



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 12, 2009

J. Sarvis, Superintendent
Santa Barbara Elementary School District
720 Santa Barbara Street
Santa Barbara, CA 93101

Dear Superintendent Sarvis:

The Individuals with Disabilities Education Act (IDEA) as amended in 2004 requires that states make determinations of local district performance in their provision of special education and related services. The California Department of Education (CDE) reviewed data from the 2007-08 school year for Santa Barbara Elementary School District in the compliance categories listed in the following table. Based on this information, CDE determined that the Santa Barbara Elementary School District has a Meets Requirements status in implementing the requirements of IDEA, Part B for 2007-08.

The attached material, California Local District Compliance Determination Process under Section 616, IDEA 2004, explains the CDE process for making the compliance determinations.

State Performance Plan Indicator	Data	Score	Determination
Indicator 4: Rates of suspension and expulsion	<ul style="list-style-type: none"> - Calculations indicated that the district is considered: Disproportionate - The district met compliance standards for policies, procedures and practices: No Findings 	4	Meets Requirements
Indicator 9: Overall Disproportionality	<ul style="list-style-type: none"> - Calculations indicated that the district is considered : Not Disproportionate - The district met compliance standards for policies, procedures and practices: N/A 	4	Meets Requirements

State Performance Plan Indicator	Data	Score	Determination
	- The district's disparity index increased over the prior year: N/A		
Indicator 10: Disproportionality by Disability	<ul style="list-style-type: none"> - Calculations indicated that the district is considered: Not Disproportionate - The district met the compliance standards for policies, procedures and practices: N/A - The number of race/ethnicity-disability cells that were over or under represented: N/A 	4	Meets Requirements
Indicator 11: Initial Evaluation	Data submitted indicated that (Too few to measure) % of initial evaluations were completed within 60 days of receiving parent consent.	N/C	N/A
Indicator 12: Transition from Part C to Part B	Data submitted indicated that the percentage of children referred from Part C that had an IEP developed and implemented by the child's third birthday was: (N/C - less than 20 students)%	N/C	N/A
Indicator 13: Secondary Transition	Percent of youth age 16 and above had coordinated, measurable annual IEP goals and transition services: N/C %	N/C	N/A
Timely Correction of Noncompliance	Compliance monitoring data indicates that the district corrected all noncompliance findings within the one year timeline: Corrections	4	Meets Requirements

Compliance Determination 2007-08

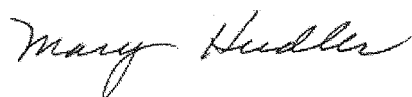
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State Performance Plan Indicator	Data	Score	Determination
	completed within one year.		
Timely and Complete Reporting	Records indicate that the SELPA and District submitted timely and complete data 95% of the time.	4	Meets Requirements
Audit Findings		4	Meets Requirements
OVERALL DETERMINATION		4.000	Meets Requirements
N/A – Not applicable to the district N/C – Not calculated for the district			

Because the overall compliance determination for the Santa Barbara Elementary School District is Meets Requirements, the district is not required to seek technical assistance from the Focused Monitoring and Technical Assistance (FMTA) Consultant assigned to your district. Please consult the CDE website at <http://www.cde.ca.gov/sp/se/qa/fmtacnct.asp> for a listing of local area FMTA consultants.

Sincerely,



MARY HUDLER
State Director of Special Education
Special Education Division

MH: cd 2

Cc: SELPA Director
Santa Barbara County SELPA
4200

enclosures

**TIMELY and COMPLETE REPORTING
2007- 08**

District Name: Santa Barbara Elementary
 District Number: 4269278
 SELPA Number: 4200
 SELPA Name: Santa Barbara County SELPA

