

## SELPA Governance and Finance Committee

Wednesday, April 27, 2022

9:00 – 11:00 a.m.

SCOE – Waterman Conference Room

- |    |                                                                                                                                                                                                                                                                                                                                                         |             |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. | Call to Order & Roll Call                                                                                                                                                                                                                                                                                                                               | Action      |
| 2. | Approve Agenda                                                                                                                                                                                                                                                                                                                                          | Action      |
| 3. | Approve Meeting Minutes from February 16, 2022                                                                                                                                                                                                                                                                                                          | Action      |
| 4. | Public Comment<br>Members of the public wishing to address any item listed on the agenda are asked to submit a Request to Speak form to the Assistant Superintendent of the SELPA at the opening of the meeting. Speakers are requested to limit their comments to three (3) minutes. Public comment will be limited to a combined total of 15 minutes. |             |
| 5. | SELPA Reports                                                                                                                                                                                                                                                                                                                                           |             |
|    | 5.1. Nonpublic School (NPS) Expenditure Update                                                                                                                                                                                                                                                                                                          | Information |
|    | 5.2. Mental Health as a Related Service (MHRS) Pool Update                                                                                                                                                                                                                                                                                              | Information |
|    | 5.3. Legal Pool Update                                                                                                                                                                                                                                                                                                                                  | Information |
|    | 5.4. Legal Education Fund Update                                                                                                                                                                                                                                                                                                                        | Information |
|    | 5.5. SELPA Funding Allocations                                                                                                                                                                                                                                                                                                                          | Information |
| 6. | SELPA Business                                                                                                                                                                                                                                                                                                                                          |             |
|    | 6.1. California Children’s Services (CCS) – Medical Therapy Unit (MTU)                                                                                                                                                                                                                                                                                  | Information |
|    | 6.2. SELPA Procedural Manual, Section R – SCOE Regional Programs                                                                                                                                                                                                                                                                                        | Action      |
|    | 6.3. Approval of 2022-2023 Meeting Schedule                                                                                                                                                                                                                                                                                                             | Action      |
|    | 6.4. Transportation Study Update                                                                                                                                                                                                                                                                                                                        | Information |
| 7. | SCOE Reports                                                                                                                                                                                                                                                                                                                                            |             |
|    | 7.1. Special Education Financial Report                                                                                                                                                                                                                                                                                                                 | Information |
| 8. | Adjournment                                                                                                                                                                                                                                                                                                                                             |             |

Next Meeting: **Thursday, May 18, 2022**

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access SELPA public meetings, to access written documents being discussed at the meetings, or to otherwise participate at SELPA public meetings, please contact the SELPA office at (707) 399-4460. Notification at least 72 hours prior to the meeting will enable the SELPA to make reasonable arrangements to ensure accessibility to the meeting and to provide any required accommodations, auxiliary aids, or services.

Any writings or documents that are public records and are provided to the SELPA Governance and Finance Committee regarding an item on this agenda will be made available for public inspection in the Solano County SELPA office located at 5100 Business Center Dr., Fairfield, CA, during normal business hours. In addition, such writings and documents may be posted on the SELPA’s website at [www.SolanoCountySELPA.net](http://www.SolanoCountySELPA.net).

**SELPA Governance and Finance Committee  
February 16, 2022  
Minutes**

**1. Call to Order & Roll Call:** Andrew Ownby called the meeting to order at 9:00 a.m.

**Members Present:**

Solano County SELPA: Andrew Ownby, Russ Barrington

Benicia USD: Julie Corona, Tim Rahill

Dixon USD: Kim Parrott

Fairfield-Suisun USD: Laneia Grindle, Stavros Gougoumis

Solano COE: Siobhan Dill, Becky Lentz

Travis USD: Deanna Brownlee, Gabriel Moulaison

Vacaville USD: Kelly Burks, Aumrey Moland

**2. Approval of Agenda**

Move to approve the agenda.

Motion by Kim Parrott, second by Deanna Brownlee

Final Resolution: Motion carries

Yes: Deanna Brownlee, Kelly Burks, Julie Corona, Siobhan Dill, Laneia Grindle, Stavros Gougoumis, Becky Lentz, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Tim Rahill

**3. Approval of Minutes from January 19, 2022**

Move to approve minutes.

Motion by Kim Parrott, second by Laneia Grindle

Final Resolution: Motion Carries

Yes: Deanna Brownlee, Kelly Burks, Julie Corona, Siobhan Dill, Laneia Grindle, Stavros Gougoumis, Becky Lentz, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Tim Rahill

**4. Public Comment** – No public comment.

**5. SELPA Reports**

**5.1. Nonpublic School (NPS) Expenditure Update** – Russ Barrington reported that mid-year invoices would be sent out by the end of the week. No questions or concerns were reported.

**5.2. Mental Health as a Related Service (MHRS) Pool Update** – Russ Barrington reported that districts should have received 6512 and 6546 funds and that the remainder of 6546 funds would be distributed as soon as they were received.

**5.3. Legal Pool Update** – Information item. No questions or concerns were reported.

**5.4. Legal Education Fund Update** – Information item. No questions or concerns were reported.

**5.5. SELPA Funding Allocations** – Russ Barrington highlighted the split in 6512 and 6546 funds on the spreadsheet. No questions or concerns were reported.

**6. SELPA Business**

**6.1. California Children's Services – Medical Therapy Unit (CCS MTU)** – Andrew Ownby reported that the project continues to progress, except for the delays imposed by the California Housing and Community Development (HCD), due to limited staff being available to conduct inspections.

## **6.2. SCOE Preschool Structured Class for Intensive Learning (SCIL) Program**

Move to fund the SCOE Preschool SCIL program as a full fee-for-service model based on usage.

Motion by Tim Rahill, second by Gabriel Moulaison

Final Resolution: Motion carries

Yes: Deanna Brownlee, Julie Corona, Laneia Grindle, Stavros Gougoumis, Gabriel Moulaison, Tim Rahill

No: Kelly Burks, Aumrey Moland, Kim Parrott

Abstain: Siobhan Dill, Becky Lentz

**6.3. Transportation Study Update** – Andrew Ownby reported that Pupil Transportation Information (PTI) consultants had concluded its study. Their quality control department is currently reviewing their preliminary report of findings in preparation for distribution.

**6.4. SELPA Budget Assumptions for Fiscal Year 2022-2023** – Russ Barrington reviewed SELPA Budget Assumptions for the 2022-2023 school year. The group discussed the funding of the SELPA legal pool.

Move to amend budget assumptions to fund the legal pool at \$250,000 off-the-top using the 21/22 ending balance, plus augmentation, if necessary, with a recommendation that the Council of Superintendents approve the 2022-2023 SELPA Budget Assumptions as amended.

Motion by Kim Parrott, second by Gabe Moulaison

Final Resolution: Motion carries

Yes: Deanna Brownlee, Kelly Burks, Julie Corona, Siobhan Dill, Laneia Grindle, Stavros Gougoumis, Becky Lentz, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Tim Rahill

**6.5. SCOE Special Education Budget Assumptions for Fiscal Year 2022-2023** – Becky Lentz reviewed SCOE Special Education Budget assumptions for the 2022-2023 school year.

Move to recommend that the Council of Superintendents approve the 2022-2023 SCOE Special Education Budget Assumptions as presented.

Motion by Kelly Burks, second by Laneia Grindle

Final Resolution: Motion carries

Yes: Deanna Brownlee, Kelly Burks, Julie Corona, Siobhan Dill, Laneia Grindle, Stavros Gougoumis, Becky Lentz, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Tim Rahill

**6.6. Learning Recovery Support Plan and Dispute Prevention/Dispute Resolution (ADR) Plan Data Collection** – Russ Barrington reported that the SELPA created Google Form surveys to collect data that will maintain a record of students served and the funds allocated to each fund source. An email containing links to the forms with details will be sent to member district CBOs and Directors of Special Education.

**6.7. American Rescue Plan IDEA Funds** – Russ Barrington reviewed the School Services of California Fiscal Report, which reported additional one-time funds. The Grant Award Notifications (GANs), as a part of the American Rescue Plan (ARP) will arrive in mid-February.

## **7. SCOE Reports**

**7.1. Special Education Financial Report** – Becky Lentz reported that relevant updates were made to the monthly financial report, and it was provided as an information item. No questions or concerns were reported.

**8. Adjournment** – The meeting was adjourned at 10:14 a.m.

Minutes submitted by Monica Hurtado and were reviewed by Russ Barrington and Andrew Ownby.

## 2021-2022 NPS FUND UPDATE - *April 2022 Meeting*

<u>Expenditures:</u>	21/22 Budget	4/18/2022	Projected as of 6/30/22
Non-Public School (NPS):	6,267,367	4,267,111	5,833,965
Parent Visitations (per IEP):	1,000	-	-
TOTAL:	<b>6,268,367</b>	<b>4,267,111</b>	<b>5,833,965</b>

### Direct District Contribution:

BUSD	203,552	69,719	92,731
DUSD	307,067	486,139	636,901
FSUSD	2,889,100	1,671,619	2,356,866
TUSD	874,511	545,699	799,350
VUSD	1,994,137	1,493,935	1,948,117
	<b>6,268,367</b>	<b>4,267,111</b>	<b>5,833,965</b>

**\*\* Direct District Contribution is charged back to districts based on actual usage.**

## 2021-2022 MHRS POOL UPDATE - April 2022 Meeting

Revenues & Fund Balance:	21/22 Budget	Projected as of 6/30/22	
20/21 Ending Balance - 6512	238,735		238,735
20/21 Ending Balance - 6546	14,163		14,163
20/21 CARE Clinic Development (ending balance)	1,108,975		1,108,975
<i>Subtotal:</i>	<i>1,361,873</i>		<i>1,361,873</i>
21/22 IDEA MH (RS 3327) Award	532,113		532,113
21/22 AB114 (RS 6512) Award	3,056,827		3,056,827
<i>Subtotal:</i>	<i>3,588,940</i>		<i>3,588,940</i>
<b>TOTAL:</b>	<b>4,950,813</b>		<b>4,950,813</b>
<b>Expenditures:</b>	<b>21/22 Budget</b>	<b>4/18/2022</b>	<b>Projected as of 6/30/22</b>
21/22 - CARE Clinic Non-medicare Eligible	500,000	31,163	300,000
<i>Subtotal:</i>	<i>500,000</i>	31,163	300,000
District MH Allocation (RS 6512/6546)	2,979,725	2,163,718	2,979,725
District MH Allocation (RS 3327)	532,113	-	532,113
SCOE JDF MH	30,000	9,459	30,000
SELPA MH Expenses	-	-	-
Residential Placements (2 placements)	300,000	-	50,000
<i>Subtotal:</i>	<i>3,841,838</i>	<i>2,173,177</i>	<i>3,591,838</i>
<b>TOTAL:</b>	<b>4,341,838</b>	<b>2,204,340</b>	<b>3,891,838</b>
<i>Projected Ending Balance:</i>			1,058,975
<i>21/22 CARE Clinic Ending Balance</i>			808,975
<i>21/22 Undesignated Fund Balance</i>			250,000

**Mental Health as a Related Service**  
**2021 - 2022**  
**Sierra School of Solano County**

Current Students		4/18/2022	End of Year Estimate
<b>BUSD</b>			
0	Day Treatment	-	-
0	Residential Placement	-	-
		\$ -	\$ -
<b>DUSD</b>			
3	Day Treatment	24,666.52	32,806.47
0	Residential Placements	-	-
		\$ 24,666.52	\$ 32,806.47
<b>FSUSD</b>			
8	Day Treatment	120,320.99	160,026.92
0	Residential Placements	-	-
		\$ 120,320.99	\$ 160,026.92
<b>SCOE - JDF</b>			
0	Outpatient	-	-
		\$ -	-
<b>TUSD</b>			
0	Day Treatment	15,344.87	20,408.68
0	Residential Placements	-	-
		\$ 15,344.87	20,408.68
<b>VUSD</b>			
2	Day Treatment	54,495.80	72,479.41
0	Residential Placements	-	-
		\$ 54,495.80	\$ 72,479.41
<b>Expenditures: \$ 214,828.18 \$ 285,721.48</b>			

Finance 4/27/22  
Item #5.3

Repayments to pool:		\$ 214.00	\$ -	\$ 529.00	\$ 689.00	\$ 905.00	\$ -	\$ 2,337.00
SELPA distribution to LEAs per 19-20 ADA%:		\$ 549.57	\$ 361.08	\$ 2,513.67	\$ 655.32	\$ 1,533.42	\$ -	
Total usage of pool:		\$ 6,810.57	\$ 2,711.08	\$ 20,408.67	\$ 16,592.32	\$ 18,033.42	\$ -	\$ 64,556.06
<b>Percent of pool usage:</b>		<b>10.55%</b>	<b>4.20%</b>	<b>31.61%</b>	<b>25.70%</b>	<b>27.93%</b>	<b>0.00%</b>	\$ 66,893.06

