Assessments or No Improvement (2 LEAs)

LEA takes mandatory actions, including 15% of IDEA funds to provide CCEIS. The LEA develops a CCEIS plan and is to monitor this plan through the year.

- **CIM for Small LEAs: Cycle B 2024: (7 LEAs)**

Additional Information and Feedback

- Special Education Administrator (SEAM) Input
- Differentiated Assistance (SBCEO)



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- General survey of special education staff, parents, administrators, and other past workshop participants
- Community Advisory Committee (CAC) input
- Member district/LEA SELPA Director complaint findings, CDE complaint findings, and due process hearing data
- Guidance letters from the federal Office of Special Education Programs (OSEP); Office of Civil Rights (OCR) and OELA (EL) Division

III. SBCSELPA Professional Development Targeted Areas to be provided in 2024-2025. Highest Priority Target Areas based on CDE Compliance Improvement Monitoring (CIM) as well as LCAP target goal areas.

- Promotion and graduation of students with disabilities- transition planning
- Improving achievement in ELA and Math for students with disabilities
- Improving participation rate in ELA and Math for students with disabilities
- Improving outcomes for English learners with disabilities- improving reclassification rates
- Addressing suspension and expulsion of students with disabilities- intervention; mental health
- Serving students with IEPs in the Least Restrictive Environment (LRE)
- Parent Training and collaboration for students with disabilities
- Compliant legal best practices in Special Education; IEP best practices- timelines.
- Post-secondary employment or education

Other Ongoing High Priority Focus Areas

- Interpretation and translation of IEPs
- Postsecondary Individual Transition Plans
- Nonviolent Crisis Prevention Intervention (NCPI)
- Behavior Intervention Plan (BIP)
- Behavior Emergency Reports (BER) through NCPI
- Growth Mindset, Resilience, Other-Centered, Work Ethic (GROW) trainings for all staff for the Therapeutic Learning Programs.
- Mental Health/ Behavior Therapeutic best practices- resiliency and trauma awareness in youth and for staff
- Legal Hot Topics in Special Education
- Evidence Based Practices in working with students with Autism (CAPTAIN)
- Assistive Technology and Augmentative Alternative Communication (AT/AAC) training
- Alternative to Dispute Resolution (CDE ADR grant)



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- Administrators training series in Special Education.
- SIRAS/CALPADS, introduction to SIRAS trainings
- Eligibility and Reclassification of English Language Learners in Special Education
- Behavior Trainings for NPA Certification and Paraprofessionals
- Parent Education Trainings
- Agency Network training
- Related Services trainings for DHH, APE, School Psychologists, OTs, SLPs, Nurses, Vision, Interpreters, Medically Fragile Teachers, Special Education Leadership
- Patterns of Strengths and Weaknesses
- Reading Intervention trainings
- Math Intervention trainings
- Dyslexia trainings
- English Learners with Disabilities
- Inclusion
- Instruction
- Instructional Assistant Trainings
- Network Meetings for Special Education Related Services
- Staff Mental Wellness
- Bridge Authorizations
- Alternate Pathway to Diploma
- Parent Education
- Universal Design for Learning
- Trauma Informed Education

IV: Format/Types/Locations of Professional Development Offered by SBCSELPA

- Professional forums 'Network Meetings' for various professional's bimonthly to include School Psychologists, Speech and Language Specialists, Deaf and Hard of Hearing (D/HH), Interpreters, Occupational Therapists, Adapted P.E. Specialists, Nurses, Vision, Special Education Leadership, ADR Cadre Team, Transition Network Team (TNT) SIRAS Forms Committee, Supporting Students who are Medically Fragile, CALPADS/MIS Network.
- Trainings offered in South County, North County, and Mid County locations and via Zoom Conferencing.
- Sending staff to outside Training of Trainer Professional Development (PENT, CAPTAIN, ADR CADRE)
- Collaboration with the Diagnostic Center, Southern California to provide professional development within the SBCSELPA to Special Education specialists such as Speech, D/HH, Mental Health, Autism, Behavior, EL, etc.



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- SBCSELPA team to provide ‘district focused’ trainings in the form of ‘mini trainings’ throughout the year upon request. Trainings could be requested as ‘in person’ or via Zoom conferencing.
- Hybrid option of In Person, Live Zoom, Recorded trainings offered. Recorded trainings archived on SBCSELPA website.
- Resources provided to all staff and parents on the SBCSELPA website.

2024-2025 Professional Development LEA Requests in Categories

Category	Requested Topic
Alt. Pathway to Dipoma	<ul style="list-style-type: none"> - 2 Alt. Pathway to Diploma - Development of Alt. Pathway to Diploma coursework for LEA SE Admin.
AT/AAC:	<ul style="list-style-type: none"> - 2 AAC - AT/AAC updated apps and extensions - AAC for Paraeducators and Gen. Ed. Staff
Behavior:	<ul style="list-style-type: none"> - 3 Behavior (general) - 2 Support student behavior in all settings - Behavior Supports - Gen. Ed. positive classroom management strategies - Gen. Ed. supporting students with learning differences. - Working with behavior with ED students - Alternatives to suspension - Writing a Behavior Plan and implementing it. - SDC ABCs of behavior
CPI	<ul style="list-style-type: none"> - CPI
Compliance	<ul style="list-style-type: none"> - CIM - CALPADS reporting
Dyslexia/ Reading:	<ul style="list-style-type: none"> - 2 Dyslexia - Literacy instruction - Reading intervention programs - Dyslexia Initiatives - Structured Literacy for Gen.Ed. and Sped. - Dyslexia screening and assessments how they are

	part of XBASS/ PSW
English Language Immersion:	<ul style="list-style-type: none"> - Dual Language Immersion Network - Best practices for teaching EML with IEPs
IEP	<ul style="list-style-type: none"> - 504 training for Gen. Ed. Admin. - SIRAS Service Log training - SIRAS Running reports in SIRAS - SIRAS trainings - IEP transition for TK and K - FAPE/Ed. Benefit - Student Led IEPs - Goal baseline for social emotional areas - Goal writing - IEP Best Practice Updates - Present Levels
Instruction	<ul style="list-style-type: none"> - Curriculum modifications/ adaptations - Evidence Based Practices - Dysgraphia - Co-teaching - Small group instructions - MTSS - Teaching ED - Strategies for teaching SLD students - Autism - Bridge Authorization - New teacher training- panning lessons, goals, goal progress tracking - Strategies for supporting reading and writing
Inclusion	<ul style="list-style-type: none"> - Inclusion Support Admin. Role for Support - Full inclusion success stories

	<ul style="list-style-type: none"> - SAI and SDI Inclusion
Legal	<ul style="list-style-type: none"> - 4 Legal updates - Legally compliant reports and IEP assessments - Legal seminar for legally defensive assessments and report writing for OHI
Math	<ul style="list-style-type: none"> - Math instruction - EBPs in Math - Dyscalculia - Math for Sped intervention
Mental Health:	<ul style="list-style-type: none"> - Mental Health for all staff - 2 Burnout of staff prevention - Mental Health supports - Techniques for counseling sessions - Universal Tier 2 mental health screeners and data collection systems - Areas of Mental Health considered with OHI
Occupational Therapy	<ul style="list-style-type: none"> - OT Preschool strategies - Understanding sensory processing needs - OT Networks
Paraeducator Training	<ul style="list-style-type: none"> - Paraeducator training (ongoing) - Mini's for Paras related to behavior - Supervising Paraprofessionals - Paraprofessional network for good practices to support students - Behavior Trainings
Parents	<ul style="list-style-type: none"> - Facilitating Parent involvement and collaboration with Gen. Ed. staff

School Psychologists	<ul style="list-style-type: none"> - Larry P - EL Assessments - Training and coaching in PSW - Neuropsych trainings - Sarah Ward Executive Functioning - PSW - CBT and DBT Counseling - Counseling social skills curriculum and session examples - Social Emotional Assessments - NCSP Units via CASP - ADHD and diagnostic decision for ADHD, Anxiety, depression for students not formally diagnosed - Analysis and Interpretation of formal assessments (WJIV) - Assessments for ESN (Brigance other tools)
Speech and Language	<ul style="list-style-type: none"> - Service models for SLPs - SLP type trainings - Gestalt Language processing - Articulation/ phonology - Assessment of ELs - SLP Networks - SLP CEUs - Treating developmental language disorders
Staff (General)	<ul style="list-style-type: none"> - Supporting professional communication skills within working environments and with education clients
Transition	<ul style="list-style-type: none"> - Transition - Transition to adulthood
Trauma Informed Instruction	<ul style="list-style-type: none"> - 4 Trauma Informed Instruction

	<ul style="list-style-type: none">- Restorative Practices- Violence and drug use in schools- staff roles- Violence in Schools
UDL	<ul style="list-style-type: none">- 2 Universal Access/ UDL- UDL and AI