Reports	Timely	Complete	
CASEMIS December 1, 2007 Due Date: January 4, 2008	1	1	
CASEMIS 2007-08 Special Education Personnel Data Report Due Date: March 7, 2008	1	1	
Desired Results Developmental Profile Due Date: February 1, 2008	1	1	
Desired Results Developmental Profile Due Date: July 1, 2008	1	1	
CASEMIS June 30, 2008 Due Date: August 15, 2008	1	1	
CASEMIS Post School Outcomes Data Table 2008 Due Date: August 15, 2008	1	1	
SELPA Annual Service and Budget Plan Due Date: March 31, 2008	1	1	
Special Education Self Review Monitoring Plan Due Date: June 30, 2008	N/A	N/A	
Special Education Self Review Data File Due Date: December 1, 2008	N/A	N/A	
Maintenance of Effort (SEMB) 10/15/07 Due Date: October 15, 2007	1	1	
Maintenance of Effort (SEMA) 12/15/07 Due Date: December 15, 2007	1	1	
Behavior Reports Due Date: September 30, 2008	N/A	1	
Disproportionality and Discipline Survey Due Date: December 10, 2008	0	1	
Total			20
Overall Percentage			95%

1=Report submitted, timely, or complete

0=Report not submitted, not timely, or not complete

N/C – Not calculated in 2007-08

N/A – Not applicable in 2007-08

Total= the sum of all calculated and applicable fields.

Overall percentage= total divided by the number of calculated and applicable fields.

**California Local District Compliance Determination Process
Under Section 616, IDEA 2004**

Section 616(a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004 (IDEA 2004) and implementing regulations in Title 34 Code of Federal Regulations Section 300.600(d) require states to make determinations of each local education agency that provides special education and related services. These determinations are the result of examining data regarding the local district's performance on each of the state's Performance Plan indicators and classifying each according to the following criteria as required by federal regulations:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

States are required to make determinations based on the indicators delineated in the State Performance Plan (SPP). The SPP contains 20 indicators which are used to evaluate each state's performance and progress on its provision of special education and related services. The 20 indicators are differentiated as compliance indicators (those that measure compliance with the IDEA regulations) and results indicators, which measure results for students with disabilities. This differentiation is displayed on the following table:

Compliance Indicators	Results Indicators
Indicator 4: Suspension and Expulsion Indicator 9: Disproportionality Overall Indicator 10: Disproportionality Disability Indicator 11: Eligibility Evaluation Indicator 12: Part C to Part B Transition Indicator 13: Secondary Transition Goals and Services Indicator 15: General Supervision Indicator 16: Complaints Indicator 17: Due Process Indicator 20: State-reported data	Indicator 1: Graduation Indicator 2: Dropout Indicator 3: Statewide Assessments Indicator 5: Least Restrictive Environment Indicator 6: Preschool Least Restrictive Environment Indicator 7: Preschool Assessment Indicator 8: Parent Involvement Indicator 14: Post-school Outcomes Indicator 18: Hearing Requests Indicator 19: Mediation Agreements

The federal government requires California to consider data for all Compliance Indicators when making local determinations based on the 2007-08 school year. The information is collected from local districts. A description of each indicator, the data collected and applied to calculate district performance, and the district performance measurement criteria are explained.

I. Compliance Indicators Indicator 4: Rates of Suspension and Expulsion	<p>Measurement:</p> <p>Districts are identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year if the district rate of student suspension and expulsion equals or exceeds 1 percent of students who receive special education or related services.</p> <p>Meets requirements: Districts that do not have excessive rates of student suspension or expulsion, or districts that equaled or exceeded the 1 percent standard but the district policy, procedures and practices are compliant with statutory and regulatory requirements.</p> <p>Needs Assistance: Districts that equaled or exceeded the 1 percent standard and have some noncompliant policies, procedures and practices.</p> <p>Needs Intervention: Districts that that equaled or exceeded the 1 percent standard and have significant noncompliant findings.</p> <p>Needs Significant Intervention: Districts that have significant rates of student suspension or expulsion and have noncompliant policies, practices or procedures.</p>
Meets Requirements 4 pts	
Needs Assistance 3 pts	
Needs Intervention 2 pts	
Needs Significant Intervention 1 pt	