**TOTAL REMAINING:           \$ 234,683.00**

## 2021-2022 Legal Education Breakdown by District - Fagen Friedman & Fulfrost (FFF)

### Solano County SELPA

Date	Month	Monthly Contract	SELPA	BUSD	DUSD	FSUSD	TUSD	VUSD	SCOE	Total hours used by month	Hours Remaining
2021-2022 Annual Cost		\$ 38,400.00									
			<b>160 Hours</b>								
7/31/21	July	\$ 3,200.00	2.30	3.90	-	2.40	0.10	0.70	-	9.40	150.60
8/31/21	August	\$ 3,200.00	7.80	3.20	-	3.80	3.00	0.30	-	18.10	132.50
9/30/21	September	\$ 3,200.00	12.20	3.10	-	1.80	1.80	-	-	18.90	113.60
10/31/21	October	\$ 3,200.00	7.30	1.20	-	-	0.70	-	-	9.20	104.40
11/30/21	November	\$ 3,200.00	0.30	1.10	0.90	1.10	2.00	0.70	0.20	6.30	98.10
12/31/21	December	\$ 3,200.00	0.90	1.10	1.70	1.00	1.10	0.20	0.70	6.70	91.40
1/31/22	January	\$ 3,200.00	0.40	0.70	-	4.20	0.80	-	-	6.10	85.30
2/28/22	February	\$ 3,200.00	3.40	2.10	-	1.30	0.20	-	-	7.00	78.30
										-	78.30
										-	78.30
										-	
		<b>Total</b>	\$ 25,600.00	34.60	16.40	2.60	15.60	9.70	1.90	0.90	81.70
		<i>Usage of hours to Date</i>		42.35%	20.07%	3.18%	19.09%	11.87%	2.33%	1.10%	



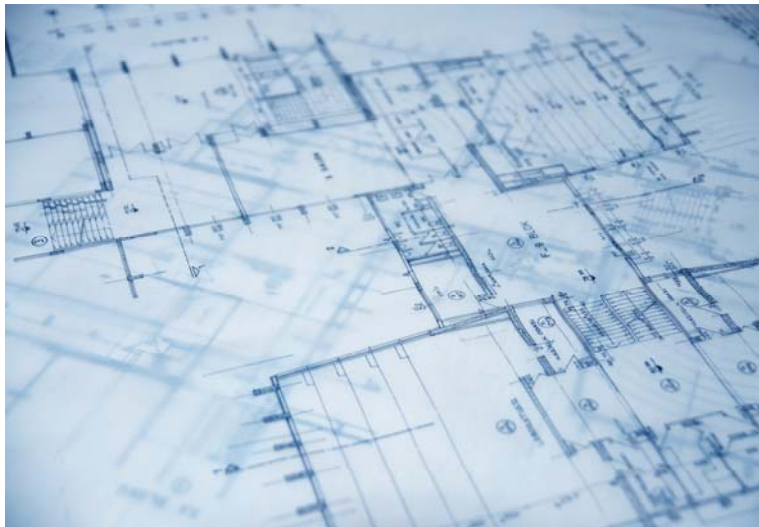
## 2021 / 2022 SELPA Allocations

4/18/2022

			IDEA	IDEA - ARP	IDEA Preschool	IDEA Preschool - ARP	IDEA MHRS	AB602	AB114 - 6546	AB114 - 6512
<b>Revenue:</b>										
Revenue			\$ 9,397,766	\$ 1,850,788	\$ 348,854	\$ 158,569	\$ 532,113	\$ 34,646,559	\$ 3,056,827	
<b>Deductions :</b>										
SCOE Direct Allocation			(1,017,962)					(20,233,579)	(30,000)	
Pooled Allocations								(1,649,239)	(1,394,812)	\$ 1,347,710
SELPA Allocation								(1,464,189)		
			\$ 8,379,804	\$ 1,850,788	\$ 348,854	\$ 158,569	\$ 532,113	\$ 11,299,552	\$ 1,632,015	\$ 1,347,710
DISTRICT	19/20 Annual ADA	% of Total ADA	District Allocation IDEA (3310)	District Allocation IDEA (3305)	District Allocation Preschool (3315)	District Allocation IDEA (3308)	District Allocation IDEA MHRS (3327)	District Allocation AB602 (6500)	District Allocation AB 114 (6546)	District Allocation AB 114 (6512)
BUSD	4,422.88	9.79%	820,444	181,206	34,155	15,525	52,098	1,106,308	159,786	131,951.00
DUSD	2,905.85	6.43%	539,035	119,053	22,440	10,200	34,228	726,849	104,980	86,692.00
FSUSD	20,230.33	44.78%	3,752,724	828,837	156,227	71,012	238,297	5,060,274	730,865	603,543.84
TUSD	5,274.19	11.68%	978,362	216,084	40,730	18,513	62,125	1,319,249	190,542	157,348.00
VUSD	12,340.92	27.32%	2,289,239	505,608	95,302	43,319	145,365	3,086,872	445,842	368,175.00
Total:	45,174.17	100%	8,379,804	1,850,788	348,854	158,569	532,113	11,299,552	1,632,015	1,347,709.84

# California Children's Services Medical Therapy Unit B. Gale Wilson Site Remodel as of 4/18/2022

- Revenue
  - AB602 – Off the Top
    - 2021 - \$450,000
    - 2022 - \$425,000
- Total Revenue - \$875,000



- Expenses
  - Rent
    - 2021 - \$14,079
    - 2022 - \$21,272
  - Supplies
    - 2021 - \$194
    - 2022 - \$5,248
  - Construction Management
    - 2021 - \$51,628
    - 2022 - \$20,874
  - Construction
    - 2022 - \$247,185
  - Moving Expenses
    - 2022 - \$3,190
  - Indirect Costs
    - 2021 - 3,295
- Total Expenses - \$366,965

## R. SCOE Regional Programs

SCOE Regional Programs include:

1. Moderate – Severe Program
2. Assistive Technology (AT) Services
3. Deaf/Hard of Hearing (DHH) Program and Services
4. Physical Therapy (PT) Services
5. Adult Transition Program
6. Structured Class for Intensive Learning (SCIL), operated by SCOE

The Council of Superintendents (COS) annually approves funding for Solano County Office of Education (SCOE) to operate ~~specific regionally available special education programs~~ [the Moderate-Severe Program, the DHH program and the Adult Transition Program](#) and to provide necessary special education and related services to students at the Solano County Juvenile Detention Facility. In the event SCOE requires a budget augmentations during the fiscal year for these programs, approval will be sought through the COS. SCOE shall maintain a reserve of 3% of projected expenditures. Unspent fund balance identified at closing in the subsequent year, shall be distributed to the member district based upon ADA. [The Assistive Technology \(AT\) Services; Physical Therapy \(PT\) Services; and Structured Class for Intensive Learning \(SCIL\), operated by SCOE are funded on a per pupil cost-recovery basis by member districts accessing the service.](#)

~~SCOE Regional Programs include:~~

- ~~1. Moderate – Severe Program~~
- ~~2.1. Assistive Technology (AT) Services~~
- ~~3.1. Deaf/Hard of Hearing (DHH) Program and Services~~
- ~~4.1. Physical Therapy (PT) Services~~
- ~~5.1. Adult Transition Program~~
- ~~6.1. Structured Class for Intensive Learning (SCIL), operated by SCOE~~

The District of Special Education Accountability maintains responsibility for the provision of a Free Appropriate Public Education for its students wherever they are served.

## **R1. Moderate-Severe Program**

### **Referral Guidelines: Moderate-Severe Program**

To refer a student to a SCOE Moderate-Severe program, the member district contacts the SCOE Program Administrator for the desired program and completes the “Request for Consultation Prior to Consideration of Change of District of Service” (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a SCOE placement may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

### **Transfer Students: Moderate Severe Program**

For transfer-in students, with special education services similar to those in a SCOE Moderate Severe Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

### **Programmatic Responsibility: Moderate Severe Program**

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCOE Moderate Severe Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student’s special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Moderate Severe Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

## **R2. Assistive Technology (AT) Services**

### **Referrals Guidelines: AT Services**

To refer a student to AT Services, the Case Manager shall submit an Assistive Technology Request packet to SCOE.

### **Transfer Students: AT Service**

For Transfer students with AT as a related service, a copy of the Assistive Technology Request and the most current IEP.

### **Programmatic Responsibility: AT Services**

As a related service provider, AT Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the AT provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

## **R3. Deaf/Hard of Hearing (DHH) Program**

The DHH program includes:

1. Related Services:
  - a. Audiology Assessment
  - b. Itinerant DHH serving students enrolled in member districts
  - c. Interpreters and Captioning provided to students in the member districts and DHH SDC
2. Special Education Programs:

- a. DHH Program
- b. Out-of-SELPA DHH program operated by Vallejo USD

#### **Referrals Guidelines: Audiology Assessment**

An audiological suite, for hearing assessment by an audiologist, is available through a referral. To refer a student for an assessment by an audiologist, the Case Manager shall submit a packet to SCOE.

#### **Transfer Students: Audiology Assessment**

SCOE Regional services do not provide on-going services by an audiologist. The SCOE audiologist is available for audiological assessments. Transfer students with on-going audiological services will require services from the LEA or their contractor.

#### **Programmatic Responsibility: Audiology Assessment**

As an assessor, Audiologist shall not serve as the primary case manager.

The DOS shall provide SEIS access to the audiologist at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

#### **Referral Guidelines: DHH Itinerant Services**

To refer a student for DHH Itinerant Services, the Case Manager shall submit a "Request for Consultation from Itinerant DHH Instructor to SCOE.

#### **Transfer Students: DHH Itinerant Services**

For Transfer students with DHH as a related service, a copy of the "Request for Consultation from Itinerant DHH Instructor" and the most current IEP to SCOE.

#### **Programmatic Responsibility: DHH Services**

As a related service provider, DHH Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the DHH Specialist at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

#### **Referral Guidelines: DHH Interpreter/Captioning Services**

To refer a student for DHH Interpreter or Captioning Services, the Case Manager shall submit a request to SCOE.

#### **Transfer Students: DHH Interpreter or Captioning Services**

For Transfer students with Interpreter or Captioning Services as a related service, a copy of the referral with a copy of the most current IEP.

#### **Programmatic Responsibility: DHH Interpreter or Captioning Services**

As a related service provider, Interpreter or Captioning Service providers shall not serve as the primary case manager.

The DOS shall provide SEIS access to the interpreter or captioner, as appropriate.

SCOE provides Interpreting and Captioning Services for students in special education. Requests for Interpreting or Captioning services for students without an IEP or for parents shall be based upon an agreement between the requesting LEA and SCOE.

#### **Referral Guidelines: DHH Program**

To refer a student to a SCOE operated DHH program, the district contacts the SCOE Program Administrator for the desired program and completes the "Request for Consultation Prior to Consideration of Change of District of Service" (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a SCOE DHH placement may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

#### **Transfer Students: DHH Program**

For transfer-in students, with special education services similar to those in a SCOE DHH Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

#### **Programmatic Responsibility: DHH Program**

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCOE DHH Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

#### **Referral Guidelines: Out-of-SELPA DHH program operated by Vallejo USD**

Solano SELPA maintains a multi-SELPA DHH Program Services agreement. Member districts may access the Out-of-SELPA DHH program operated by Vallejo USD for student in grade levels covered by that program.

To refer a student to Out-of-SELPA DHH program operated by Vallejo USD, the district contacts the Solano County SELPA for the desired program and completes the "Request for SELPA Assistance 1.3."

If it is determined that an Out-of-SELPA DHH program may be appropriate, the District will convene an IEP meeting to include the DHH program representatives to consider the placement.

#### **Transfer Students: Out-of-SELPA DHH program operated by Vallejo USD**

For transfer-in students, with special education services similar to those in a Out-of-SELPA DHH program, the DSEA will provide all documentation, prior to the intake appointment, to the SELPA Program Administrator.



The Out-of-SELPA DHH Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, Out-of-SELPA DHH program location will become the DOS.

**Programmatic Responsibility: Out-of-SELPA DHH program operated by Vallejo USD**

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in an Out-of-SELPA DHH program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

Placements in the Out-of-SELPA DHH program are funded off-the-top of special education revenue annually. SCOE funds the placements in the Out-of-SELPA DHH program from that revenue.

## **R4. Physical Therapy (PT) Services**

**Referrals Guidelines: PT Services**

To refer a student to PT Services, the Case Manager shall submit “Referral for Fine Motor, Gross Motor, or Sensor Motor Skills” to SCOE.

**Transfer Students: PT Service**

For Transfer students with PT as a related service, a copy of the “Referral for Fine Motor, Gross Motor, or Sensor Motor Skills” and the most current IEP to SCOE.

**Programmatic Responsibility: PT Services**

As a related service provider, PT Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the PT provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

PT Services for SCOE enrolled students are funded “off-the-top”. Funding for PT provided to students in district programs are provided on a fee-for-service basis to the DSEA.

## **R5. Adult Transition Program**

**Referral Guidelines: Adult Transition Program**

To refer a student to a Adult Transition Program, the member district contacts the SCOE Program Administrator for the desired program and completes the “Adult Transition Program Referral Packet.”