2024-2025 LEA PD Requests from 2023-2024 Survey

LEA	Number of Responses per LEA	Staff Position and Role	Requests *Note: No responses indicates responder did not give request(s) for topics
Adelante Charter School	1 Response	1 SPED Administrator	- Dual Language Immersion network continue
Blochman SD	No Response	No Response	- No Response
Carpinteria USD	2 Responses	1 SPED Administrator 1 Gen. Ed. Administrator	- Behavior - Dyslexia - No response
Cuyama JUSD	1 Response	1 Superintendent	- Paraeducator training - Mental health for all staff - Support student behavior in all settings - CPI
Family Partnership Charter School	1 Response	Other	- No responses
Goleta USD	6 Responses	2 School Psychologist	- No answer - Professional Communication skills

		<p>1 Speech and Language Pathologist</p> <p>3 SPED Administrators</p>	<p>within working environments and with education clients</p> <ul style="list-style-type: none"> - Service models for SLPs for supporting caseload - Inclusion Support Admin. Role Support - 2 SPED Admin. No response
Guadalupe USD	3 Responses	<p>Gen. Ed. Administrator</p> <p>SPED Administrator</p> <p>Speech and Language Pathologist</p>	<ul style="list-style-type: none"> - (All staff) Trauma Informed Instruction - (SPED) Literacy and Math Instruction - Reading Intervention Programs - Trainings specific to SLPs - AAC - Autism - Gestalt Language Processing - Articulation/ Phonology, Assessment of ELs
Hope SD	3 Responses	1 Speech and Language	- No responses

		Pathologist 1 SPED Administrator 1 Superintendent	<ul style="list-style-type: none"> - AAC for Paraeducators and Gen Ed staff - Legal updates - 504 training for Gen Ed. Admin. - Evidence based practices in Math - Legal updates
Lompoc USD	4 Responses	1 SPED Teacher 1 School Psychologist 1 Program Specialist 1 SPED Administrator	<ul style="list-style-type: none"> - No responses - Assessment, Larry P, EL assessments - SIRAS Service Logs, Running reports in SIRAS - No responses
Manzanita Public Charter School	2 Responses	1 School Psychologist 1 SPED Administrator	<ul style="list-style-type: none"> - Burnout prevention - CIM
Orcutt USD	5 Responses	2 Speech and Language Pathologist	<ul style="list-style-type: none"> - No responses - Open to what district wants for PD

		1 School Psychologist 2 SPED Administrators	<ul style="list-style-type: none"> - No response - Mini trainings for IAs related to behavior - Dyslexia initiatives continue
Santa Barbara Charter School	3 Responses	1 Gen. Ed. Administrator 1 General responder SPED Administrator	<ul style="list-style-type: none"> - Dyslexia - Training and coaching in PSW - Structured literacy provided by gen ed. May look different from sped structured literacy class.
SBCEO		2 Special Education Teachers 1 Parent 1 Occupational Therapist	<ul style="list-style-type: none"> - Behavior Supports - Curriculum modifications/adaptations - EBPs - SIRAS trainings - Facilitating parent involvement and collaboration with Gen. Ed. staff - No responses - No responses

		2 School Psychologists	<ul style="list-style-type: none"> - Neuropsych trainings - Gen. Ed. trainings related to positive classroom management strategies - Gen. Ed. trainings related to supporting students with learning differences. - No Responses
		1 Behavior Intervention Paraprofessional	<ul style="list-style-type: none"> - Behavior Trainings - Trauma Education - Classroom staff behavior support training for new hires - Record trainings
		1 Program Specialist	<ul style="list-style-type: none"> - Sarah Ward on Executive Functioning - OT Strategies for Preschool classroom - Understanding sensory processing and needs
		1 Local Planning Council	<ul style="list-style-type: none"> - IEP Transitions for TK and K

		4 SPED Administrators	<ul style="list-style-type: none"> - FAPE/ Ed. Benefit training for staff - No responses - No responses - Cohort to support development of Alt. Pathways to Diploma coursework for District SE Administrators.
Santa Barbara Unified SD	15 Responses	<p>1 Parent</p> <p>2 Occupational Therapist</p> <p>1 Paraeducator</p> <p>1 SPED Educator 2</p> <p>2 Speech and Language Pathologists</p> <p>5 School Psychologists</p>	<ul style="list-style-type: none"> - Transition to Postsecondary - Alt Pathway to Diploma - Continue OT Networks - No responses - No responses - No responses - No responses - No responses - NCSP Units via CASP - PSW - CBT and DBT Counseling - Behaviors with students with ED in

		3 SPED Administrators	<p>inclusion model</p> <ul style="list-style-type: none"> - Legal trainings - Social Emotional assessment trainings - No response - Mental Health supports - Techniques for counseling sessions - Universal Tier 2 mental health screeners and data collection systems - Dyscalculia and Dysgraphia - Want to attend more events. - Alt. Pathway to Diploma - Universal Access/UDL - Co-Teaching - Small Group Instruction - Best practices for teaching EML w IEPs - Student Led IEPs - No response
Santa Maria Bonita SD	13 Responses	<p>1 SPED Teacher</p> <p>2 Speech and Language</p>	<ul style="list-style-type: none"> - No responses - SLP Job alike

		<p>Pathologists</p> <p>4 School Psychologists</p> <p>Other: 1 SPED TOSA</p>	<p>meetings</p> <ul style="list-style-type: none"> - SLP CEUs - No responses - Counseling/social skills curriculum and session examples - Goal baseline and goal setting for social emotional areas. - Legal and current cases - No responses - Dyslexia screening and assessments and how they are part of XBASS/ PSW. - Trauma informed practices - Restorative practices - Full inclusion success stories - Educator burnout prevention - Supervising Instructional Assistants. - Trauma Education - AAC and AT-updated apps and extensions
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		<p>1 CALPADS/ Data Processing LEA Admin.</p> <p>2 School Psychologists</p> <p>1 Gen. Ed. Administrator</p> <p>1 SPED Administrator</p>	<ul style="list-style-type: none"> - Legally compliant reports and IEPs - Assessment - Treating developmental language disorders - No responses - CALPADS reporting-request a calendar for future training dates - Violence and drug use in schools - What exactly is our role? - No response - No response - Paraprofessional Network specifically for good practices to support students.
Santa Ynez Valley Consortium	4 Responses	1 School Psychologist	<ul style="list-style-type: none"> - Legal seminar on legally defensive assessment and report writing practices for OHI. - Areas of Mental Health considered with OHI

		3 SPED Administrators	<ul style="list-style-type: none"> - ADHD and diagnostic decision for ADHD, anxiety, depression for students not formally diagnosed outside of school - Behavior Trainings for Paraprofessionals - SDC Teachers (ABCs of behavior) - Bridge Authorization - Math for SPED/Intervention - New teacher training-planning lessons based on goals, goal progress tracking. - Analysis and Interpretation of formal assessments (WJIV) for SPED teachers - Assessment for ESN - Brigance other tools
Parent	3 Response	3 Parent	<ul style="list-style-type: none"> - No Suggestions - Violence in Schools - Strategies/ methods for supporting reading and writing

Agency	1 responses	Transition Outreach Coordinator	- Transition to Adulthood
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Professional Development 2024-2025

Projections by Month

In Person, Virtual, Hybrid in Person and Virtual

(Recorded, posted on SBCSELPA Website)

Projected “Virtual, In Person, Hybrid, Recorded,” Month by Month for Events	Trainings
In Person	
Monthly: August through May “In Person” North and South County	
	<u>Nonviolent Crisis Prevention Intervention</u> **Initial and Refresher classes taught in <u>two</u> days in South County at SBCSELPA Conference Room and North County at SMB Souza Center, in person. Day 1: 8:30-3:00: De-escalation skills Day 2: 8:30-12:00: Safety Interventions only <u>Contact:</u> Alison Lindsey alindsey@sbcsepa.org
October “In Person” North and South County For all Santa Barbara County	
	<u>Transition Fairs</u> Transition Agency Fairs with agency vendors from Santa Barbara County.
Fall or Spring “In Person” For all Santa Barbara County	
	<u>Nurses Symposium</u> Countywide Nurses Symposium Multiple topics
Virtual, Not Recorded	
Monthly: August through May	