<p>Indicator 9: Disproportionality Overall</p>	<p>Measurement: This measure is calculated in two steps.</p> <p>Disparity - For each race/ethnic category, the number of students receiving special education is divided by the number of students in that race/ethnic category in general education yielding the likelihood (or risk) that a student from that category will be found eligible for special education. This calculation is repeated for each of the race/ethnic categories. The smallest risk percentage is subtracted from the largest, producing an index of the size of the disparity in identification among race/ethnic categories. The annual benchmark for this index decreases each year. Districts that exceed the annual benchmark are then measured for overall disproportionality.</p> <p>Over- and Under-representation - If the Disparity value is less than or equal to the established benchmark for that year, the district is not considered disproportionate on this measure. If, however, the Disparity value is greater than the established benchmark for that year, two additional calculations are performed. The proportion of students in a particular race/ethnic category of all students receiving special education in the LEA is compared with the percent of that race/ethnic category of all students in grades one - twelve in the LEA. These calculations are repeated for each of the listed race/ethnic categories. To test for proportional over-representation, the proportion of each race/ethnic enrollment receiving special education in a district is compared to the proportion of that group in the total grade one - twelve population of the district. When the proportion of students ages six - twenty-two receiving special education for any race/ethnic category is more than 20 percent higher than its proportion in the grades one - twelve populations AND the district has higher disparity using the disparity test, the district is identified as proportionately overrepresented. To test for proportional under-representation, the proportion of each race/ethnic enrollment receiving special education in a district is compared to the proportion of that group in the total grade one - twelve population of the district. When the proportion of students ages six - twenty-two receiving special education for any race/ethnic category is more than 40 percent lower than its proportion in the grades one - twelve population AND the district has higher disparity using the disparity test, the district is identified as proportionately underrepresented</p> <p>Meets Requirements: Districts that are not disproportionate, may have disparity, but the district policy, procedures and practices are compliant with statutory and regulatory requirements.</p> <p>Needs Assistance: Districts that are disproportionate with some noncompliant policies, procedures and practices. The district disparity has decreased from the prior year measure.</p> <p>Needs Intervention: Districts that are disproportionate with noncompliant policies, procedures and practices. The district disparity has increased from the prior year measure.</p> <p>Needs Significant Intervention: Districts that are significantly disproportionate with noncompliant policies, procedures, and practices.</p>
<p>Meets Requirements 4 pts</p>	
<p>Needs Assistance 3 pts</p>	
<p>Needs Intervention 2 pts</p>	
<p>Needs Significant Intervention 1 pt</p>	

Indicator 10: Disproportionality by Disability	<p>Measurement:</p> <p>Over- and Under-representation by disability. To test for proportional over-representation, the proportion of each race/ethnic group enrollment within a disability category in a district is compared to the proportion of that group in the total grade one - twelve population of the district. When the proportion of students ages six - twenty-two for any race/ethnic group within a particular disability category is more than 20 percent higher than its proportion in the grades one - twelve populations, that race/ethnic-disability cell is identified as proportionately overrepresented. To test for proportional under-representation, the proportion of each race/ethnic group enrollment within a disability category in a district is compared to the proportion of that group in the total grade one - twelve population of the district. When the proportion of students ages six - twenty-two for any race/ethnic group within a particular disability category is more than 40 percent lower than its proportion in the grades one - twelve populations, that race/ethnic-disability cell is identified as proportionately underrepresented. If any one of the 30 race/ethnic-disability category cells are overrepresented, or any one are underrepresented, the district is considered disproportionate.</p> <p>Meets requirements: These are districts that do not have any cells with over- or under-representation, or districts with cells with over- or under-representation where the district has policies, procedures and practices that are compliant with statutory and regulatory requirements.</p> <p>Needs Assistance: These are districts that have between 1 and 9 race/ethnic-disability cells with over- or under-representation and some noncompliant policies, procedures and practices.</p> <p>Needs Intervention: These are districts that have 10 or more race/ethnic-disability cells with over- or under-representation and some noncompliant policies, procedures and practices.</p> <p>Needs Significant Intervention: These are districts that are significantly disproportionate with noncompliant policies, procedures, and practices.</p>
Meets Requirements 4 pts	
Needs Assistance 3 pts	
Needs Intervention 2 pts	
Needs Significant Intervention 1 pt	