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a placement in the Adult Transition Program may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

#### **Transfer Students: Adult Transition Program**

For transfer-in students, with special education services similar to those in a Adult Transition Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

#### **Programmatic Responsibility: Adult Transition Program**

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCOE Adult Transition Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

## **R6. Structured Class for Intensive Learning (SCIL), Operated by SCOE**

SCIL, operated by SCOE, is a categorical Special Day Class Programs designed to meet the individual needs of student with unique needs typical of specific conditions. Placement is individually determined by the IEP team and is not restricted to any specific disability category.

### **Referral Guidelines: SCIL, Operated by SCOE**

To refer a student to the SCIL program operated by SCOE, the district contacts the SCOE Program Administrator for the desired program and completes the "Request for Consultation Prior to Consideration of Change of District of Service" (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that the SCIL program operated by SCOE, may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

### **Transfer Students: SCIL, Operated by SCOE**

For transfer-in students, with special education services similar to those in a SCIL Program operated by SCOE, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

### **Programmatic Responsibility: SCIL, Operated by SCOE**

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCIL program operated by SCOE, (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.



# Solano County SELPA

## Governance and Finance Committee

Proposed Meeting Schedule for 2022-23

9:00 – 11:00 a.m.

DATE	LOCATION	NOTE
Wednesday, September 21, 2022	SCOE - Blue Rock Springs	
Wednesday, October 27, 2022	SCOE - Blue Rock Springs	
Wednesday, November 16, 2022	SCOE - Blue Rock Springs	
Wednesday, December 14, 2022	SCOE - Blue Rock Springs	
Wednesday, January 18, 2023	SCOE - Blue Rock Springs	
Wednesday, February 15, 2023	SCOE - Blue Rock Springs	Conflicts with TUSD holiday break.
Thursday, March 23, 2023	SCOE - Blue Rock Springs & Peña Adobe	Joint COS/GF budget meeting 9:00 – 12:00 p.m.
Wednesday, April 19, 2023	SCOE - Blue Rock Springs	
Wednesday, May 17, 2023	SCOE - Blue Rock Springs	
Wednesday, June 21, 2023	SCOE - Blue Rock Springs	



## ***Solano County SELPA***

### **Joint Powers Authority and Alternative Pupil Transportation Model Study Assessment**

**April 3, 2022**

# PTI CONSULTING

## Pupil Transportation Information, LLC

Finance 4/27/22  
Item #6.4



April 3, 2022  
Andrew Ownby  
Assistant Superintendent  
Solano County SELPA  
5100 Business Center Drive  
Fairfield, CA 94534-1658

Dear Mr. Ownby,

In November 2021, the Solano County Special Education Local Plan Area (SELPA) entered into an agreement with Pupil Transportation Information, LLC (PTI) for a study to perform the following:

### **Scope of Review:**

1. A minimum of two (2) PTI pupil transportation consultants will perform a field-study review of delivery system options and to conduct staff interviews for the purpose of reviewing pertinent operational documents, best practices, staffing, and program expense. Field-study review dates (not to exceed 3.0 business days on-site) are to be determined mutually between the Solano County SELPA, participant entities and school districts, and PTI.
2. Provide a written draft report within sixty (60) business days of field study completion providing findings and recommendations to the Solano County SELPA and its participant entities and school districts. A final report will be issued within fifteen (15) business days of return draft report receipt from the Solano County SELPA and participant entities and school districts.
3. General review of the Solano County SELPA, participant entities and school districts' transportation delivery system(s) and programs in place to include, but not be limited to the following:
  - Participant entities and school districts special education transportation program cost(s) assessment to include existing delivery systems in place identifying bus and per pupil cost per mile; analysis will identify the individual participants state revenues being received under their Local Control Funding Formula (LCFF) and if such is above, below, or at state average for pupil transportation
  - Assessment of the various participant entities and school districts transportation

models and organizational designs currently in place to provide special education pupil transportation, vehicle maintenance, fleet resources, and services provided

- Assessment of Solano County SELPA participant pupil delivery system options
- Review the Solano County SELPA, participant entities and participant school districts vehicle maintenance program identifying industry standard best practices, compliance with Title 13 Code of Regulations, California Air Resources Board and local Air Quality Management District regulations, vehicle maintenance records, school bus safety checks and district fleet preventative maintenance program design and documentation, inventory control, and district fleet inventory assessment
- Assessment of the participant's transportation facility to include terminal, shop areas, offices, vehicle maintenance repair garages, fueling infrastructure, fleet parking, county storm water requirements and adherence, hazardous materials best practices, and security
- Participant implemented routing methodologies, bus ridership averages, and cost per mile comparison for school bus routes transporting Solano County SELPA students
- Participant's safety & training program designs and resources, required school bus driver record maintenance, in-service programs, renewal and original driver candidate recruitment, and training design
- Participant's use of technology for efficiency in general pupil tracking, operations, and vehicle maintenance/fleet transportation program support areas
- Steps for establishing a Solano County SELPA Joint Powers Authority, JPA for special education pupil transportation
- Study report- Findings and Recommendations
- Upon request, cabinet and/or board presentation(s) of report Findings and Recommendations



This report contains the study team's findings and recommendations.

We appreciate the opportunity to serve you and extend our thanks to all the staff of the Solano SELPA and participating districts for their cooperation and assistance during fieldwork.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy W. Purvis". The signature is fluid and cursive, with the first name "Timothy" being more prominent and the last name "Purvis" following in a similar style.

Timothy W. Purvis  
Principal Consultant  
Pupil Transportation Information, LLC

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# Introduction

## Background

The Solano County Special Education Local Plan Area (SELPA) is composed of the Solano County Office of Education and the following school districts:

Benicia Unified School District  
Dixon Unified School District  
Fairfield-Suisun Unified School District  
Travis Unified School District  
Vacaville Unified School District

The administrative unit (AU) of the SELPA is the Solano County Office of Education (SCOE). Any SELPA employees are technically employees of SCOE.

Special education students who require transportation as a related service to access their educational program have that service identified in their Individualized Education Program (IEP). Under the Local Plan, special education transportation for students who attend programs within their district boundaries are transported by their district of residence. Students who attend programs outside of their district boundaries are transported by the Solano County Office of Education. Some students are transported by non-public schools. A recent, but limited (limited by duration of this amendment, not scope of service) change to this policy allows any district to transport any of their students, even those attending programs outside of their boundaries, with the caveat that SCOE transportation has the first right to transport. This change is in response to the severe lack of drivers, and the Solano County Office of Education's inability to effectively transport all students required of them by the previous policy at this time.

Solano County is located along the Interstate Highway 80 corridor north of the San Francisco Bay, from Vallejo to Dixon. The Vallejo Unified School District is not a part of the Solano County SELPA, but rather its own single-district SELPA. The County is 906 square miles. The districts who are members of the Solano County SELPA encompass the following surface area:

Benicia USD	31.6 square miles
Dixon USD	194.7 square miles
Fairfield-Suisun USD	236.6 square miles
Travis USD	44.3 square miles
Vacaville USD	103.8 square miles

As taken from the Solano County Office of Education website, 2019-20 school district attendance data is as follows:

Benicia USD	4,642
Dixon USD	3,516
Fairfield-Suisun	21,287
Solano COE	866
Travis USD	5,455
Vacaville USD	13,487

The Solano County total number of students is 62,979, with 13,735 from Vallejo Unified School District. Over the course of the COVID-19 pandemic, many of these districts are now reporting an enrollment decline from these figures.

Current data identify 6,293 as special education students with an Individualized Education Program in compliance with the Federal Individuals with Disabilities Education Act (IDEA). The students with IEPs are allocated as follows:

Benicia USD	440
Dixon USD	422
Fairfield-Suisun USD	2,713
SCOE	416
Travis USD	685
Vacaville USD	1,617

Of these, the approximate number of special education students transported by each provider are:

Benicia USD	30
Dixon USD	82
Fairfield-Suisun	211
SCOE	52
Travis USD	110
Vacaville USD	233

There are approximately 718 special education students transported by the various transportation departments in the SELPA. This is approximately 11.4% of the total special education students in the Solano County SELPA. This is a very reasonable percentage and indicates that special education IEP teams are managing the provision of transportation very well, compared to what PTI sees statewide.

## Study and Report Composition

This report is organized into the following sections:

- Pupil Transportation Funding
- SELPA Excess Cost Formula
- Members' Transportation Service and Capabilities
- Discussion of Options
  - Maintain Status Quo
  - Transport more Students in Non-School Bus Vehicles
  - School Districts Assume all Transportation Responsibility
  - Form Smaller Cooperative Arrangements
  - Form a JPA or Formal Cooperative for all Transportation Service
- Discussion of the Formation of a Joint Powers Agreement

## Study Team

The study team was composed of the following members:

Timothy W. Purvis\*

Owner, Pupil Transportation Information  
Director, Transportation  
Poway Unified School District  
Poway, California

Mr. Purvis has been with the Poway Unified School District for 32 years, first serving as the assistant director of transportation from 1989-1992 and director since 1992. He directs the district's comprehensive transportation department providing both home-to-school and activity trip transportation to over 56,500 students and special needs transportation support service to over 920 students daily. He is currently an on-line instructor with the University of Southern California, Rossier School of Education.

Marsa M. Miller

Transportation Consultant  
Marsa Miller Consulting, Inc.

Marsa Miller is the recently retired director of transportation for the Kern High School District in Bakersfield, California. Marsa has over 32 years of experience in pupil transportation for the high school district, the Kern County Office of Education, and other

school districts in Kern County. In addition to management and administrative positions, Ms. Miller has also been a state-certified school bus driver instructor, and trained for SPAB carriers. Ms. Miller is a graduate of the State Department of Education Administrators Course, the Administrators in Motion Leadership Program from Dale Carnegie, Leadership Training for Managers, and a graduate of Dale Carnegie's Effective Communications and Human Relations.

Michael G. Rea  
PTI Consultant  
Sonoma, CA

Mr. Rea served 17 school districts in Sonoma County as a school transportation JPA executive director for 29 years. He has experience working with or managing school transportation operations for a contractor, public school district, and for private schools. With an MBA degree in Transportation Management and full certification as a classroom teacher, he provides a broad-based understanding of childrens' needs and expertise in the field of transportation and its overall functions within a school district.

\*As a member of this study team, this consultant was not representing his regular employer but was working solely as an independent contractor for PTI.

# Executive Summary

## Pupil Transportation Funding

School transportation is the most poorly funded element of California's education budget. School transportation was fully funded up to Proposition 13. School districts would report their operational costs and be fully reimbursed in the subsequent year. After Proposition 13, the state began to reduce the percentage of reimbursement. In the 1982-83 school year, school districts and county offices of education were capped at their reported pupil transportation cost levels that they reported that year. Over time, there have been few cost of living adjustments. As costs have risen, the overall state funding covers approximately 30 percent of the statewide costs. Demographics and need have caused that number to vary widely in local education agencies that receive the funding. In the Great Recession, school transportation funding was cut by approximately 20% and never restored. With the LCFF, school transportation funding has been frozen at the 2012-13 level that each LEA received, is technically an add-on to the base grant (not rolled into LCFF funding), is restricted to transportation use, and subject to maintenance of effort, in this case meaning that LEAs must spend at least as much as they receive. Each LEA in the Solano County SELPA receives some school transportation funding as reported in their sections below. Their costs vary and are also reported in the individual sections below.

## SELPA Excess Cost Formula

The formula that the SELPA uses to distribute revenue and costs has been in place for many years. There is no specific memorandum of understanding (MOU) or section of the Local Plan that details the creation of the formula. The revenue is distributed according to current mileage from the bus yard to the home then to the school for each student. Costs are distributed according to the same mileage. A percentage of the mileage compared to the total mileage is created and applied to revenue and costs. This formula has been in place for several years, and PTI determines it is an equitable method to charge transportation costs to the members.

## Members' Transportation Service and Capabilities

This section of the report details each SELPA members' transportation program. The SELPA Local Plan articulates that school districts shall transport special education students who attend programs within their district boundaries. The Solano County Office of Education will transport those special education students who attend programs outside of their school district. A recent amendment in place until the end of the 22-23 fiscal year allows districts to transport any student that SCOE cannot if they are able to.

Benicia Unified School District transports approximately 30 students in rideshare vehicles under contract with Hop, Skip, Drive. This district owns no buses nor employs any drivers. There is no transportation facility.

Dixon Unified School District transports approximately 52 students on four routes under contract with Michael's Transportation. The remaining approximate 30 special education students are transported by their non-public school or by SCOE. The district owns no buses nor employs any drivers. The district has a very small transportation facility capable of parking about seven small buses. There are some offices and what appears to be a vehicle maintenance garage.

Fairfield-Suisun Unified School District operates the largest pupil transportation program in the Solano County SELPA. The district owns 51 buses and provides service to approximately 211 special education students on 20 routes. The department has a director of transportation as well as several supervisors and staff positions. Vehicle maintenance is provided on site for the FSUSD fleet as well as the SCOE fleet that is co-located at the FSUSD facility. Most of the facility on which the FSUSD transportation program is housed is owned by the county of Solano. It is uncertain if that lease arrangement will be sustained over the long-term, causing FSUSD to consider the development of a separate pupil transportation facility that they would own. The current facility could not accommodate additional growth unless more of the county of Solano property is developed for parking.