For all Santa Barbara County “Virtual” Not Recorded	
	<p><u>Network Meetings</u></p> <ul style="list-style-type: none"> • School Psychologists • Speech and Language Therapists • Occupational Therapy • Adapted P.E. • Nurses • Interpreters/Translators • Supporting students who are Medically Fragile • Special Education Leadership Meetings • ADR Cadre Team • Transition Network Team (TNT) • SIRAS Forms Committee • Specific Learning Disability Committee • Alternative Pathway to Diploma • Dual Immersion/ English Language Learner <p>SBCSELPA Network meetings monthly or bimonthly 30–60-minute meetings.</p> <p>Topics determined by LEA sign up. Padlet created for each network of resources.</p>
	<p>Bridge Authorizations</p> <p>*Offered virtually throughout the year to fulfill authorization of new credentialing for CTC.</p>
October through May “Virtual, Not Recorded”	
	<p><u>Patterns of Strengths and Weaknesses</u></p> <p>Considerations for speakers: Jenny Ponzuric Dr. Samuel Ortiz CA. Diagnostic Center of Southern CA.</p>
	<u>Behavior Trainings</u>

	Events presented by Dr. Rosy Bucio to support NPA/S Certification of Behavior. Participants receive certificate of attendance. Events not recorded.
Virtual Recorded	
Monthly: August through May “Virtual, Recorded”	
	<p><u>SIRAS Trainings</u></p> <ul style="list-style-type: none"> • Beginners SIRAS Training: Two in August, Two in September, by LEA request. • SIRAS Service Logs • SIRAS Summer Updates: August • CALPADS/MIS Updates: August, January, May. • SIRAS Prepare for State Testing/ Transition Meetings • SIRAS Office Hours: August, September, October, November, December- drop in Zoom.
November and April (Fall, Spring) “Virtual, Recorded”	
	<p><u>Legal Training with Jan Tomskey</u></p> <p>Possible Topics: Assessment Alternate Pathway to Diploma Special Education Hot Topics Legal Report writing Best practices for IEPs and more</p>

November, February, April “Virtual, Recorded.”	
	<p><u>English Learners with Disabilities</u></p> <p>In Partnership with Imperial SELPA and MICOP of Santa Barbara County Topics to include:</p>

	<p>Assessment Tier Supports Reclassification ELPAC, Alternative ELPAC Working with Families through the IEP Process</p> <p>Workgroup to develop ELD Best Practices Manual including Dual Immersion.</p>
Virtual <u>or</u> In Person	
<p>Monthly: August through May “Virtual or In Person” ‘Mini’ Event per district request</p>	
	<p><u>Instructional Assistant/Paraprofessional Training</u></p> <p>Three topics: Introduction to Special Education Supporting Students Unique Behavior Staff Mental Health and Wellness</p> <p>*To schedule the series, LEAs contact Jennifer Connolly jconnolly@sbcsepa.org with dates, time, location for events.</p>
Hybrid, In Person and Virtual	
<p>September through May “Hybrid, In Person and Virtual” For all Santa Barbara County</p>	
	<p><u>Assistive Technology</u></p> <p>AT: Monthly, in North and South County, half day events.</p> <p>AAC: Fall Monthly, in North and South County, half day events.</p>
<p>October through March “Hybrid, In Person or Virtual” For all Santa Barbara County</p>	
	<p><u>Reading Trainings</u></p> <p>Dyslexia Training Institute CA Dyslexia Initiative Trainings Dr. Feifer, Dyslexia</p>
	<u>Diagnostic Center of Southern California</u>

	Events pre-recorded by DCSC and watched in a live Zoom.
	<u>Alternative to Dispute Resolution Events</u> Guest speaker to be determined. Considerations: Greg Abel, Sound Options Group Community of Practice Stephanie Blondell Parent Events
	<u>PENT: FBA/BIP Essential 10 for Writing a BIP</u> SBCSELPA PENT Team presents steps for writing an FBA/BIP.
November, February, March “Hybrid, In Person and Virtual” For all Transition Age Staff	
	<u>Transition Topics</u> <u>Guest Speakers:</u> Age of Majority Agency Linkages Night Alternate Pathway to Diploma Additional topics
October through May For all Santa Barbara County Location to be determined	
	<u>Parent Events</u> One hour Parent Presentation in partnership with Alpha Resource Center

Additional Requests from 2024 Survey by LEA: [LEA PD Requests for 2024-2025](#)

SBCSELPA Network Meetings
All Santa Barbara County

Network	Dates
Adapted P.E. Network	Thursday, October 17, 3:00-3:30 Thursday, January, 3:00-3:30 Thursday, April 17, 3:00-3:30
ADR Cadre	Thursday, August 29, 8:30-9:30 Thursday, November 21, 8:30-9:30 Thursday, April 17, 8:30-9:30
CALPADS/MIS Network	Friday, August 2, 8:30-9:00 Friday, October 4, 8:30-9:00 Friday, February 7, 8:30-9:00 Friday, May 2, 8:30-9:00
Interpreter/Translator Network	Friday, November 1, 9:00-10:00 Friday, February 28, 9:00-10:00 Friday, May 23, 9:00-10:00 Hosted by SLOSELPA and SBCSELPA
Medically Fragile Teacher Network	Wednesday, September 25, 3:00-4:00 Wednesday, February 12, 3:00-4:00 Wednesday, April 16, 3:00-4:00 Hosted by SLO and SBC SELPA
Occupational Therapist Network	Thursday, September 12, 3:00-3:30 Thursday November 14, 3:00-3:30 Thursday, March 6, 3:00-3:30
Preschool Staff Network	Monday, September 30, 4:00-4:30 Monday, December 2, 4:00-4:30 Monday, March 10, 4:00-4:30
Nurses Network	TBD
School Psychologist Network	Tuesday, September 10, 8:30-9:00 Tuesday, November 5, 8:30-9:00 Tuesday, February 4, 8:30-9:00 Tuesday, April 8, 8:30-9:00

SIRAS Office Hours	Monday, August 19, 3:30-4:30 Monday, September 23, 3:30-4:30 Monday, October 21, 3:30-4:30 Monday, November 18, 3:30-4:40
SIRAS Forms Committee	Friday, August 23, 9:00-10:00 Friday, November 8, 9:00-10:00 Friday, March 7, 9:00-10:00
Speech and Language Network	Thursday, September 12, 2:00-2:30 Thursday, November 14, 2:00-2:30 Thursday, March 6, 2:00-2:30
Special Education Leadership Network	Monday, August 26, 8:30-9:30 Monday, September 30, 8:30-9:30 Monday, October 28, 8:30-9:30 Monday, December 9, 8:30-9:30 (For November) Monday, January 27, 8:30-10:30 (December and January) Monday, March 3, 8:30-9:30 (For February) Monday, April 28, 8:30-10:30 (March and April) Monday, May 19, 8:30-9:30
Transition Network Team	Tuesday, September 10, 2:00-3:00 Tuesday, November 5, 2:00-3:00 Tuesday, February 4, 2:00-3:00 Tuesday, April 8, 2:00-3:00

Santa Barbara County SELPA Professional Development Events

REF: IX-E.7

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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.

Santa Barbara County SELPA Professional Development Events

District Special Education Programs

Adelante Charter School	805-966-7392
Ballard School District	805-688-4222
Blochman Union School District	805-922-0334
Buellton Union School District	805-688-4222
Carpinteria Unified School District	805-684-7657
Cold Spring School District	805-964-4711
College School District	805-922-0334
Cuyama Joint Unified School District	805-922-0334
Family Partnership Charter School	805-686-5339
Goleta Union School District	805-681-1200
Guadalupe Union School District	805-343-2114
Hope School District	805-682-2564
Lompoc Unified School District	805-742-3300
Los Olivos School District	805-688-4222
Manzanita Public Charter School	805-734-5600
Montecito Union School District	805-964-4711
Orcutt Union School District	805-938-8960
Santa Barbara Charter School	805-967-6522
Santa Barbara 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@sbcsepa.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@sbcsepa.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://sbcsepa.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=bVZBQzRqTEoxODhab3Z5K2hoMGMoZzo9</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=bjFWUXVhUW9MY1R2dUs5dlRpeWhHZzo9</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=UINMZ2dhZUJSRnpkMHNxdnR1QmdyUT09</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=bmlxN214QlY3TW5jK3lJRUFMNUs5Zzo9</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=TXJFcUs2cG9mNXBnSUp5TGkzNU1RUTo9</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=dURQSjVuNzZpdkFiTkVITGlla2tJUT09</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=MzJuL2NIeVBQckJnK2RSdTZxSo41dz09</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 SMJUHS Righetti H.S. Cafeteria	Paraprofessional/ Instructional Assistant Training: Presenter: Jennifer Connolly	Free: Event for Orcutt and SMJUHS staff only.
Wednesday, August 2, 2023 In Person 12:30-3:30 In Person Orcutt USD and SMJUHS Righetti H.S. Cafeteria	Paraprofessional/ Instructional Assistant Training: Presenter: Rosy Bucio	Free: Event for Orcutt and SMJUHS staff only.
Wednesday, August 2, 2023 In person	GROW Training Presenter: Alison Lindsey	Free: Event for SMJUHS GROW Program staff only.
Thursday, August 3, 2023 12:30-3:30 In Person Orcutt USD and SMJUHS Pioneer Valley H.S. Library	Paraprofessional/ Instructional Assistant Training: Presenter: Alison Lindsey	Free: Event for Orcutt and SMJUHS staff only.
Thursday, August 3,	Overview of CALPADS	Free: Event for

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

2023 9:00-12:00 In Person and Zoom SBCSELPA Conference Room Santa Barbara Recorded	Reporting by CDE Presenter: Brandi Jauregui and Alex Manriquez	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.
Thursday, August 10,	Trainer of Trainers:	Event closed to the public.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

2023 8:30-3:30 In Person Location: TBD	Nonviolent Crisis Prevention Intervention (NCPI)	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**



September

New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
<https://sbcselfpa.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.
Thursday, September 14, 2023 4:00-7:00 In Person at SBCSELPA	Bridge Authorization for Mild Moderate Support Needs Credential Presenters: Dr. Ray Avila and	Free: Event for staff needing to add the Bridge Authorization for staff

New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

Dinner Provided	Jennifer Connolly	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.
Wednesday, September 27, 2023 12:00-3:00	Tier 1, Day 2 of 4: Placer County SELPA AAC Training	Free: Event for all SLPs.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Zoom, Not Recorded		
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.