Indicator 11: Eligibility Evaluation		Measurement: The percent of children ages birth to eighteen years of age whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.
Meets Requirements	4 pts	Meets requirements: These are districts that met the 60 day timeline on 95 percent or more of the transactions.
Needs Assistance	3 pts	Needs Assistance: These are districts that met the 60 day timeline on between 50 percent and 94 percent of the transactions.
Needs Intervention	2 pts	Needs Intervention: These are districts that met the 60 day timeline on between 10 percent and 49 percent of the transactions.
Needs Significant Intervention	1 pt	Needs Significant Intervention: These are districts that successfully completed the transaction within 60 days less than 10 percent of the time.

Indicator 12: Transition Part C to Part B		Measurement:
		The percent of children ages birth to three years of age in each SELPA receiving early intervention services under Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays.
Meets Requirements	4 pts	Meets requirements: These are districts that determined eligibility for special education under IDEA Part B on or prior to the child's third birthday on 95 percent or more of the transactions.
Needs Assistance	3 pts	Needs Assistance: These are districts that determined eligibility for special education under IDEA Part B on or prior to the child's third birthday between 50 percent and 94 percent of the transactions.
Needs Intervention	2 pts	Needs Intervention: These are districts that determined eligibility for special education under IDEA Part B on or prior to the child's 3 rd birthday between 10 percent and 49 percent of the transactions.
Needs Significant Intervention	1 pt	Needs Significant Intervention: These are districts that determined eligibility for special education under IDEA Part B on or prior to the child's 3 rd birthday less than 10 percent of the time.

Indicator 13: Secondary Transition		Measurement:
		The percent of children ages 16 and above whose IEPs include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
Meets Requirements	4 pts	Meets requirements: These are districts that report transition goals and services for 95 percent or more of the students.
Needs Assistance	3 pts	Needs Assistance: These are districts that report transition goals and services for between 50 percent and 94 percent of the students.
Needs Intervention	2 pts	Needs Intervention: These are districts that report transition goals and services for between 10 percent and 49 percent of the students.
Needs Significant Intervention	1 pt	Needs Significant Intervention: These are districts that report transition goals and services for less than 10 percent of the students.

II. Timely Correction of Noncompliance		Measurement: This is the amount of time taken to correct findings of noncompliance starting with the date the finding was reported to the district. This includes findings based on calculations from CASEMIS data, Verification Reviews, Special Education Self Reviews, Complaints, Due Process Hearings and other monitoring reviews conducted by the California Department of Education
Meets Requirements	4 pts	Meets requirements: There are no findings of noncompliance; OR all findings of noncompliance are completed within one year of being reported to the district by CDE.
Needs Assistance	3 pts	Needs Assistance: Some findings of noncompliance are completed more than 12 months but less than 15 months from the date the noncompliance was reported to the district.
Needs Intervention	2 pts	Needs Intervention: Some findings of noncompliance are completed more than 15 months but less than 18 months from the date the noncompliance was reported to the district.
Needs Significant Intervention	1 pt	Needs Significant Intervention: Some findings of noncompliance are not corrected or corrected in more than 18 months.

Reviews (monitoring plan and overall data submission), and other reports used to complete the State Performance Plan and the Annual Performance Report. It is important to remember that each district in a multi-district SELPA will be assigned the same score for their district determination for Timely and Complete Reporting.