Travis Unified School District operates 15 routes transporting 1,810 students. Of that, 110 are special education students, some of whom ride on general education bus routes. The operation does have a supervisor, limited office staff, and a vehicle maintenance shop. There is not additional parking space.

Vacaville Unified School District owns 32 school buses, operates 12 bus routes, and serves 233 special education students. There is a director of transportation, one office technician and one supervisor/driver instructor slated to begin right after PTI concluded their field work. The district does operate a vehicle maintenance shop. There is some additional room at the facility that could accommodate some growth, but the facility is in a residential neighborhood, that might be sensitive to additional noise and emissions.

SCOE owns 11 school buses and has four non-school bus vans and two sedans to transport approximately 52 students on 12 routes. The offices are located at the FSUSD transportation department and bus maintenance is performed under contract by FSUSD.



## **Discussion of Options**

There are five options that are considered. The first one would be to maintain the status quo with SCOE continuing to provide the special education transportation for those students who attend programs outside of their district boundaries, possibly considering the permanent extension of some flexibility. The second option would be for districts to transport more students in non-school bus vehicles or ride-share vehicles. The third option would be for the districts to take responsibility to transport all their own students with no SCOE operation or option available. The fourth option suggests that other, smaller cooperative ventures might be explored. PTI does not detail these but points out that already some cooperation occurs with some pupil transportation services in the County. The fifth option suggest that the SELPA members explore the formation of a Joint Powers Agreement to provide all school transportation service in the County. A larger, more professional school transportation organization could provide excellent service while taking advantage of cooperative routing and economies of scale, reducing current costs. A more thorough feasibility study would be recommended prior to such an undertaking.

## **Discussion of the Formation of a Joint Powers Agreement**

This section describes the authority under which school districts could form a school transportation joint powers agreement, the benefits, and shortcomings of such an agency, staffing and facility needs, and some of the legal requirements of forming a separate public agency.

# Findings and Recommendations

## Pupil Transportation Funding

School transportation is the most poorly funded element of California's education budget. It was fully funded up to 1977. School districts and county offices of education reported their operational costs and were fully reimbursed in the subsequent year. After Proposition 13, California gradually reduced the percentage of reimbursement. In the 1982-83 school year the state capped the funding for each district based on 80% of the reported costs at that time. Over the years, there have been occasional cost of living adjustments (COLA). As costs increased, the static funding covered ever smaller percentages of the need. In the 2007-08 school year, the funding covered approximately 45% of the statewide approved costs. Individual districts varied greatly around this number depending on demographics and need. During the Great Recession, California reduced all categorical program funding by approximately 20%. This cut to pupil transportation funding has never been restored. The 2013-14 school year was the first year of the Local Control Funding Formula (LCFF). Most categorical programs were folded into this funding formula; however, pupil transportation funding remained outside of the formula, as a separate add-on to the base grant. Funding was frozen at the 2012-13 level that each LEA received and there was a requirement for maintenance of effort (MOE), meaning that districts needed to spend at least as much as they received. In total, the statewide funding covers less than approximately 30% of the statewide costs, with the local educational agencies making up the difference with their general funds. There has not been a COLA for pupil transportation funding since the inception of the LCFF.

Each of the LEAs in the Solano County SELPA receive some transportation funding. The amount received by SCOE is used to offset the overall cost. The amount received by each LEA is as follows:

SCOE	\$937,834
Benicia USD	\$137,771
Dixon USD	\$153,992
Fairfield-Suisun	\$589,744
Travis USD	\$286,148
Vacaville USD	\$535,737

This funding can be used for both general education transportation and special education transportation. In each LEA above, the cost of transportation exceeds the revenue received. Each LEA contributes general fund revenues to cover the shortfall. The Solano

County SELPA has created a formula to distribute the revenue and excess cost amount to each member that receives service from SCOE.

Education Code Section 41851.7 allows pupil transportation funding to be transferred to another Local Education Agency (LEA) when responsibility for the pupil transportation program is transferred. Although this section remains in the Education Code, the California Department of Education's Education Finance Division will articulate that since implementation of the LCFF, the funding cannot be transferred. PTI is aware, however, that a SELPA in Southern California was successful in executing a transfer since the implementation of LCFF. Further, at the outset of the LCFF, JPAs who had directly received funding (transferred to the JPA upon the membership of each school district), were required to transfer the funds back to each school district in solidarity with the state's philosophy of subsidiarity—local districts receive the funding and have the discretion to use the funds as they see fit relative to their educational mission and in compliance with their Local Control and Accountability Plan or LCAP. It is unlikely that if a JPA were formed, the funding could be transferred to the JPA.

At the time of PTI's field work for this study, districts reported the following pupil transportation costs:

Transportation Costs Reported for SELPA Members				
	18-19	19-20	20-21	21-22 Budget
Benicia USD	\$ 314,488	\$ 212,448	\$ 15,390	\$ 229,742
Dixon USD	\$ 319,097	\$ 314,664	\$ 243,745	\$ 610,844
Fairfield Suisun USD	\$ 3,871,791	\$ 4,195,225	\$ 4,017,106	\$ 4,589,204
Travis USD		\$ 1,615,032	\$ 1,033,270	\$ 1,693,364
Vacaville USD	\$ 2,001,417	\$ 1,779,538	\$ 1,416,724	\$ 2,714,391
SCOE		\$ 1,704,019	\$ 1,261,288	\$ 2,076,993

## SELPA Excess Cost Formula

The Local Plan for the Solano County SELPA historically articulated that each district would provide special education transportation for their students that attend programs within their boundaries. Students who attend programs outside of their district boundaries shall be transported by the Solano County Office of Education. This historical practice was recently amended (Appendix A). This amendment is valid for the 2021-22 and 2022-23 school years including the Extended School Year (ESY) programs only, and then the practice will be reviewed. The amendment articulates that a district can transport their students that attend programs outside of their district boundaries if SCOE is unable to transport. The district may also provide parents reimbursement for transporting their child. This amendment is primarily due to the severe lack of school bus drivers available in the local

area currently. Further, the Local Plan articulates those excess costs will be borne by the members for the transportation that SCOE does provide according to the adopted formula based on mileage from the bus yard to the home then to the school. The Local Plan does not specifically articulate the method by which the school transportation revenue and costs will be distributed to members. PTI determined that the mileage utilized is for every student who has a request for service for every day, whether the student was transported (absence perhaps due to illness). The one-way mileage is from the bus yard to the students' home, to their school for every student transported. This is not the mileage that the route traverses, but rather an objective number of miles for each student. That mileage is doubled for round-trip, and then the monthly mileages for each student in each district is summed and a percentage of the total for the month is created, compared to the total mileage. Those percentages are applied to the cost of transportation. Students that SCOE transports in-district are charged directly, with no benefit of the SCOE state transportation funding they receive. For all others, the SCOE state transportation funding is deducted from the total due and the remaining amount is due from each district. This creates a cost for each district that reasonably resembles the cost of transporting each student. The amount is projected in advance using prior year data, and then updated monthly in the current year. The amount is invoiced to the districts twice a year, which the first half being in approximately January of each year, and the final invoice at the end of the fiscal year, when all the mileage data is in. Utilizing this billing process requires SCOE to utilize its cash flow to fund transportation, which could be perceived as somewhat of a burden to SCOE. A copy of the 2019-20 formula sheet is included as Appendix B.

The formula has been amended several times. At one point, the formula utilized district ADA and the number of special education students transported by SCOE. That formula was flawed and resulted in a couple of the districts receiving transportation revenue more than their costs. The current formula, as articulated above, is based on transported mileage of each student, and reflects the cost of transporting these students.

The SELPA plan does not provide the level of detail relative to this formula articulated above and should either detail the creation and elements of the formula in their Local Plan or develop an MOU that memorializes the formula.

## **Recommendations**

*The Solano County SELPA should:*

1. Clearly articulate the formula either in the SELPA Local Plan or an MOU.

## **Members' Transportation Service and Capabilities**

Each of the members of the SELPA as well as the Solano County Office of Education provides some form of transportation, and some operate a pupil transportation program. Two of the districts, Fairfield-Suisun USD and Vacaville USD have the largest programs and could potentially act as a lead for a cooperative effort. This section of the report strives to identify the capabilities of each LEA that will be utilized in the following section in the discussion of options. As a reminder, each LEA is responsible for transporting the special education students who attend programs within the district. SCOE transports those who attend programs outside of the district boundaries. At the time of PTIs site visit, none of the districts were transporting students outside of their boundaries, as the new policy allows. Only one district expressed interest in doing so: Travis USD, as they have a number of students who attend a program just outside of their boundary. Some of the districts also pay a Non-Public School (NPS) directly for transporting their students to their program or pay parents mileage for transporting their own students.

### **Benicia Unified School District**

Benicia USD receives \$137,771 in state revenue to support school transportation. The district contracts with Hop, Skip, Drive, a rideshare company for pupil transportation service and does not own buses or operate a pupil transportation department. There are approximately 30 students that require home-to-school pupil transportation service. The program needs are mostly served by Hop, Skip, Drive. Two of those thirty students are in wheelchairs. Hop, Skip, Drive does not have any drivers who own wheelchair-lift-equipped vehicles. Those two students are transported by their parents now and are reimbursed for their mileage by the district in lieu of receiving district transportation service. The students attend programs in the district. Further, there is approximately one student who receives transportation as a part of a Non-Public School (NPS) contract with Sierra School located in Berkeley.

The annual cost of transporting these students through Hop, Skip, Drive for a 180-day school year is approximately \$160,000 or approximately \$5,333 per student. The district's stated budget for transportation for the 21-22 fiscal year is \$229,742, which likely includes the in-lieu payments to parents and the NPS transportation cost for Sierra School. Currently SCOE does not transport any BUSD students.

The contract with Hop, Skip, Drive indicates that drivers will be fingerprinted, and their backgrounds will be checked based on the results of their arrest history with the Federal Department of Justice/Federal Bureau of Investigation. The contract indicates that the drivers will be trained, and their vehicles will be safe, but does not detail what type of training the drivers receive or how their vehicles are maintained. The contract does indicate that drivers will be enrolled in a drug and alcohol testing program.

The contract with Hop, Skip, Drive has been relatively rocky, with a challenging start-up. Since the start-up, they have had inconsistent drivers with students having three or more different drivers a week. Further, the drivers do not seem to look at the notes that the district provides on student disabilities, medical issues, or behavioral issues, leading to relatively significant issues. The drivers do not seem to be trained on the specifics of Benicia Unified School District, their procedures, or the needs of their students.

Benicia USD does not own any property that could house bus parking or a transportation facility. The district does not perform any general education transportation service but does charter buses for school field trips and athletic trips. Between high school athletic trips and all the schools' co-curricular trips, there are approximately 125 trips per year.

#### Dixon Unified School District

Dixon Unified School District (DUSD) has a current enrollment of approximately 3,000 students. The district reports an unduplicated count of approximately 57%, providing some additional funding for the district. There are approximately 522 students with Individualized Education Programs, and approximately 82 of those students receive some type of special transportation service. There is development in the area with new residential subdivisions planned. The district is currently performing a demographic study to determine the potential for new families and students. The Dixon Unified School District receives \$153,992 in state revenue to support school transportation. The district contracts with Michael's Transportation for pupil transportation service and does not own buses or operate a pupil transportation department. There is a small transportation/maintenance and grounds facility on the north side of the middle school. Michael's Transportation parks their buses in the yard at that location. There is a building with a few offices and a lounge space that the bus drivers use. There is also a building that looks like a bus maintenance garage, but Michael's does not have access to this building and does bus maintenance at their facilities. There are four bus routes that serve approximately 52 special education students. From April until late October, a Migrant Camp operates in the district and during that time, the district provides general education transportation for those students only. Michael's Transportation augments their service for these students with a large bus. The students attend programs in the district.

There are also some students who attend Non-Public Schools in the Sacramento area. Many of these are transported by their Non-Public School because SCOE does not currently have the capacity to perform this service. There are approximately seven special education students currently transported by SCOE.

Michael's is charging a daily rate of \$695 per bus, per day. The annual cost of transporting these special education students with Michael's Transportation for a 180-day school year is projected to be \$528,720, or \$10,167.69 per student.

The district also requires buses for field trip transportation. They report that there are approximately 60-75 high school athletic trips per year, and possibly 40 additional co-curricular elementary or high school field trips. Michael's Transportation has been unable to perform field trips currently for Dixon USD.

#### Fairfield-Suisun Unified School District

Fairfield-Suisun Unified School District (FSUSD) receives \$589,744 in transportation revenue from the state. The department's 2021-22 fiscal year expenditure budget is \$4,589,204.

FSUSD owns 51 buses. Thirty of those buses are typically identified as special education buses, with the remaining 21 being larger, coach-type buses that typically serve general education students.

The district operates 20 bus routes that serve approximately 307 total special education students. This is a decline due to the lack of drivers. Approximately 19 students require a wheelchair lift-equipped bus. There are approximately 211 students transported by parents and paid for their mileage in lieu of receiving district transportation service. Due to the lack of drivers, the department has hired 4.5 drivers per day from Michael's Transportation. These drivers are employees of Michael's but drive FSUSD buses. In addition, the district contracts with Zum Transportation Services, a rideshare company, who transports approximately six students per day with a cost of approximately \$12,000 per month, or a cost of approximately \$20,000, per pupil, per year. This is expensive transportation, but such contracts are generally used in lieu of placing a bus and driver on the road for one student going to a location where no other students attend, or no other district vehicles serve.