October

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events



October

<https://sbcselpa.k12oms.org>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

<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, 2023 3:15-4:30 Zoom Recorded Watch Party	Identifying Students At Risk for Reading Difficulty Presenter: Dr. Jack Fletcher (SCOE CA Dyslexia Initiative)	Free: Event open to all staff.

New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

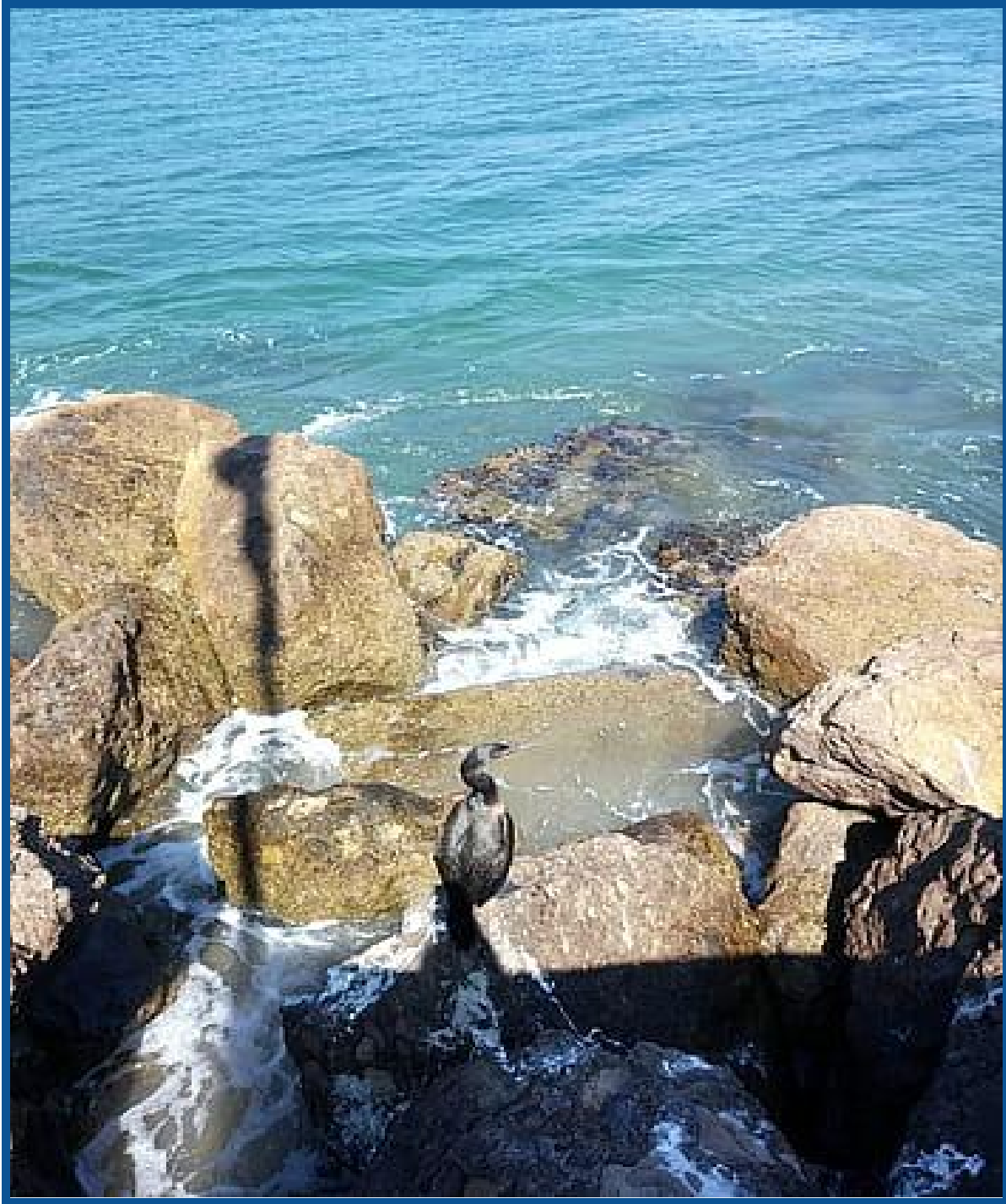
Wednesday, October 11, 2023 12:00-3:00 Zoom	Tier 1, Day 3 of 4: Placer County SELPA AAC Training	Free: Event open to all SLPs.
Thursday, October 12, 2023 2:30-4:00 Zoom, Recorded	Transition Series Day 1: The Spirit of Transition and why we plan for Life after High School Presenters: TNT	Free: Event open 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 Watch Party	Preventing Reading Difficulties Through Early Intervention Presenter: Hugh Catts (SCOE CA Dyslexia Initiative)	Free: Event open to all staff.
Tuesday, October 24, 2023	Inclusion Network Presenter: Kevin Schaefer	Free: Event open to all staff.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

9:00-2:00 In person at SBCEO Auditorium		
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**



November

New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
<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 Location TBD	UDL/AT Immersion Day 1	Free: Event for all countywide staff.
Wednesday, November 8, 2023	Hot Topics in Special Education	Free: Event for all countywide staff.

New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

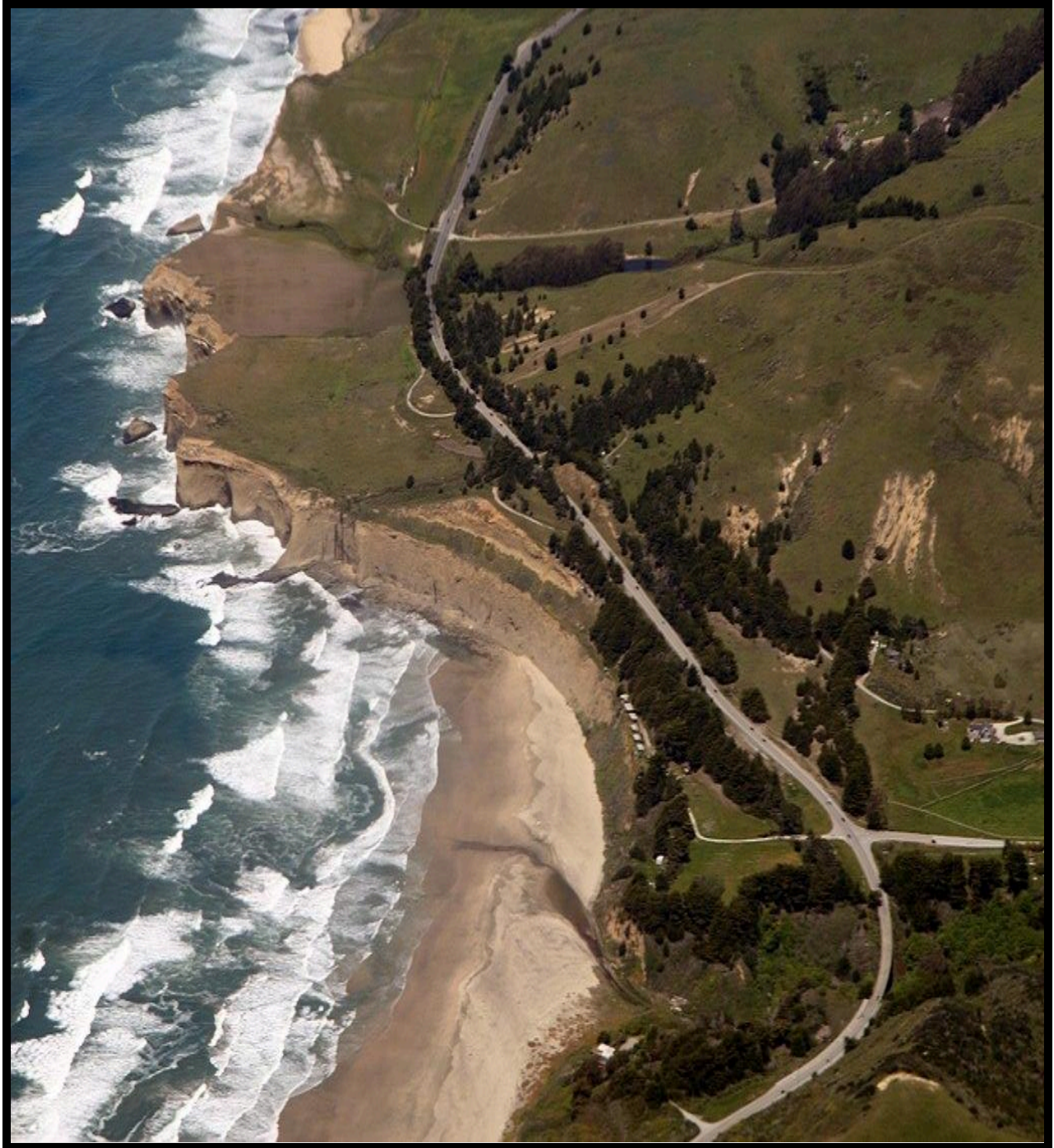
8:30-10:30 Zoom	Presenter: Jan Tomsy Fagen, Friedman, & Fulfrost	
Wednesday, November 8, 2023 2:00-4:00 Zoom	Patterns of Strengths and Weaknesses Coaching Presenter: Jenny Ponzuric	Free: Event for all countywide staff.
Wednesday, November 8, 2023 4:00-7:00 In Person Santa Maria Joint UHSD Board Room 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.
Tuesday, November 28, 2023 1:00-3:00	Assessment and Identification of students with Emotional	Free: For all staff and leadership