Report Name	Description	Who Submits It to CDE
CASEMIS – December 1, 2007	Individual characteristics and other information for all students enrolled in special education or receiving related services on December 1, 2007 by school district. The report was due January 4, 2008	Report is submitted by the school district of service to the SELPA. SELPA is responsible for transmitting student information for each local education agency that is a member of the SELPA.
CASEMIS 2007-08 Special Education Personnel Data Report	Contains aggregate number of personnel employed in various personnel categories for each local education agency.	SELPA submits information for each local education agency that is a member of the SELPA.
Desired Results Developmental Profile February 2008	Identification and assessment information for individual children between the ages of 3 and 5 who receive special education and related services through funded State Preschool programs.	SELPA submits data provided by individual school districts that have resident preschool age children who receive special education or related services through a State Preschool Program.
Desired Results Developmental Profile June 2008	Identification and assessment information for individual children between the ages of 3 and 5 who receive special education and related services through funded State Preschool programs.	SELPA submits data provided by individual school districts that have resident preschool age children who receive special education or related services through a State Preschool Program.
CASEMIS June 30, 2008	Individual characteristics and other information for all students enrolled in special education or receiving related services during the 2007-08 school year by school district. The report was due August 15, 2008.	Report is submitted by the school district of student service to the SELPA. SELPA is responsible for transmitting student information for each local education agency that is a member of the SELPA.
CASEMIS Post School Outcomes Data Table 2008	Provides information on the status of students who receive post-secondary school services. The information includes the students' status regarding educational programs, including college, GED, vocational or training programs and the student's workforce experience in gainful, unsubsidized employment in compensated, competitive employment.	Reported by the SELPA for each of their member local educational agencies that have postsecondary students that reside within their area.
SELPA Annual Service and Budget Plan	.SELPA submits annual budget and service plans as described in Education Code Section 56205 by March 31, 2008.	SELPA s report to CDE
Special Education Self Review (SESR) Monitoring Plan	Local school districts that are scheduled for a SESR are required to submit a plan for reviewing student records and policy and procedure documents. The plan is based on public input and review of the district's State Performance Plan Indicator results.	Each local education agency that provides special education and related services. LEAs undergo SESRs on a four-year rotational schedule.
Special Education Self Review Data File	The completed results of a district SESR are transmitted to CDE. The file contains the results of the district's student record and policy and procedure	Each local education agency that provides special education and related services. LEAs undergo

Report Name	Description	Who Submits It to CDE
	review, including corrective actions taken.	SESRs on a four-year rotational schedule.
Maintenance of Effort (SEMB) 10/15/2008	SELPAs are required to gather their LEA's budget figures and compare them to the prior year actual expenditures for the prior fiscal year.	SELPAs report to CDE
Maintenance of Effort (SEMA) 12/15/2008	SELPAs are required to gather the actual expenditures of each member local education agency (LEA) for the current year and compare them to the actual expenditures of the preceding fiscal year to determine if the SELPA and each of its LEA's expended at least as much as they did in the prior year.	SELPAs report to CDE
Behavior Reports	Report of the total number of behavioral Emergency Reports pertaining to students at public schools and to students placed at nonpublic schools and agencies received by SELPA during the 2007-08 school year.	SELPAs report to CDE
Disproportionality and Discipline Survey	Survey of local school districts that were identified as having significantly increased disproportion among race, ethnic or disability categories or significant percentage of student disciplinary actions	Surveys were sent to identified school districts who were responsible to review policies, procedures and practices and report findings.