Utilizing simple division, the approximate cost of transporting each student at FSUSD for the 2021-22 fiscal year will be approximately \$14,950.

The department is staffed by:

- One FTE Director of Transportation
- One FTE Transportation Department Secretary
- One FTE Supervisor/Driver Instructor
- One FTE Coordinator
- Two FTE Dispatchers
- One part-time Shop Supervisor (retired annuitant)
- Three FTE Vehicle Maintenance Mechanics

This is reasonable staffing for a department of this size.

The department utilizes a computerized routing system. There are also video cameras installed on buses as well as an electronic pre-trip inspection device that also acts as a Global Positioning System (GPS) to pinpoint the exact location of each bus at any time. The shop operates an electronic vehicle maintenance management system that details work orders and can produce valuable management information reports. There is an electronic fuel management and dispensing system that reports every fueling transaction and properly identifies the department vehicle that has fueled.

The bus fleet is relatively new and well-maintained, however, there are far more buses than are necessary for the current size of the operation. The operation needs some large buses for athletic trips and field trips (when they have the drivers to staff them), and a smaller number of special education buses. Currently, the department is maintaining a relatively large number of buses that never are operated.

The district performs field trips for its internal needs and charges a reasonable rate for that service when they can. There are approximately 150 field trips per year, but right now approximately 80% of them are being performed by contractors or charter bus companies.

The fuel system features two diesel pumps and one gasoline pump. There is an underground tank that stores a maximum of 11,000 gallons of diesel and 4,000 gallons of unleaded gasoline.

The department appears to be compliant with laws and regulations. They consistently receive a "satisfactory" terminal inspection report from the California Highway Patrol (CHP) Motor Carrier Inspector Unit. They have a transportation safety plan in place in accordance with state law. In addition, they perform annual school bus safety education and evacuation drills in accordance with state law.

The shop maintains all the school buses and some (not all) of the district's non-school bus vehicles (white fleet). Also under contract, the shop maintains the school buses and some white fleet vehicles for the Solano County Office of Education.

Classified employees are members of a union that represents them. The collective bargaining agreement articulates that bus drivers receive a step one salary of \$20.48 per hour. Bus drivers achieve a permanency to route hours that can only be reduced by a lay-off process. Drivers receive a split shift stipend of \$720 per year. Drivers have access to full benefits at 20 hours per week. That includes the full cost for employee and dependents for dental and vision care, and the cost of a single for health care.



The transportation department for FSUSD is located on some property that is an abandoned Nike missile site. Of the total property, FSUSD owns 18.59 acres, but only the fuel facility, and shop are located on district-owned property. There is additional property of approximately 11 undeveloped acres to the south and west of the existing facility. The remaining property at the site is 36.78 acres that is owned by the county of Solano. They lease the area where the district parks buses and where the offices are located. In addition, SCOE's transportation department is located on this site. Their buses and their office are on county of Solano property. Recent discussions with the county of Solano and FSUSD do not give one confidence that the lease will be indefinitely renewed. FSUSD has been exploring the possibility of purchasing another property and developing a transportation facility site.

In its current configuration, there is little space for additional bus or employee parking.

#### Travis Unified School District

Travis Unified School District (TUSD) receives \$286,148 in pupil transportation revenue from the state. The 2021-22 fiscal year budget for pupil transportation indicates expected expenditures to be \$1,693,364. The district operates its own pupil transportation department. It operates 15 total routes with 10 being general education and five primarily special education. There are approximately 1,700 general education students and 110 special education students transported. Some of the special education students are integrated on the general education bus routes. The annual cost per student for transportation is approximately \$935.56.

Travis USD also charges a fee for general education transportation for students who meet the criteria. The fees are \$300 per year for the first child, \$180 for the second child and \$60 for the third child. This contributes a modest amount of revenue to offset costs.

The department is staffed as follows:

- One FTE Transportation Supervisor
- One FTE Dispatcher
- One FTE Mechanic

Currently, there are 11 drivers that are employees of the department. The department is currently utilizing four drivers from Michael's Transportation to staff their routes (driving district buses).

The district has 23 buses in their fleet with three of those buses soon to be declared surplus.

Bus drivers have a step one hourly salary of \$20.83 per hour. Health and welfare benefits are pro-rated for the employee. Vision benefits are provided for the employee and dependents based on other district agreements.

The department does not have a state-certified school bus driver instructor but utilizes another contract instructor who lives in the area. This instructor, according to district reports, has three drivers in the training process.

The transportation department operates a relatively safe program. The CHP terminal inspection grade has consistently been “satisfactory,” which is their highest grade. PTI did not view the district’s transportation safety plan or any of their evacuation drill records.

One of the biggest challenges reported by TUSD has been the SELPA policy that requires that any student who requires transportation outside of district boundaries must be transported by SCOE. Travis USD has few special education programs at their sites. They have nearly half of the students that SCOE transports, but reports they are only going a “couple of miles” outside of district boundaries. With the SELPA formula change moving to mileage, the impact, however, is rather slight with both Fairfield-Suisun and Vacaville estimated to pay more for transportation to SCOE, and Dixon is only slightly behind Travis in estimated costs. Even though SCOE transports a relatively large number of these students for Travis, it would cost Travis nearly four times more to do this themselves because Travis would have to add buses and drivers without any additional state revenue, compared to just the excess cost amount charged by SCOE now, which is supported by their state revenue.

#### Vacaville Unified School District

Vacaville Unified School District receives \$535,737 from the state for pupil transportation purposes. The district operates 12 bus routes transporting a total of approximately 233 special education students. Thirteen of these students require a wheelchair lift-equipped bus. Only one child requires an aide to ride on the bus with them. The aide is provided and funded by the special education department. In addition, the district employs five transportation assistants who are not required by the IEP of the students.

The department performs approximately 80 field trips per year that are mostly performed by charter bus companies or contractors at this time.

The department is staffed as follows:

- One FTE Transportation Director
- One FTE Transportation Supervisor/Driver Instructor (to begin soon)

- One FTE Dispatcher
- One FTE Vehicle Maintenance Foreman
- Two FTE Mechanics

Vacaville USD is projected to spend \$2,714,391 for the 2021-22 fiscal year for pupil transportation. This is projected to cost approximately \$11,649 per pupil for this fiscal year.

The district owns 32 school buses. It used to operate a full, general education transportation service that was eliminated during the Great Recession. The district has continued to maintain all the buses, although that may not be necessary. Some large buses may be necessary for field trip and athletic trip transportation, but the district owns and maintains 12 coach-type larger buses that it rarely uses, and the remaining buses are generally for special education bus routes. The fleet for special education bus routes is likely larger than it needs to be. Currently, if there is not a video camera system on the bus, the bus is not used.

The department utilizes a computerized routing system. It also has recently installed an electronic fuel management system. The shop does not utilize any electronic vehicle maintenance management system.

The fuel storage system includes a 10,000-gallon underground diesel tank and a 4,000 above-ground unleaded gasoline tank.

The department is staffed by:

- One FTE Transportation Supervisor
- One FTE Transportation Technician
- One FTE Supervisor/Driver Instructor
- One FTE Shop Supervisor
- Two FTE Mechanics

The shop has three service bays. In addition to the 32 school buses, the department maintains approximately 104 white fleet vehicles.

The department appears to be compliant with most laws and regulations. Their CHP terminal inspection performed in September 2020 indicates a satisfactory grade, which indicates compliance with most laws and regulations, however, the district received an unsatisfactory grade on their federal drug and alcohol testing inspection by CHP in September 2021. This was due to a driver who was selected for a random drug test who was employed at the time, but did not ever get notified of the test, and therefore did not

test. This is a critical failure. The district will have their drug and alcohol testing records reviewed again 120 days from that date, which should have been in January 2022. There was no subsequent report that PTI viewed relative to this inspection. The district has a Transportation Safety Plan dated 2017 which should be updated. PTI did not receive any school bus evacuation records to review.

The Maintenance, Operations, and Transportation departments share the facility. It is adjacent to residential areas, which is always a concern relative to noise and emissions. There is some additional undeveloped space of approximately one acre where some additional buses and employee vehicles could park if the department ever expanded. The district also reported that they own an additional 20 acres north of town. That property is undeveloped and does not have utilities.

Vacaville drivers receive a step one salary of \$21.13 per hour. Some drivers are on a 12-month contract. There is a split shift differential that amounts to \$0.50 per hour additional pay. The district pays for full family dental and vision care. Employees are eligible for full family benefits, but the cost correlates to the number of hours worked. At eight hours, the district pays 80% of the premium, with that amount declining with lower daily hours worked.

#### Solano County Office of Education

The Solano County Office of Education receives \$937,834 in state revenue to support pupil transportation. The 2021-22 budget for special education transportation is approximately \$2,076,993. There are approximately 52 students transported for an average approximate cost for 21-22 of \$39,942.17 per student. In addition, after the state revenue is credited, this amounts to a nominal cost per pupil of \$21,906.90. These students are transported on 12 routes, five of which are performed on yellow school buses, the remainder on non-school bus vans. This is primarily a result of a lack of school bus drivers locally. SCOE transportation does not perform any "community-based instruction" (CBI) trips or other types of field trips for K-12 students, but as reported elsewhere in this report, the SCOE special education department does transport older transition students to their work sites in the community.

The students which SCOE transports are from the following school districts:

Dixon USD	7 students
Fairfield-Suisun USD	12 students
Travis USD	24 students
Vacaville USD	9 students

Four of the bus routes have aides who assist with student medical or behavioral issues, as required by their Individualized Education Programs.

Many years ago, SCOE provided all special education transportation for the County. In the late 1990s or early 2000s, school districts believed that the excess costs were excessive, and a new paradigm was developed. At that time, school districts took responsibility for transporting their special education students who attended programs within their district boundaries. SCOE provided service only to those district students who attended programs outside of their district boundaries. This shift was not unusual for California but resulted in SCOE transporting students that travelled the longest distances or were the most challenging students to route in a logistically efficient fashion. In addition, SCOE has also become a safety net for school district transportation providers. When there are students who cannot be efficiently transported within district boundaries by the district, SCOE has been requested to transport these students. The result of this programmatic shift has been that the cost of SCOE transportation service has skyrocketed. Again, this is not unusual compared to other counties in California where this philosophy of service has been employed. High costs for this type of model are typical, as the SCOE transportation system cannot benefit from normal efficiencies or economies of scale. Special education school transportation costs only become reasonable when all students in a county are part of the same transportation system and those efficiencies and economies of scale can be employed. Members of the SELPA perceive that the transportation service received is generally good.

The SCOE transportation program is staffed by:

- One FTE Transportation Manager
- One FTE Administrative Secretary
- One FTE Driver Instructor who also drives a route and performs dispatch services

The driver instructor, who has been with the department for only approximately nine months, reported that he is leaving in a week's time and will become a supervisor at Vacaville Unified School District's Transportation Department. The transportation manager is a certified driver instructor and has been providing that service in addition to his duties.

The SCOE transportation operation is housed at the FSUSD transportation facility for which there does not appear to be any lease cost. The SCOE pupil transportation fleet consists of 11 school buses, four nine-passenger non-school bus vans and two five passenger sedans. These vehicles are maintained by the FSUSD vehicle maintenance program for a labor price of \$102 per hour with a 15% mark up for parts, tires, services contracted to third parties, fluids and other supplies as needed. This is a bargain relative to the cost of for-profit truck repair shops in the area. In the 2018-19 fiscal year the total annual cost of the school bus

maintenance was \$36,000. In the 2019-20 fiscal year, the total annual cost of the school bus maintenance was \$30,419. In the 2020-21 fiscal year the total annual cost of the school bus maintenance was \$23,200.

SCOE currently operates 12 bus routes and transports approximately 52 students for a relative efficiency of 4.3 students per route. This is a low average compared with PTI's observations statewide, but reflective of the few options SCOE can employ to create additional route efficiencies.

The program does utilize an industry-standard computerized routing program. Also, the department utilizes an electronic pre-trip inspection technology that includes a GPS feature.

The program appears to be following all laws and regulations.

The collective bargaining agreement articulates a step one salary level for school bus drivers of \$19.94 per hour., and a step one salary level for a non-school bus driver at \$18.99 per hour. Drivers receive a seven hour per-day guarantee. Dental and vision coverage are paid for the employee and all dependents. For health care, SCOE pays \$890 for an employee only, \$890 for an employee plus one and \$950 for a full family per month. Drivers also receive a split shift differential of 5% for all hours worked and an additional stipend of \$2 for an AM, mid-day, PM, or therapy run where they drive a wheelchair lift-equipped bus with a wheelchair student present.

SCOE operates a very efficient pupil transportation system given the mandate they have received. SELPA members have "cherry picked" the easiest, least expensive, and closest special education students to be efficiently routed, leaving the most distant, challenging, and expensive students to SCOE. Their staffing and operation are as lean as one could expect to see for such an operation and PTI can make no reasonable recommendations for cost reductions.