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

SMB Souza Center	Disturbance Presenter: Melissa Hatch	
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**



December

New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
<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 13, 2023 3:30-4:30 Zoom, Not Recorded	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

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
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January

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events



January

New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events
<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
Thursday, January 25, 2024 4:00-7:00 Zoom, Not Recorded	Bridge Authorization for Mild/Mod Support Needs Credential Presenters: Dr. Ray Avila	Bridge Authorization for Mild/Mod Support Needs and ResourceCredential

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

	and Jennifer Connolly	
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

February

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events



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.
Thursday, February 29, 2024 4:00-5:00 Zoom	Data Collection into SIS for Restraint and Seclusion	Free: Special Education Admin. Site Admin, Leadership, Clerks

**Santa Barbara County SELPA
Professional Development Events
March**



March

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

<https://sbcselfpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
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.
Monday, March 18, 2024 4:00-5:00 Zoom	Incident Reporting Required for Emergency Interventions into SIS Systems	Free: Special Education Admin. Site Admin, Leadership, Clerks
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 2:00-4:00 Zoom	Patterns of Strengths and Weaknesses Coaching Presenter: Jenny Ponzuric	Free: Event for all countywide staff.

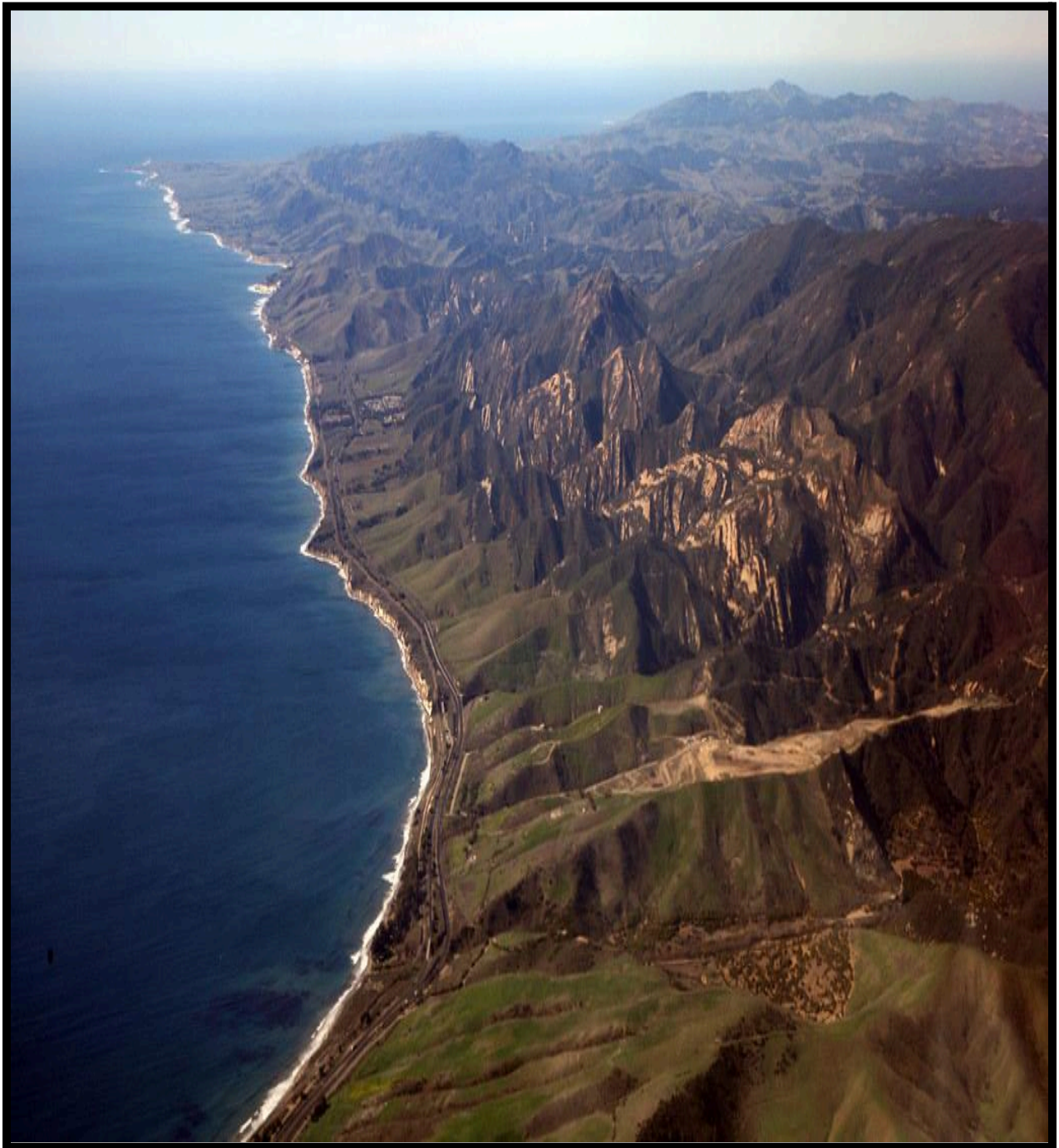
New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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://sbcselpa.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 countywide 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 3:00-4:00 Zoom	What Does Autism Affirming Mean? Presenter: Dr. Rosy Bucio	Free: Event for all countywide staff
Wednesday, April 24, 2024 4:00-5:00 Zoom	Data Collection into SIS for Restraint and Seclusion	Free: Special Education Admin. Site Admin, Leadership, Clerks

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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 Connolly	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are welcome.
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 3:30-4:30	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://sbcselpa.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
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.
Wednesday, May 15, 2024 Zoom 1:30-3:30	APE To Qualify or Not to Qualify that is the Question Presenter: Dr. Foster	Free: Event for all A.PE teachers
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-Bratton Awards Night	Invited Guests
Tuesday, May 21, 2024 4:00-6:30 In Person San Marcos HS Theater	Agency Linkages Night 5 Agencies presentations Postsecondary Transition	For Parents and Staff working in Junior HS and High School

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Thursday, May 23, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Essential elements of effective collaboration Presenter: Jennifer Connolly	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are welcome.
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‘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.

Santa Barbara County SELPA Professional Development Events

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

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

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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

SELPA 28: SBCSELPA Continuum of Mental Health Services

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

Consulting In Classroom Settings

The focus of this training will be on sharing strategies that facilitate collaborative and productive consulting in classroom settings. Specific steps and strategies educational specialists (e.g., BCBAs, MFTs, SLPs) can use to build rapport with team

members and establish mutually beneficial communication. In addition, strategies team members (e.g., teachers, paraprofessionals) can also use when collaborating with consultants will also be shared.

How To Provide Students with Corrective Feedback & Coaching

This training will focus on how team members (e.g., teachers, paraprofessionals, administrators) can give students feedback, both positive and corrective, in a constructive manner that optimizes communication.

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

The new Santa Barbara County SELPA Wrap Referral is here—and it'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

Santa Barbara County SELPA

Professional Development Events

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

Relational Scaffolding

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

Self-Care for the Educator

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

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

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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.