Timely and Complete Reporting

District: Shangrila Unified
 District Number: 9999999
 SELPA Number: 5901
 SELPA Name: Neverland SELPA

Reports	Timely	Complete	
CASEMIS December 1, 2007 Due Date: January 4, 2008	1	1	
CASEMIS 2006-07 Special Education Personnel Data Report Due Date: March 7, 2008	1	1	
Desired Results Developmental Profile Due Date: February 1, 2008	1	1	
Desired Results Developmental Profile Due Date: July 1, 2008	1	1	
CASEMIS June 30, 2008 Due Date: August 15, 2008	1	1	
CASEMIS Post School Outcomes Data Table 2008 Due Date: August 15, 2008	1	1	
SELPA Annual Budget and Service Plan Due Date: March 31, 2008	0	1	
Special Education Self Review Monitoring Plan Due Date: June 30, 2008	N/A	N/A	
Special Education Self Review Data File Due Date: December 1, 2008	N/A	N/A	
Maintenance of Effort (SEMB) 10/15/08 Due Date: October 15, 2008	1	1	
Maintenance of Effort (SEMA) 12/15/08 Due Date: December 15, 2008	1	1	
Behavior Reports Due Date: September 30, 2008	N/A	1	
Disproportionality and Discipline Survey Due Date: December 10, 2008	N/A	N/A	
Total			18
Overall Percentage			95%

1=Report submitted, timely, or complete 0=Report not submitted, not timely, or not complete N/C – Not calculated in 2007-08 N/A – Not applicable in 2007-08
 Total= the sum of all calculated and applicable fields. Overall percentage= total divided by the number of calculated and applicable fields.

IV. Audit Findings		Measurement:
		Presence and correction of audit findings related to funding provided under Part B of the Individuals with Disabilities Education Act (IDEA)
Meets Requirements	4 pts	Meets requirements: These are districts that have no audit findings
Needs Assistance	3 pts	Needs Assistance: These are districts that have minor monitoring and/or reporting issues which are easily remedied by implementing procedures according to A-133 guidelines (for example, salaries were reported in the wrong year).
Needs Intervention	2 pts	Needs Intervention: These are districts that have a moderate volume of documentation and/or reporting issues which would require revision of internal financial processes; for example, salaries that were split between departments and/or funding sources were not accurately documented.; alternatively, a new moderate/minor issue is found if the district had audit findings last year.
Needs Significant Intervention	1 pt	Needs Significant Intervention: These are districts that have major financial tracking issues which would require the initiation of appropriate financial and accounting procedures; for example, the Administrative Agent does not maintain an adequate set of financial records; alternatively, a district has the same finding(s) for at least two consecutive years.

V. Overall Determination		Measurement
		The overall determination is based on the sum of the individual compliance determinations, divided by the number of compliance determinations with numerical values (does not include N/A or N/C).
Meets Requirements	3.5 to 4.0 pts	Meets Requirements: No action required.
Needs Assistance	2.5 to 3.49 pts	Needs Assistance: District must seek technical assistance from its assigned CDE Focused Monitoring and Technical Assistance (FMTA) Consultant
Needs Intervention	1.5 to 2.49 pts	Needs Intervention: District must seek technical assistance from its assigned CDE FMTA Consultant
Needs Significant Intervention	<1.5 pts	Needs Significant Intervention: District must seek technical assistance from its assigned CDE FMTA Consultant

Public Reporting of Local Determinations

- Districts are not required to report their determinations to the public and CDE will not publicly disclose a listing of these determinations this year. It is anticipated, however, that the compliance determinations will be posted on the web in future years.
- CDE will make District Level Special Education Annual Performance Report Measures, which contain data collected for each indicator and performance measures, but not the local compliance determination scores, available on its website through Dataquest.
- CDE will direct any inquires from the general public regarding local district determinations to the district. Districts are encouraged to develop strategies for how to share this information with their stakeholder groups, parents, teachers, union leadership and other groups that are involved in the delivery of special education and related services.

District Improvement Actions (if required)

Districts whose CDE Determination Letter indicates they are categorized as *Needs Assistance* or *Needs Intervention* are required to seek technical assistance from their assigned CDE Focused Monitoring and Technical Assistance (FMTA) Consultant, by October 1, 2009. Please note that additional sanctions may apply to districts that are in a *Needs Assistance* or *Needs Intervention* category for two or more consecutive years.