In addition to this system, SCOE has operated a separate "transportation" program for its 18–22 year-old transition program. There are 34 vehicles used to transport these students to their various work and community sites. The teachers or paraprofessionals drive the students. Of these, there are approximately 14 vans, of which approximately 10 have wheelchair lifts. In addition, there are 20 sedans or other vehicles. The vehicles owned by the Solano COE have their maintenance coordinated through the SCOE transportation department and Fairfield-Suisun USD performs the maintenance. Vehicles that are owned or leased through the county of Solano are maintained by the County Public Works vehicle maintenance garage on West Texas Street.

Every one of these drivers are enrolled in the DMV Employer Pull Notice program. Enrollment in this program is required for commercial drivers and recommended for

anyone who drives a district or COE vehicle. It provides an annual driver activity report, and issues a report to the employer whenever there is a moving violation, accident or even a Driving Under the Influence (DUI) violation.

Interestingly, although this “transition” transportation program is relatively large, the funding for it is from the special education department and not the transportation department. These transition transportation programs are typically managed, and the service is routed through a district’s transportation program. In this case, the teachers route the service. SCOE or the districts would transport students to and from the program office, if necessary, but the program transports students to and from their work or job sites. This would be a legitimate transportation expense that has never been a part of the SCOE transportation program.

These drivers (potentially) as well as the non-school bus drivers for SCOE are subject to the following California Vehicle Code section:

*34520.3. (a) For the purposes of this section, a “school transportation vehicle” is a vehicle that is not a school bus, school pupil activity bus, or youth bus, and is used by a school district or county office of education for the primary purpose of transporting children.*

*(b) A school district or county office of education that employs drivers to drive a school transportation vehicle, and the driver of those vehicles, who are not otherwise required to participate in a testing program of the United States Secretary of Transportation, shall participate in a program that is consistent with the controlled substances and alcohol use and testing requirements of the United States Secretary of Transportation that apply to school bus drivers and are set forth in Part 382 (commencing with Section 382.101) of, and Sections 392.5(a)(1) and (3) of, Title 49 of the Code of Federal Regulations.*

*(c) It is the intent of the Legislature that this section be implemented in a manner that does not require a school district or county office of education to administer a program for drivers of school transportation vehicles that imposes controlled substance and alcohol use and testing requirements greater than those applicable to school bus drivers under existing law.*

SCOE would need to check with their local CHP motor vehicle inspector relative to the testing applicability particularly for the teachers or paraprofessionals who drive the transition students. Drivers for SCOE who drive students home to school in non-school bus vans or sedans absolutely must be in a drug and alcohol testing program. The intent of this legislation is that those who primarily drive such vehicles shall be in a testing program. Teachers or coaches generally would not be considered those whose primary duties are driving, and the local CHP would provide the best advice relative to this.

## **Discussion of Options**

There are five options that will be discussed below:

1. Maintain the status quo
2. Transport more students in non-school bus vehicles
3. The school districts assume all transportation responsibility
4. Form smaller cooperative arrangements
5. Form a JPA or formal cooperative for all transportation service

### Maintain the Status Quo

PTI has observed throughout California, beginning in the mid-1980s, county offices of education who previously performed most or all the special education transportation in their area began to charge school districts for excess costs above the revenue they received. Recall, that in 1982, the state capped pupil transportation revenue, and as costs continued to escalate, county offices of education created mechanisms to charge districts for this amount over the revenue they received. Many school districts complained about the cost of this, and in many counties, districts began to take responsibility for transporting some of their special education students. That same process has been duplicated in Solano County. In some counties, the county office of education completely abandoned school transportation, transferred their transportation revenue to the districts and allowed the district to determine the best way to provide their service. In other areas, the county continued to operate as a safety net, performing transportation for the most difficult students (distance, disability, or behavior). That has been the case in Solano County. The cost to transport these students escalates. Districts complain, but if they take responsibility for transporting these students, the cost would be just as high.

Ultimately, school transportation benefits when there is only one regional provider. In most counties that PTI has studied, when districts begin taking back transportation, the result is more routes transporting fewer students economically. When there are more students for a single provider to route, the routes they create are much more efficient with more students on each route and less overall cost. An example is Sonoma County. When the County was performing all special education transportation service, there were just under 100 bus routes. When the system broke up, there were more than 200 bus routes. That, of course, requires more buses and more drivers and much more cost overall.

At least in the short term, continuing to have SCOE transport special education students to programs outside of their district boundaries is the most reasonable and least disruptive strategy. The services have been recognized by the members as good and generally responsive, but costly. Members have caused it to be costly because districts have taken responsibility for the transportation of those students who attend programs within their district boundaries who are the least costly to transport, leaving SCOE with the costliest and



logistically difficult to transport. There are some district students that are transported by SCOE who attend programs just over their district boundary lines. There was some frustration expressed that the rules do not allow them to be transported by the district. It might be a reasonable concession to allow the districts to transport these students. If the policy were adapted to allow a district to transport students up to five miles outside of their border, it might just resolve one of the biggest complaints facing the system. Travis USD is the district who might likely benefit from this change; however, they also would likely pay a great deal more for providing this service themselves. The SELPA should be warned, however, if the temporary policy change remains in place, this will further erode SCOE's ability to create logistically efficient routes and will further drive up SCOE's operating costs. It is also noted that SCOE has become the safety net for SELPA members relative to transporting some special education students within district boundaries that the district cannot serve without adding an additional bus route. These arrangements also drive up the cost of SCOE's service.

#### Transport More Student in Non-School Bus Vehicles

One or more of the school districts in Solano County and the Solano County Office of Education are considering or currently providing special education transportation for their students in non-school bus vehicles. This is legal as defined in California Vehicle Code Section 545 (2). In this section, it requires that all students are transported to and from school and school activities in a school bus with certain exceptions. Exception number two allows students to be transported in vehicles designed for and seating no more than nine students and the driver for a total of 10. In these cases, the driver only is required to have a Class C license and is not required to receive the training or certification of a school bus driver. As reported in an earlier section, these drivers must be enrolled in a similar, but separate drug and alcohol testing program. It presumably might be easier to recruit and retain such drivers. Providing transportation in this fashion would be less expensive. The bus would be far less expensive than a school bus because it would not be required to be constructed to school bus standards. The driver would require no training. This type of transportation is being performed because a full staff of school bus drivers is not currently available. The districts desire to provide special education transportation in some form, so the vans are a legal and viable option in lieu of potential litigation from parents not receiving transportation. At the time of PTI's site visit, however, none of the districts or SCOE indicated that any litigation had been initiated.

PTI, however, would caution districts relative to this type of transportation. It is not unusual that high school districts would operate such vans to transport small groups and teams. Some of the districts in Solano County operate such vans or non-school bus vehicles. PTI would strongly recommend that the vehicles are maintained the same as school buses, and the drivers receive comprehensive training, are enrolled in the DMV

Employer Pull Notice Program (to ensure they receive a regular driving record of those drivers), and are enrolled in a similar, but separate drug and alcohol testing program.

If there was ever an accident in a non-school bus vehicle the districts would be open to potential questions why some of their students are provided with a less-safe option compared to the other yellow school buses they operate.

#### School Districts Assume all Transportation Responsibility

It was reported that SELPA members have complained about the high cost of the SCOE transportation service. As reported above, it has evolved to provide a very specialized and expensive service. In many counties in California, the county office of education has fully abandoned the transportation service and allowed each school district to take responsibility for their special education students' transportation. In all cases, it has resulted overall in more specialized routes, less efficiency, and even higher costs. The reason for this is that the few efficiencies that are provided with the existing model would be even less available to each district individually. For example, if there are three students from three separate districts from Solano County attending a program in Sacramento, and SCOE no longer provides the service, it becomes more expensive because each district provides the service separately. Even if those three districts did cooperate on that service, it would still be a very expensive bus route, and no less expensive than SCOE's service.

This would not be a positive option for SELPA membership.

#### Form Smaller Cooperative Arrangements

Several of the smaller school transportation operations could possibly join to form a formal or informal cooperative. It would be nearly impossible to evaluate all the possibilities.

FSUSD has housed the SCOE transportation operation and performed its school bus and some white fleet maintenance for some time. This is an example of a positive cooperative agreement.

Already there are some cooperative arrangements occurring in and near the County. Many of the school districts in the County have severely reduced or eliminated their regular education transportation. As they have done so, they have reduced staffing and stretched the capabilities of their pupil transportation departments, such as eliminating their driver instructor positions. Others have reduced their office staffing, making it difficult to cover all the needs. Benicia USD and Dixon USD have never operated a pupil transportation program, but rather have contracted the service out. Contracting does have some benefits; however, it comes at a price, often with service challenges and a higher cost. As it becomes more challenging to operate pupil transportation systems in the future, it is likely that

opportunities for other such smaller cooperative arrangements may pop up. SCOE has a long and rich history of providing valuable services for the school districts in the County. It may be that SCOE could step in and assist in providing the leadership for such cooperatives, or one or more of the other school districts may do so.

Pupil transportation in a similar geographic area lends itself to cooperative efforts. Larger transportation operations, particularly where there is cooperation with routing services, can create efficiencies and economies of scale that individual districts going it alone cannot achieve.

PTI has no specific recommendations relative to what these smaller cooperative ventures may be but does encourage districts in the County and SCOE to be open to the possibility of such cooperatives.

#### Form a JPA or Formal Cooperative for all Transportation Service

As expressed above, all the school districts have taken responsibility for the transportation of their special education students who attend programs within their district boundaries. In addition, most have reduced or eliminated their regular education school transportation service. As this decentralization has occurred, it is likely that there are many more special education bus routes than would be necessary if there was a single provider. In and of itself, this has created additional transportation costs over the years that aren't even recognized by the school districts. Certainly, there has been a recognition that the SCOE transportation service costs have increased, and the reasons for that have been articulated above. In addition, there are always unidentified school district or county office of education costs related to school transportation that are not expressed in their individual transportation budgets. School transportation employees often take up an inordinate amount of time for school district human resource departments with personnel challenges and in collective bargaining. In many school transportation budgets that PTI has studied over the years, fuel and vehicle maintenance for all other departments are often buried in the transportation budget, and often insurance costs are not adequately divided out into the budget.

Although it is often difficult for school districts to cooperate for a variety of reasons. There are only approximately twelve school transportation JPAs in California, with half of them contracting for service and six that own buses and employ drivers and other staff. In every case, cooperation among the school districts has resulted in a more professional organization, more efficient bus routing, and lower school transportation costs.

The school district members of the Solano County SELPA lend themselves to the formation of a Joint Powers Agreement (JPA) for pupil transportation. Regular education transportation has been severely reduced in the County. Providing core services has

become more challenging. As noted above, driver training has become more challenging. This can be debilitating, as driver development and training is the life blood of a school transportation operation. Without enough drivers, the service fails. Budget and staffing cuts can reduce vehicle maintenance and office support capabilities, stretching staff to the breaking point. Creating a larger, right-sized organization can provide more professional support for school transportation, reduce the overall number of bus routes through more efficient routing and economies of scale.

Currently, there are only approximately 56 special education bus routes combined among all the providers in the County. There are approximately 11 general education bus routes. One could argue that more special education bus service would be provided if there were more school bus drivers, particularly for Fairfield-Suisun Unified School District.

Although California does appreciate the benefits of such cooperative school transportation agencies, the state has never provided a dedicated source of funding to develop facility needs that the larger organization would require. Some of the school transportation JPAs in the state have made commitments for developing such a facility, but there are others that operate out of multiple yards, with few amenities or supervision at these remote yards. Although this does make operations more difficult and costly (employees shuttling buses to the main facility for fuel and maintenance), it is possible to operate in this fashion.

It would be important, but not debilitating for such an operation to have a centralized facility large enough for all the operation. Currently, the two districts who have adequate space are Fairfield-Suisun and Vacaville. Unfortunately, the bus parking area at Fairfield-Suisun is not owned by the district, but the county of Solano, and they have given little indication of an interest in extending the current lease.

At the time of PTI's last visit, this very question was explored. There were many meetings convened and the ultimate decision was to continue operating in the same fashion as in the past. It seemed that several districts did not have an appetite for a cooperative venture. SELPA has changed a policy in its plan that allows districts to transport out of their district as a means of addressing some concerns, and districts having more control over the students they transport. As PTI interviewed many of the current participants, their reaction to a cooperative venture was mixed, indicating that not much has changed. Rather than spending valuable time in discussions of the potential for a JPA, members must commit to the formation of a JPA and spend time and resources creating it or abandon this potential concept.

## Recommendations

*The Solano County SELPA should:*

1. Maintain the status quo in the short term and consider allowing districts the opportunity to transport students to programs just over their district boundary lines at the end of this two-year test period.
2. Not abandon the SCOE pupil transportation program and require districts to transport all their own special education students, if no better options are selected. This will only result in even higher costs for the SELPA district members for the transportation of these most challenging students.
3. Continue to be open to less formal cooperative pupil transportation arrangements among the school districts in the SELPA and SCOE.
4. Abandon the concept of forming a JPA for pupil transportation unless all members overtly commit to its formation.