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. Number in () indicates the amount of staff trained in the LEA on the topic.

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

June:

- 12: SBUSD: Self Care for Educators (8)
- 12: Manzanita CPI Training (6)
- 12: SBUSD: UDL/AT (3)
- 13: SBUSD: UDL/AT (2)
- 13: SBUSD: Self Care for Educators (10)
- 13: BCBA Training (4)
- 14: SBUSD: New Lens on Behavior (7)

July:

- 10: NPA Series: Supporting Students in Schools (15)
- 13: NPA Series: (5)
- 31-1: SLO SELPA GROW (70)

August:

- 1: SMJUHSD and Orcutt: Paraprofessional Series (16)
- 2: SMJUHSD and Orcutt: Paraprofessional Series (14)
- 3: SMJUHSD and Orcutt: Paraprofessional Series (11)
- 3: SMJUHSD GROW (5)
- 4: SMJUHSD and Orcutt CPI (11)
- 4: LUSD GROW (19)

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

- 4: Manzanita: Behavior Paraprofessional Series (4)
- 7: Orcutt: SIRAS Beginners Training- (3)
- 7: SBCEO: Behavior Paraprofessional Series (105)
- 8: SYVSEC: GROW (11)
- 8: LUSD: SIRAS Training (23)
- 9: SBUSD GROW (15)
- 11: SBUSD: Paraprofessional training (135)
- 14: Carpinteria Behavior Paraprofessional Series (26)
- 15: Carpinteria Behavior Paraprofessional Series (24)
- 15: Los Olivos: Wellness for Educators (28)
- 16: Manzanita Behavior Paraprofessional Series (4)
- 17: SBUSD: Brain States (13)
- 17: SBUSD: A Framework for Supporting the Emotional and Behavioral Needs for our Students. (34)
- 21: Hope: CPI Training (20)
- 22: SBCEO Behavior Paraprofessional Series (23)
- 22: Hope Supporting Students with ASD (22)
- 23: Carpinteria: Special Education (Timelines, Parent Rights, ADR, Elig/Assessment) (5)
- 24: Pediatric Resident Training with Alpha Resource Center: Special Education and SELPA (5)
- 28: SYVUHSD: De-Escalation Strategies (32)

September:

- 4: Carpinteria: Autism Behavior Training (28)
- 6: Manzanita Behavior Paraprofessional Series (5)
- 7: SBCEO Behavior Paraprofessional Series (42)
- 7: SYVSEC Los Olivos: Wellness for Educators (14)

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

- 11: CAPTAIN Regional Meeting (14)
- 12: SBUSD Behavior Paraprofessional Series (48)
- 13: SBUSD Behavior Paraprofessional Series (55)
- 13: Lompoc IEP Training (7)
- 14: SBUSD Behavior Paraprofessional Series (19)
- 18: Family Partnership: A Framework for Supporting Emotional and Behavioral Needs of our Students. (13)
- 19: SBUSD Paraeducator Training (6)
- 20: Lompoc IEP Training (6)
- 20: Carpinteria Paraeducator Training (53)
- 25: SYVUHSD: De-escalation Strategies (28)
- 25: Lompoc IEP Training (6)
- 27: SBUSD What is SELPA for Parents (25)

October:

- 3: SBUSD: Paraeducator Training (11)
- 4: Manzanita: Paraeducator Seminar Series (6)
- 9: Carpinteria Middle School All Staff : Understanding and Supporting Behavior (29)
- 12: SBCEO: Paraeducator Seminar Series (42)
- 12: GUSD: GROW Training (6)
- 13: SBPIC GROW (42)
- 16: SBUSD: CPI Training (24)

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

16: SBUSD: Intro to Brain States and De-Escalation (31)

18: Carpinteria: Paraeducator Seminar Series (31)

19: SBUSD: Para Seminar (7)

23: SBUSD: Brain States (44)

23: SYVSEC: Building Behavioral Practices (27)

24: All LEAs: Parent Support Series (1)

25: SBUSD: Para Seminar Series (39)

25: SBUSD: Brain States and Coaching (5)

26: SBCEO: Paraeducator (6)

26: All LEAs: Parent Support Series (1)

27: Lompoc: Intro to Behavior Practices (36)

27: Solvang: Building Behavioral Practices (12)

30: SYVUHSD: De-escalation Strategies (33)

November:

2: SBUSD: Para Seminar Series (5)

3: SYVSEC SY Elementary: Understanding Behavior (28)

6: JPA GROW (17)

7: SBUSD: Paraeducator Seminar Series (44)

8: Carpinteria: Para Seminar Series (37)

9: MUS: CPI Training (16)

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

13: Cold Springs: Supporting Students and Families with Technology and Social Media (18)

14: All LEAs: Parent Support Series (0)

15: MUS: CPI Training (16)

15: Manzanita: Paraeducator Series (5)

17: MUS: CPI Training (16)

28: All LEAs: Parent Support Series: Why do our Kids Tantrum (1)

29: SBUSD: Paraeducator Seminar Series (21)

29: CAPTAIN Regional Meeting (11)

30: SBCEO: Para Seminar Series: Data Collection (6)

December:

5: SBUSD: Brain States and Coaching Strategies (43)

5: SBUSD: Paraeducator Series (29)

6: Manzanita: Para Seminar Series (5)

7: SBCEO: Para Seminar Series (5)

13: Carpinteria: Para Seminar Series (33)

14: SBUSD: Para Seminar Series (4)

14: SBCEO: Para Seminar Series (27)

January:

9: Guadalupe: Paraeducator Training (40)

10: SMJUHSD: Paraeducator Training (100)

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

10: Carpinteria: Paraeducator Training (34)

11: SBCEO: Paraeducator Training (45)

19: Youth Linkages: Supporting Neurodivergent Students in School (88)

26: SBCEO: The Science of Art of Early Learning: Communication & Play (76)

29: SYVSEC: Supporting Our Struggling Students Part 1 (6)

February:

2: SYVSEC: Supporting Our Struggling Students Part 2 (7)

7: Manzanita: Paraeducator Training (6)

20: SBUSD: Paraeducator Training (11)

21: SBUSD: Paraeducator Training (24)

22: SBUSD: Paraeducator Training (5)

26: CAPTAIN Regional Meeting (13)

March:

4: Orcutt: CPI (50)

5: SBUSD: Para Seminar

6: Manzanita: Para Seminar (6)

7: SBCEO: Brain States (28)

11: Inclusion Network: CAPTAIN (53)

13: Carpinteria: Para Seminar (26)

14: SBCEO: Using Antecedent Based Interventions (7)

29: LUSD: Trauma Informed Practices (33)

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

April:

- 3: SBUSD Paraeducator Seminar
- 10: Carpinteria Paraeducator Seminar (39)
- 11: SBUSD Conscious Discipline Part 1 (29)
- 17: Lompoc Buena Vista Behavior Training (32)
- 17: Manzanita Conscious Discipline Part 2 (5)
- 18: SBCEO Conscious Discipline Part 1 (5)
- 18: SBCEO PD Santa Barbara (26)
- 22: SBCEO PD Lompoc (14)
- 24: SB Charter Behavioral Practices in Communities of Belonging (15)
- 25: SBCEO PD Santa Maria (28)
- 25: SBUSD Para Seminar

May:

- 1: SBCEO
- 15: SBCEO- Lompoc
- 22: SBCEO- Santa Maria
- 29: SBCEO Wellness for Educators

New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

SBCSELPA Staff

5385 Hollister Avenue Bld. 7 Santa Barbara, CA 93111 805-683-1424

Dr. Ray Avila

SBCSELPA Executive Director

ravila@sbcsepa.org

Jennifer Connolly

SBCSELPA Coordinator

jconnolly@sbcsepa.org

Lindsay MacDonald

Office Manager

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Brian Helt

Executive Assistant

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Rachel Wigle

Chief Business Official

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Alison Lindsey

Mental Health Manager

alindsey@sbcsepa.org

Rosy Mato-Bucio

SBCSELPA BCBA

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Regional Implementation SELPA Lead for C.A.P.T.A.I.N.