# Appendix

## Appendix A- Solano County SELPA Procedural Manual

### **Z. Transportation**

#### **Z1. LEA Responsibility and Funding**

When transportation is required as a service on a student's IEP, each district is responsible for coordinating and providing that transportation when it is within the district's boundaries.

SCOPE will transport students across district boundaries unless the:

1. transportation is provided by an NPS,
2. parents and district agree to mileage reimbursement, or
3. district contracts for transportation through another entity.

For the 2021-22 and 2022-23 school years, including Extended School Year 2022 and 2023, SCOPE has first right of refusal for transportation across district lines. If SCOPE is unable to transport across district lines, the district of special education accountability may transport the student across district lines or provide transportation reimbursement.

Solano County Office of Education (SCOPE) may offset the cost of students transported across district boundaries with SCOPE's transportation revenue. SCOPE's excess transportation costs will be directly billed to member districts. Excess cost shall be billed based on mileage from the bus yard to home to school.

Additionally, districts may contract with SCOPE separately for transportation of students within the district boundaries; such a contract will not be offset by SCOPE transportation revenue.

#### **Z2. Criteria for Providing Transportation**

Transportation, as a related service to special education, is necessary when it is required for the student to benefit from their special education.

IEP teams shall consider the following when determining the need for transportation as a related service:

1. the severity of the student's disability having a direct effect on the provision of transportation services (e.g., mobility and ability)
2. ability of the student to function independently and responsibly
3. the student's education goals for transition from special education or into the community

Solano County SELPA Procedural Manual

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4. least-restrictive environment and the promotion of independent living to the maximum extent possible.

An alternative method of transportation will be arranged to a special education program if a student is suspended from the bus. This is necessary in order to continue providing free, appropriate public education services as identified on the IEP. Alternative methods of transportation could include transportation by the parent, a taxi, or another public vehicle.

## Appendix B- 2019-20 Formula Sheet

Fiscal Year		19-20												Relationship From Through Year End	
Current Year Total		1,916,818.00		1,704,019.80											
Total Daily Mileage		Prior Year		Current Year											
Cost Per Daily Miles		48.83		38.23											
In District Mileage		Actual		Actual		Actual		Actual		Actual		Actual		Actual	
Barucha USD		7/31/2019		8/31/2019		9/30/2019		10/31/2019		11/30/2019		12/31/2019		1/31/2020	
Barucha USD		-		-		-		-		-		-		-	
Dixon USD		-		-		-		40		46		-		-	
Fairfield USD		116		182		182		182		182		174		182	
Troy USD		-		-		-		-		-		-		-	
Vincennes USD		46		194		194		194		194		168		168	
Other Districts		-		-		-		-		-		-		-	
Total In District		202		376		376		422		422		342		395	
Remaining Costs		-		-		-		-		-		-		-	
SACOE State Revenue		-		-		-		-		-		-		-	
Other Revenue		-		-		-		-		-		-		-	
SACOE Indirect Cost Contribution		-		-		-		-		-		-		-	
Total State Revenue		-		-		-		-		-		-		-	
Excess Costs		-		-		-		-		-		-		-	
Out of District Mileage		7/31/2019		8/31/2019		9/30/2019		10/31/2019		11/30/2019		12/31/2019		1/31/2020	
Barucha USD		370		-		-		96		96		96		96	
Dixon USD		742		574		640		722		722		514		514	
Fairfield USD		660		808		882		882		828		828		828	
Troy USD		372		700		687		700		770		770		790	
Vincennes USD		706		1,307		1,262		1,534		1,530		1,403		1,300	
Total Out of District		2,850		3,389		3,441		3,945		4,070		3,628		3,442	
Total Mile		3,052		3,765		3,817		4,367		4,492		3,950		4,116	
Total Costs		Mid Year Bill		VE Bill		VE Bill		VE Bill		VE Bill		VE Bill		VE Bill	
Barucha USD		56,123.59		10,568.69		5,734.90		5,734.90		5,734.90		5,734.90		5,734.90	
Dixon USD		94,769.86		80,648.82		34,121.54		34,121.54		34,121.54		34,121.54		34,121.54	
Fairfield USD		212,028.55		126,148.59		86,911.96		86,911.96		86,911.96		86,911.96		86,911.96	
Troy USD		114,842.65		56,662.33		58,278.32		58,278.32		58,278.32		58,278.32		58,278.32	
Vincennes USD		255,375.46		985,087.88		89,413.87		89,413.87		89,413.87		89,413.87		89,413.87	
Total District Costs		683,276.10		418,812.11		272,487.57		272,487.57		272,487.57		272,487.57		272,487.57	
Total District Costs		683,276.10		418,812.11		272,487.57		272,487.57		272,487.57		272,487.57		272,487.57	
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Total District Costs															



## SCOE TRANSPORTATION

### 2019/2020 TRANSPORTATION BUDGET

	2019/2020 Adopted Budget	2019/2020 Revised Budget	2019/2020 Year End Actuals	Increase (Decrease) Adopted
<b>Revenue:</b>				
Apportionment	937,834	937,834	937,834.00	-
Local Revenue			530.56	531
Transportation Tuition	957,891	899,705	693,270.10	(264,621)
SCOE Contribution to				
Indirect>5%	81,835	79,279	72,385.14	(9,449.86)
<b>Revenue Total</b>	<b>1,977,560</b>	<b>1,916,818</b>	<b>1,704,019.80</b>	<b>(273,540)</b>
<b>Expenditures:</b>				
2000 Classified	858,523	828,653	817,281.57	(41,241)
3000 Benefits	456,668	429,689	374,303.97	(82,364)
4000 Books/Supplies	199,075	152,075	94,502.81	(104,572)
5000 Services/Other				
Operating Exp	208,560	258,608	237,859.42	29,299
6000 Capital Outlay	-	-	-	-
7000 Other Outgo	199,518	194,272	180,072.03	(19,446)
<b>Expenditures Total</b>	<b>1,922,344</b>	<b>1,863,297</b>	<b>1,704,019.80</b>	<b>(218,324)</b>
Reserve	55,216	45,929	-	(55,216)
<b>Total</b>	<b>1,977,560</b>	<b>1,909,226</b>	<b>1,704,019.80</b>	<b>(273,540)</b>



## **Discussion of the Formation of a Joint Powers Agreement**

**Prepared by Pupil Transportation Information, LLC for the Solano SELPA**

**April 3, 2022**

### Definition of a Joint Powers Agreement

A Joint Powers Agreement is allowed and defined by the Joint Exercise of Powers Act, Title 1, Division 7, Chapter 5, Article I (Sections 6500 et seq) of the California Government Code. This section allows government agencies to form a separate public agency to provide a common service for them. The powers of this new agency are identical to the agencies that formed it, and they should be clearly articulated in the Joint Powers Agreement (JPA). The Joint Powers Agreement is the document or contract that defines the service that the agency will provide and outlines the powers and responsibilities of the agency. Generally, bylaws of the agency are included in the agreement. A school transportation JPA can be created to provide the most beneficial structure for the school districts involved. For example, the JPA can provide all operational services, or it can provide all services by contracting with a for-profit provider, or any imaginable combination. For example, there are several school transportation JPAs in the state that have employees, perform vehicle maintenance, own buses, and provide all operational services. Others have as few as one employee and contract for all services. There can be any combination of such services. Some JPAs are separate from the school districts that formed them, and others utilize a lead agency (Administrative Unit or AU) to provide fiscal, administrative, or personnel services. A JPA can be formed to provide only some of the services. For example, a JPA can be formed to provide vehicle maintenance services only, or routing and dispatch services only, or driver training services only.

The JPA is governed by a board and subject to the Brown Act. Usually, the board is comprised of one representative from each district. Each member has one vote no matter how much or little school transportation the participating district provides.

### **Benefits or Shortcomings**

#### Fiscal

The primary benefit of a school transportation JPA from the fiscal perspective is that the JPA can offer the benefits of a larger operation: economies of scale. The fixed costs of the agency are shared by all the members and there is less duplication. Even small school district transportation operations need to have administrative oversight, some department supervision, a skilled driver instructor, and some vehicle maintenance capability.

With a large JPA, it is most likely beneficial to create a stand-alone JPA. If a JPA is projected to have a large budget, it is problematic to have a JPA dependent on a lead agency.

If a stand-alone JPA is formed, the agency will need to contract separately with CalPERS for retirement benefits as a “Miscellaneous Other” agency. Many of the school bus drivers that work for a JPA never retire in the system. In some school transportation JPAs, this condition can superfund the agency’s account creating a very low PERS rate. If all the staff are employees of a lead school district agency, you would not have to contract separately with CalPERS.

The most challenging element that will continue to be a significant issue for years will be the creation of a formula to assign revenue and assess costs to the members of the JPA. Other JPAs in the state can share their formulas, but ultimately the formula must reflect the “values” of the group. Usually miles, minutes, number of routes or number of students transported are utilized individually or in combination to create a percentage for each member. Costs are usually distributed by the percentage of each member.

In some JPAs, capital costs are included in the formula and driven by the percentage, or they can be separated and charged out by some other method, such as the percentage or dollar amount at the time the commitment was made.

Usually, an element of the agreement is a methodology for withdrawal from the agency. Most JPAs will require a minimum of three years of membership before a member can withdraw. This section of the Joint Powers Agreement should be very clear relative to ownership of assets and liabilities. Complete records must be kept relative to contribution towards capital assets. The JPA will need to decide if members would have a right to a percentage of all assets, or just the assets to which they contributed.

When a JPA is considered, there is generally great anxiety relative to the human capital. Employees at each district wonder if there will be positions for them in this new agency. The benefit of a JPA is that you can consolidate responsibilities, and perhaps even consolidate bus routes to provide the same services in a more professional manner with fewer individuals. For a stand-alone JPA, it is important to hire an administrator who has program knowledge but also administrative, fiscal, and human resources knowledge and experience. If a lead agency model is utilized, administrative talent from the lead agency can be utilized. Those costs must be appropriately allocated to the JPA. There will be more discussion about staffing below. Most of the JPAs in the state that formed to provide full-service hire many of the employees of the previous school districts. Generally, to ensure success, the JPA adopts the highest salary schedules so that employees do not suffer a loss. In addition, there should be some mechanism that retains hire date or years of service, so employees are placed on the new salary schedule at their appropriate years of service.

Insurance is generally provided by the local school district insurance group. You should check with them to ensure that their rules allow the membership of a school transportation JPA and to determine the rates for property, liability, and worker’s compensation insurance.

The California Department of Education’s School Finance Division recognizes school transportation JPAs as any other separate LEA. School transportation JPAs are dependent on their local county office of

education for the same financial support that is generally given to the school districts in the county, such as payroll and accounts payable generation. In addition, the JPA is responsible for the same state reports as a school district: budget adoption, first and second interim, and unaudited actual reports.

One element that may prove to be the largest impediment to the formation of a school transportation JPA will most likely be Education Code 45103.1. This is the codification of SB1419 passed by the California Legislature and signed by Governor Gray Davis some years ago. This is known as the California School Employees Association (CSEA) signature anti-contracting bill. The bill does not specifically prohibit contracting, but places strict accountability on a district to prove that contracting is less expensive than the previous classified employees. Even though the formation of a JPA is not technically contracting out the work, CSEA has perceived it as such and in some areas of the state has fiercely defended this regulation. The threat of potential lawsuit has dissuaded some school districts from forming a JPA. Although CSEA has been vigilant relative to school transportation in some areas of the state, they have not been so in other areas of the state, or in other school district services, such as food service. This would be a significant issue and potential impediment if a JPA for all transportation service was formed among the members.

Although economic pressure may be one of the largest motivators for the formation of a JPA, often there are other management issues that drive the discussion. In many small school district operations, the superintendent or school principal is responsible for school transportation. School transportation is a highly regulated business that many school administrators do not understand. There are examples throughout the state of non-compliance with the regulations, resulting in criminal charges filed against the district and the superintendent for non-compliance with vehicle maintenance regulations or driver training regulations. A more professional and specialized agency helps to address these issues. In addition, school bus drivers can often be one of the most difficult groups in classified service to manage. Professional and experienced school transportation management can often deal with these issues more effectively than school administrators.

### Staffing

As mentioned above, discussion relative to the formation of a JPA often generates strong emotional responses from the existing staff. School transportation staff have become comfortable with their individual operation and rules. Fear of the unknown usually generates a strong defensive posture from the current employees.

Successful JPAs generally work to provide an adequate professional staff based on the needs of the agency, so some duplicated school district positions may not be necessary in the JPA.

As mentioned above, salary schedules and health and welfare benefits are generally adopted at the highest level of any of the participating districts to ensure that members do not lose income because of the formation of the JPA. Most JPAs agree to a representation election shortly after the formation of the agency. Generally, it will take over a year to negotiate the original collective bargaining agreement.

For a full service JPA, you will need to ensure a skilled and adequate number of supervisors, vehicle maintenance staff, dispatchers, driver instructors, bus drivers and office staff. It is important to remember that you must have knowledgeable administrative office staff to handle business, human resource, legal and administrative functions. If a JPA is formed with a lead agency, these duties will most likely be handled by that district or county office.

In many small school districts, often school secretaries handle the dispatch function and need to constantly monitor school bus two-way communications. The formation of a JPA or separate agency generally relieves school secretaries of this responsibility.