Deborah Umansky

Clinical Psychologist Intern Supervisor

dumansky@sbcsepa.org

Taryn Hurvitz

Audiologist

thurvitz@sbcsepa.org

Lisa Foote

SBCSELPA AT/AAC Specialist

lfoote@sbcsepa.org

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Natalie Facio-Leon	nfacioleon@sbcsepa.org
Mental Health Specialist (Bilingual)	
Rachel Bidinost	rbidinost@sbcsepa.org
Youth Support Specialist	
Tania Nunez	tnunez@sbcsepa.org
WRAP Facilitator	
Jazmin Estebez	jestebes@sbcsepa.org
Youth Support Specialist	
Alex Holdom	aholdom@sbcsepa.org
WRAP Facilitator	
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Youth Support Specialist	
Lauren Gerken	lgerken@sbcsepa.org
Youth Support Specialist	
Michelle White	mwhite@sbcsepa.org
Youth Support Specialist	

Professional Development Presenter(s) Information

Dr. Ray Avila	ravila@sbcsepa.org
SBCSELPA Executive Director	805-683-1424
Jennifer Connolly	jconnolly@sbcsepa.org
SBCSELPA Coordinator	805-683-1424
Alison Lindsey	alindsey@sbcsepa.org
SBCSELPA Mental Health Manager	805-683-1424
Rosy Bucio	rbucio@sbcsepa.org
SBCSELPA BCBA	805-683-1424
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
Rachel Wigle	rwigle@sbcsepa.org

New Events Added Monthly

Santa Barbara County SELPA
Professional Development Events

Chief Business Official

805-683-1424

Santa Barbara County SELPA
Professional Development Events
P.E.N.T. Team (Behavior)

Carrie Hicinbothom chicinbothom@orcutt.net

Orcutt Program Specialist

Yolanda Horton yhorton@smbbsd.net

SMB BCBA

Rosy Bucio rbucio@sbcselfpa.org

SBCSELPA BCBA

Phil Pandac ppandac@orcutt-schools.net

Orcutt BCBA

Robert Santiago rsantiago@cusd.net

Carpinteria School Psychologist

Sarah Gunn gunn.sarah@lUSD.org

Lompoc USD

C.A.P.T.A.I.N. Team (Autism)

Rosy Bucio rbucio@sbcselfpa.org

Regional Implementation SELPA Lead for C.A.P.T.A.I.N.

SBCSELPA BCBA

Yolanda Horton yhorton@smbbsd.net

SMB BCBA

Jermaine Powell jpowell@sbunified.org

SBUSD BCBA

Donna Todaro dtodaro@sbceo.org

SBCEO Special Education Teacher

Meghan Davy mdavy@alphasb.org

Advocacy Systems Specialist

Alpha Resource Center

Ivan Alvarez ialvarez@sbceo.org

SBCEO School Psychologist

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Haley Smith

hsmith@hopeschooldistrict.org

Hope BCBA

CPI Presenters North County

Sarah Gunn

gunn.sarah@lusd.org

Bethany Schacherer

bschacherer@smbdsd.net

Phil Pandac

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Alison Lindsey

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Jennifer Connolly

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Rosy Bucio

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Natalie Facio-Leon

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David Ibsen

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CPI Presenters South County

Jermaine Powell

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Chris Osborne

cosborne@sbunified.org

Alison Lindsey

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Jennifer Connolly

jconnolly@sbcseelpa.org

Rosy Bucio

rbucio@sbcseelpa.org

Natalie Facio-Leon

nfacio-leon@sbcseelpa.org

Santa Barbara County SELPA Professional Development Events

ADR Cadre

Jennifer Connolly SBCSELPA Coordinator	jconnolly@sbcsepa.org
Patty Moore Help Me Grow, Director	pjmoore@alphasb.org
Dr. Karla Curry SBUSD, Director of Special Education	kvcurry@sbunified.org
Amy Gillespie Santa Ynez Valley Consortium, School Psychologist	agillespie@buelltonusd.org
Beverly Sherman Santa Ynez Valley Consortium, Coordinator	bsherman@buelltonusd.org
Rusty Gordon Orcutt, Director of Special Education	rgordon@smbsd.net
Meghan Davy Alpha Family Resource Center, Manager	mdavy@alphasb.org
Nathan Moreno Guadalupe, Director of Special Education	nmoreno@gusdbobcats.com
Ashley Johnson SBCEO, Coordinator	ajohnson@sbceo.org
Stacy Tolkin Santa Barbara Charter, Director of Special Education	stacysbcs@gmail.com
Dr. Ray Avila SBCSELPA Executive Director	ravila@sbcsepa.org
Dorothy Kates SMJUHS D Program Facilitator	dkates@smjuhsd.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,

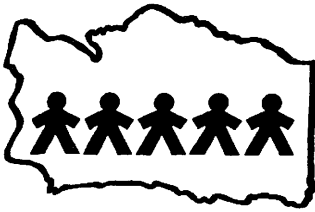
New Events Added Monthly

**Santa Barbara County SELPA
Professional Development Events**

Flyers by the month
Please visit

Back2School Padlet

[SBCSELPA BACK2School
Padlet Events Resources](#)



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA Community Advisory Committee (CAC) Newsletters for Parents

BACKGROUND:

- SBCSELPA's Community Advisory Committee created three 'Newsletters for Parents of Special Education Students' in English and Spanish to support parent understanding of SBCSELPA, the IEP Process, and support for Maneuvering through Transitions from grade to grade.
- The 'Newsletters for Parents of Special Education Students' will be available in the following locations:
 1. In the 'Parent Toolkit' located in the link [Parent Toolkit Padlet](#)
 2. On the "Back2School" Padlet for staff to hand out to parents [Back2School Padlet](#)
 3. In SIRAS 'Added Forms' library under Parents/IEP Teams category.
 4. On the sbcselpa.org website under 'Community and Family Resources' button.
 5. Shared with all districts for Parent Meetings and for posting on Parent Square.
 6. Shared with all Special Education Staff to hand out during IEP Meetings.
- The 'Newsletters for Parents of Special Education Students' was presented to the Special Education Administrators Meeting (SEAM) on May 17, 2024. District/LEA special education administrators support the proposed project.
- **FISCAL IMPACT:** No impact.
- **RECOMMENDATION:** The JPA Board approves the 'Newsletters for Parents of Special Education Students' as a support to parents.

RA/JC:lm

Santa Barbara County Special Education Local Plan Area SBCSELPA



Special thanks to CAC members for contribution to reference material.

“Navigating” the Individualized Education Program (IEP) Process

Step 4 IEP Meeting

The school has 60 days to assess your child. After the assessment is completed, you will meet with the assessment team, your child's teacher and school site administration to review assessment findings. If your child is found eligible the team will develop an Individualized Education Program that identifies goals to address areas of need and the services and supports needed to meet those goals.



Step 2 Informed Consent

After receiving a referral, a school has 15 days to respond to your request with an assessment plan or Prior Written Notice explaining why they will not assess. You will have to give informed consent to start the assessment process.

15
Days

Step 3 Evaluation

If the district determines that assessment is appropriate, qualified school personnel will assess your child to determine whether they have a disability and need special education services. Assessments may be conducted by a school psychologist, special education teacher, speech pathologist, occupational therapist, and others as needed.

60
Days

Pre-Referral

Teachers and staff try to support students in the classroom.

Step 1 Referral

A child can be referred to assessment whenever someone suspects a student has a disability. Your request must be in writing, school staff can assist you in making this request.

IEP Timeline



15 Days

School Psychologist provides parent/guardian Assessment Plan within 15 days of receiving referral. Parent/guardian signs the Assessment Plan and returns the paperwork to school to start assessments.



60 Days

IEP Team, including input from the parent, conduct assessments and collaborates on a report for assessment results. IEP Team meets to review assessment results and discusses eligibility for Special Education services and supports.



1 Year

IEP Team meets to review student progress and update IEP supports and services.



3 Years

IEP Team re-assesses the student for Special Education eligibility supports and services.

IEP Meeting

IEP Team Includes

- Parent/Guardian
- Special Education Teacher
- General Education Teacher(s)
- Administrator

What To Bring

Parent(s): Notebook for notes, any medical information, partner, friend, family member, agency partner.

Educators: Draft IEP, Assessment report, Student Data, pens, water.

Possible Team members

- Speech and Language Therapist
- Occupational Therapist
- Outside Agency representatives (upon parent request)
- School Psychologist

Resources

SBCSELPA Website

<https://www.sbcseelpa.org>

SBCSELPA Special Education Parent Handbook

Special Education Parent Rights and Notice of Procedural Safeguards

Alpha Family Empowerment Center Website (Parent/Student Supports)

<https://padlet.com/AlphaFEC/Welcome>

Tips for Parents/Guardians

- Provide input in all documents provided by the school.
- Ask Questions, take notes.
- Create positive relationships with your school team.
- Ask for a second meeting if needing more time to discuss information.

Tips for Educators

- Include parent(s)/guardian(s) in the entire process of creating the IEP.
- Give time for parent(s)/guardian(s) to ask questions and process information, and sign IEP.
- Provide IEP Meeting Agendas, dates for meeting(s), in advance to gather parent(s)/guardian(s) input.
- Communicate frequently with parent(s)/guardian(s) on student progress through data collection.

Maneuvering through Educational Transitions

Educational Transitions Occur:

- Early Start to Preschool
- Preschool to Kindergarten
- Kindergarten to Elementary
- Elementary to Middle School
- Middle School to High School
- High School to Postsecondary School
- High School to Adult Transition Program

Preparation for Parents and Educational Staff

- Meet as an IEP Team to discuss new program and supports.
- Adjust the IEP if needed to support the change to the new program.
- Tour the new program/ school.
- Get to know the new teacher and support staff.
- Ask questions on:
- The schedule for the day
- Contacts at new program/school
- Materials needed for new program/school

Tips for Educators Tips for Parents Resources

Provide consistent communication to parent(s) especially at the beginning of the school year.

Provide positive feedback on student's transition and school day(s).

Provide time to discuss parent concerns, give input.

Get to know your new team.

Keep track of all paperwork and school information in a personal filing system.

Communicate questions, collaborate with team.

- **SBCSELPA-Website**
<https://www.sbcselfpa.org>

- **Educational Transition Brochures**

- **SBCSELPA Special Education Parent Handbook**

- **Special Education Parent Rights and Notice of Procedural Safeguards**

- **Alpha Family Empowerment Center Website (Supports to Parents and Students)**
<https://alpha.frc.org>



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

Special thanks to CAC members for contribution to reference material.

Santa Barbara County

Special Education Local Plan Area



Parent Information

Are you concerned with your child's development?

The SBCSELPA provides support and resources to parents of students with disabilities in Santa Barbara County, including assistance with navigating the special education system and accessing appropriate services for children ages birth to 22.

Contact Us for Support



(805) 683-1424



selpa@sbcsepa.org

<https://www.sbcsepa.org>

SBCSELPA Supports Students and Parents



Behavior & Mental Health



**Dispute
Resolution**

Training

IEP Process



Transition



SBCSELPA Supports Special Education Staff



**Behavior
&
Mental
Health**



**Agency
Linkages**



Dispute Resolution



Compliance



**Professional
Development
Training**



**Fiscal
Management**

Additional Resources for Parents

Parent IEP Toolkit Padlet

<https://padlet.com/mslaterselpa4200/parent-iep-toolkit-j40xgmrveeanme5l>

Parental Special Education Rights and Notice of Procedural Safeguards

https://www.sbcseelpa.org/wp-content/uploads/2022/01/SELPA4-Parents-Rights-3-14-17_English.pdf

Special Education Parent Handbook

<https://www.sbcseelpa.org/wp-content/uploads/2022/02/MASTER-2019-2020-SBC-SELPA-Parent-Handbook-English-4-29-201.pdf>

Alternative to Dispute Resolution Informational Flyer

<https://www.sbcseelpa.org/wp-content/uploads/2022/04/ADR-Brochure-4-12-2022.pdf>

Behavior and Mental Health

<https://www.sbcseelpa.org>

Professional Development Link to Events by Month

<https://sbcseelpa.k12oms.org>

Santa Barbara County SELPA Website

<https://www.sbcseelpa.org>

Transition Brochures

<https://www.sbcseelpa.org>

Transitioning from Early Start to Preschool

https://www.sbcseelpa.org/wp-content/uploads/2022/01/Turning_3_Years_FINISHED1.pdf

Think Postsecondary Think College

<https://padlet.com/mslaterselpa4200/think-postsecondary-think-college-presentations-n5t729nqxx5rodzd>

Alpha Family Resource

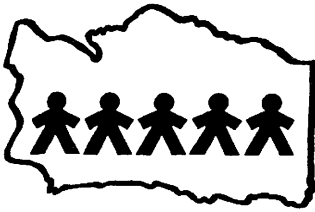
<https://alphafr.org/>

Tri-Counties Regional Center

<https://www.tri-counties.org/>

Help Me Grow

<https://helpmegrowca.org/>



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

Date: June 3, 2024

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA “Best Practices in IEP Interpretation” Help Sheet for Staff

BACKGROUND:

- SBCSELPA and San Luis Obispo SELPA Interpreters and Translators Network created a “Best Practices in IEP Interpretation for IEP Teams” help sheet to support Spanish speaking families and staff when having an Interpreter in attendance at meetings.
- The help sheet was created for staff as a reminder of how to support the interpretation process during meetings and will be available in the following locations:
 1. On the “Back2School” Padlet for staff to hand out to parents
[Back2School Padlet](#)
 2. In SIRAS ‘Added Forms’ library under SELPA Reference category.
 3. On the sbcselpa.org website under ‘District and Educational Supports” button.
 4. Shared with all Special Education Staff to consider before IEP Meetings.
- The “Best Practices in IEP Interpretation” help sheet was presented to the Special Education Administrators Meeting (SEAM) on May 17, 2024. District/LEA special education administrators support the proposed project.
- **FISCAL IMPACT:** No impact.
- **RECOMMENDATION:** The JPA Board approves the “Best Practices in IEP Interpretation” help sheet as a resource to improve interpretation in all IEP Team meetings.

RA/JC:lm

IEP MEETINGS INTERPRETED



Best practices for case managers working with an interpreter to support parent participation

BEFORE

- Provide interpreter with documents that will be discussed at the meeting.
- Work with the interpreter and parents on preferred seating arrangement.

DURING

- Allow time for the interpreter to provide an introduction to how interpretation will work during the meeting.
- Clearly state that everything said by any team member will be interpreted.
- Ensure only one person speaks at a time (ex: avoid sidebar conversation)
- Talk to the parents, not the interpreter.
- Speak in the first person as you would in direct conversation.
- Avoid idioms, acronyms, and technical jargon.
- Use plain language, concrete examples, and visuals.
- Ensure interpreter is clear on medical and special education terms.
- Pause frequently to check for understanding.
- Invite parents to ask questions and share concerns or ideas.
- Be patient. Expect the meeting to take more time, allowing parents meaningful participation.
- Recap and check for parent's understanding.
- Check with parents to see if they want the IEP documents translated.

AFTER

- Provide parents with contact information of school staff who can help them through the next steps and answer questions that might arise.
- Seek a qualified translator to provide the parents with a timely translation of documents.



INTERPRETER

The interpreter conveys orally in one language what has been said in the other, without adding, editing or polishing what is said by either side. They may also provide sight translation, which is reading and orally interpreting the content of a written document. They do not offer opinions or advice. For special education meetings, the interpreter should have training in special education terminology.

TRANSLATOR

A translator works with written language, producing a document in one language which meaningfully conveys the content and tone of what is written in an original document in another language. School districts have a responsibility to provide parents who are English language learners and also parents of children with disabilities with meaningful access through timely and complete translation of vital documents such as evaluation reports, IEPs, progress reports, and procedural safeguards.

**2023-24 LEA/District Cost Associated with Due Process
SBCSELPA Account Balances**

		<u>23-24</u>	<u>Expended to Date 2023-24</u>	<u>Balance</u>
	<u>Carryover Funding</u>	<u>Allocation</u>		
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	\$ 193,046.23	\$ 106,626.00

*Carryover May be distributed, pending JPA approval at future board meeting

2023-24
SELPA LEGAL FEES (RESERVE)

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	\$ 81.00
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ 11,731.00
ENDING BALANCE	\$ 313,269.00

Payments to Law Firms:

Dannis Woliver Kelley	\$ -
Fagen Friedman Fulfroost	\$ 1,638.50
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: IX-I

439

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	\$ 134,601	\$ 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	\$ 302,831	\$ 153,563	\$ 398,159	\$ 551,722	\$ -	\$ 153,563	\$ 398,159
Santa Barbara Unified	2	4	\$ 598,634	\$ 143,804	\$ 689,316	\$ 833,120		\$ 143,804	\$ 689,316
Santa Ynez Valley Consortium	1	1	\$ 285,849	\$ 90,524	\$ 257,604	\$ 348,127		\$ 90,524	\$ 257,604
SBCSELPA - Combined Site Visits			\$ 5,791	\$ -	\$ 5,198	\$ 5,198		\$ -	\$ 5,198
TOTAL	7	11	\$ 1,364,243	\$ 429,099	\$ 1,533,328	\$ 1,962,426	\$ -	\$ 429,099	\$ 1,533,328

2023-24 Mental Health NPS Placement Budget	\$ 1,650,000
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 1,533,328
Mental Health NPS Balance Available (Estimated)	\$ 116,672

2023-24 Non Mental Health NPS Placement Budget	\$ 360,000
Estimated 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.

SELPA pays all invoices and bills the district for cost of Non-Mental Health services.

Districts also pay % of Mental Health Costs as specified in the Local Plan based on the # of years of placement (50% for Year 2 and 70% of Year 3).

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.

CLOSED SESSION

REF: XI-A

CONFERENCE WITH LABOR NEGOTIATOR

(Government Code §54957.6)

Agency Designated Representative:

Ray Avila

SBCSELPA Unrepresented Employees:

Classified & Certificated Staff

SBCSELPA JPA Board Meeting

June 3, 2024