### Routing and Scheduling

The full-service JPAs in California have all been formed around a high school district and their feeder elementary school districts. This makes sense, as the geography is the same, and often there is route duplication between the high school district and elementary school district. A reduction in the overall number of routes can only be accomplished by cooperative routing. This could mean that there are natural bell time combinations that allow one bus and driver to serve multiple schools or districts. It may mean that the districts would have to shift bell times a little to accomplish significant savings or there may need to be significant bell time adjustments. The participating districts will have to decide whether the JPA would have the ability to require districts to change bell times or not. At the least, the JPA should have the ability to recommend bell time adjustments.

The other aspect of routing and scheduling that affects costs is calendar. Hopefully, all participating members have a similar or common calendar. The more the calendar varies, the more challenging it is to provide economical services.

Some of your districts may have policies that specifically state the criteria under which students are transported. Some of your districts may not have any such policies and have transported students according to historical practice. If there is little cooperative routing, those routing practices may not need to be changed, and districts could have different policies and practices. It is most reasonable, however, that the JPA adopt a standard policy to set criteria for bus riding eligibility and length of ride times.

If routes can be coordinated, bus drivers will benefit with longer working hours. This is a benefit to attract and retain school bus drivers. In addition, the operation will be more cost effective.

### Field Trips

In many school districts, there is a challenge keeping bus drivers, so they develop policies that the district cannot take bus trips that conflict with regular bus route times. Generally, a JPA can attract and staff more drivers so the districts can book trips that do conflict with route times. This generally results in safer and more economical trips for the schools.

Some JPAs market their field trip or vehicle maintenance capabilities to other school districts, private schools, or local government agencies. They create a “non-member” rate that is designed to generate excess revenue to assist in reducing the members’ costs.

### Lead Time to Form Agency

Most Joint Powers Agreements for school transportation are formed as of July 1 of any school year. Although Joint Powers Agreements can be formed rather quickly, it would be most beneficial to have some time to address some administrative and logistical issues.

The most critical aspect, however, is that there should be enough time to determine staffing, consolidate routing and get buses and drivers on the road to provide the service.

Prior to Education Code section 45103.1 districts would lay off their staff and the JPA would simultaneously offer employment. This still happens in some areas, however the JPA would need to explore the issues involved here.

Most of the existing JPAs did some initial planning with Board Members (administrators from participating school districts) sharing the planning functions. Most of the directors were hired to begin by or after July 1 with an expected school start date of late August or early September. This can be done, but it must be recognized that most of the administrative practices will not be in place right away and may take a year or more to adopt and put in place.

In the case of the Solano County SELPA members, it may take one or more years to develop a functioning JPA. There will be many elements that must be prepared and planned in advance. Such include the arrangement or consolidation of bus fleet resources, search for an appropriate space for a facility, or, even more daunting, the purchase of property and development of a new facility. Hiring and training employees also can take a great amount of time.

### Development of Board Policies

Board policies can be developed in advance of hiring an administrator, but this does require a significant investment in time of some individual. If a short timeline to establish the JPA is utilized, it may be as many as two years before board policies are in place. There are model policies that can be used to assist in the development. Typically, such policies do not follow the same convention as the California School Boards Association (CSBA) model policies.

### Filing with the Secretary of State

There are two filings that will need to be made with the Secretary of the State of California. One is entitled "Statement of Facts, Roster of Public Agencies Filing." This filing must be submitted within seventy (70) days after the date of commencement of the legal existence of a new public agency. Government Code 53050 and 53051 describe this requirement. It must be updated annually when board members change.

The second form is the "Notice of a Joint Powers Agreement." This form shall be filed within 30 days of the creation of the agency and whenever there is a change in membership, the "Amendment of a Joint Powers Agreement" must be filed.

The agency must also adopt a Conflict-of-Interest Policy, file it with the appropriate entity (usually the County Board of Supervisors), and annually members must complete the Form 700 Statement of

Economic Interests for the California Fair Political Practices Commission, just as your school district must.

#### Contracting with CalPERS for Retirement Benefits

To have the JPA contract with CalPERS in place for the first payroll, the agency will need to contact CalPERS a minimum of six months in advance to initiate the process. This will take some dedicated time to accomplish but will save a great deal of grief. If it is not accomplished, one of the districts or the county office will need to act as the lead agency and employer until the contract is in place, and this can be a significant inconvenience for the agency and the lead agency. As explained above, if the agency is a stand-alone and separate from the school districts that formed it, it cannot be a part of the school's contract for CalPERS and would be considered a "Miscellaneous Other" agency.

#### Future Employees' Salaries, Benefits, Working Conditions, and Representation

As noted above, the discussion of the formation of a JPA creates a high level of anxiety among the existing employees. A formal feasibility study can determine the fiscal and operational benefits and the possibility of forming a JPA. If there is benefit, most likely the highest salary schedule and the best health and welfare benefits of the component districts would be utilized. More than likely, most employees are represented by CSEA. They will be most comfortable if they are given assurance that they will be able to elect representation.

**Solano County Office of Education  
Special Education  
Funded Services Outside of Solano SELPA  
Through the Month of Mar - 21-22**



**Solano County Office of Education  
Special Education  
21-22 VCUSD Provided Services**

<b>DHH Program Provided to Districts at Vallejo Pennycook</b>	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
<b>AB602 Revenue</b>	<b>588,318</b>	<b>588,318</b>	<b>-</b>	<b>400,688</b>	<b>187,630</b>	<b>31.89%</b>
<b>Expenses:</b>						
1000 Certificated	-	-	-	-	-	N/A
2000 Classified	-	-	-	-	-	N/A
3000 Employee Benefits	-	-	-	-	-	N/A
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	588,318	588,318	-	-	588,318	100.00%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	-	-	-	-	-	N/A
<b>Total Expenditures</b>	<b>588,318</b>	<b>588,318</b>	<b>-</b>	<b>-</b>	<b>588,318</b>	<b>100.00%</b>
<b>Net Increase/(Decrease)</b>	<b>-</b>	<b>-</b>	<b>-</b>			

	<b>Adopted</b>	<b>Revised</b>
	<b>No.</b>	<b>No.</b>
<b>Expenses:</b>	<b>Students</b>	<b>Students</b>
Preschool Students	0	0
School Age Students	6	6
Total Students*	6	6
<b>Cost Per Student**</b>	<b>98,053</b>	<b>98,053</b>

\*Total number of students reported by SELPA

\*\*Estimated Cost per student, final cost is based on actual billing from Vallejo SELPA

**Solano County Office of Education  
Special Education  
Other Funding  
Through the Month of Mar - 21-22**

**Solano County Office of Education  
Special Education  
21-22 Mental Health**

	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Mental Health - JDF</b>						
<b>Revenue:</b>						
Mental Health Contribution	30,000	30,000	-	9,459	20,541	68.47%
SCOE Contribution to Indirect	1,489	1,489	-	-	1,489	100.00%
<b>Total Revenue</b>	<b>31,489</b>	<b>31,489</b>	<b>-</b>	<b>9,459</b>	<b>22,030</b>	<b>69.96%</b>
<b>Expenses:</b>						
1000 Certificated Positional	-	-	-	-	-	N/A
10XX Non Positional	22,900	22,900	-	14,400	8,500	37.12%
<b>Total Certificated</b>	<b>22,900</b>	<b>22,900</b>	<b>-</b>	<b>14,400</b>	<b>8,500</b>	<b>37.12%</b>
<b>Total Classified</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>N/A</b>
3000 Employee Benefits	5,671	5,671	-	861	4,810	84.81%
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	-	-	-	-	-	N/A
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	1,429	1,429	-	-	1,429	100.00%
Indirect Cost Over 5%	1,489	1,489	-	-	1,489	100.00%
<b>Total Expenditures</b>	<b>31,489</b>	<b>31,489</b>	<b>-</b>	<b>15,261</b>	<b>16,228</b>	<b>51.53%</b>

**Solano County Office of Education  
Special Education  
21-22 Infant, Part C**

<b>Infant Program</b>	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
Infant J50	1,077,707	1,133,109	55,402	725,068	408,041	36.01%
Early Start	47,966	47,966	-	-	47,966	100.00%
Infant Discretionary	23,680	23,680	-	-	23,680	100.00%
SCOE Contribution to Indirect	56,654	54,610	(2,044)	-	54,610	100.00%
<b>Total Revenues</b>	<b>1,206,007</b>	<b>1,259,365</b>	<b>53,358</b>	<b>725,068</b>	<b>534,297</b>	<b>42.43%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	579,576	526,166	(53,410)	503,587	22,579	4.29%
1XXX Certificated Non-Positional	5,492	19,105	13,613	15,352	3,753	19.65%
<b>Total Certificated</b>	<b>587,068</b>	<b>547,271</b>	<b>(39,797)</b>	<b>518,938</b>	<b>28,333</b>	<b>5.18%</b>
2X00 Classified	159,587	160,923	1,336	146,007	14,916	9.27%
2XXX Classified Non Positional	7,000	8,810	1,810	4,203	4,607	52.29%
<b>Total Classified</b>	<b>166,587</b>	<b>169,733</b>	<b>3,146</b>	<b>150,210</b>	<b>19,523</b>	<b>11.50%</b>
3000 Employee Benefits	273,909	271,166	(2,743)	237,668	33,498	12.35%
4000 Books & Supplies	7,400	9,396	1,996	3,411	5,985	63.70%
5000 Services & Operating Exp	52,442	59,117	6,675	36,408	22,709	38.41%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	54,371	52,409	(1,962)	-	52,409	100.00%
Indirect Cost Over 5%	56,654	54,610	(2,044)	-	54,610	100.00%
<b>Total Expenditures</b>	<b>1,198,431</b>	<b>1,163,702</b>	<b>(34,729)</b>	<b>946,636</b>	<b>217,067</b>	<b>-</b>
Net Increase/(Decrease)	7,576	95,663				
Beginning Balance (21-22)	368,204	504,208				
<b>Ending Balance</b>	<b>375,780</b>	<b>599,871</b>				

**Solano County Office of Education  
Special Education  
21-22 Lottery**

	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Lottery</b>						
<b>Revenue:</b>						
Lottery Unrestricted	41,254	41,254	-	-	41,254	100.00%
Lottery Restricted	13,476	13,476	-	-	13,476	100.00%
<b>Total Revenues</b>	<b>54,730</b>	<b>54,730</b>	<b>-</b>	<b>-</b>	<b>54,730</b>	<b>100.00%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	-	-	-	-	-	N/A
1XXX Certificated Non-Positional	-	-	-	-	-	N/A
<b>Total Certificated</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
2X00 Classified	-	-	-	-	-	N/A
2XXX Classified Non Positional	-	-	-	-	-	N/A
<b>Total Classified</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>N/A</b>
3000 Employee Benefits	-	-	-	-	-	N/A
4000 Books & Supplies	19,920	5,353	(14,567)	1,972	3,381	63.16%
5000 Services & Operating Exp	32,846	53,638	20,792	53,053	585	1.09%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	1,964	1,964	-	-	1,964	100.00%
<b>Total Expenditures</b>	<b>54,730</b>	<b>60,955</b>	<b>6,225</b>	<b>55,025</b>	<b>5,930</b>	<b>-</b>
Net Increase/(Decrease)	-	(6,225)				
Beginning Balance (21-22)	15,427	15,427				
<b>Ending Balance</b>	<b>15,427</b>	<b>9,202</b>				

**Solano County Office of Education  
Special Education  
AB 602 Funded Programs  
Through the Month of Mar - 21-22**

**Solano County Office of Education  
Special Education  
21-22 Summary of SCOE AB 602 Funded Programs**

<b>Combined Special Ed 3-22 Programs and Services</b>	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
AB602 Moderate/Severe 3-22, Part B	10,251,477	8,254,048	(1,997,429)	5,621,620	2,632,428	31.89%
AB602 DHH Classes	403,212	403,212	-	274,617	128,595	31.89%
AB602 Related Services	3,204,093	3,909,432	705,339	2,662,613	1,246,819	31.89%
AB602 Juvenile Detention Facility	106,653	106,653	-	72,639	34,014	31.89%
AB602 SCIL Preschool	327,505	327,505	-	223,055	104,450	31.89%
AB602 Physical Therapy	252,105	252,105	-	171,702	80,403	31.89%
Property Tax	5,100,216	6,392,306	1,292,090	-	6,392,306	100.00%
SE Transfer from Districts, LCFF	1,876,001	1,876,001	-	1,200,641	675,360	36.00%
Prior Year Special Ed	-	1,065,000	1,065,000	1,065,000	-	-
IDEA, Part B 3-22	492,930	492,930	-	-	492,930	100.00%
IDEA, Part B Related Services	525,032	525,032	-	-	525,032	100.00%
Impact Aid	150,000	80,000	(70,000)	52,774	27,226	34.03%
DHH Classes FFS	649,250	649,250	-	301,775	347,475	53.52%
SCIL Preschool FFS	463,229	463,229	-	62,548	400,681	86.50%
Physical Therapy FFS	80,513	80,513	-	30,502	50,011	62.12%
Other Local	7,700	7,700	-	3,150	4,550	59.09%
Deferred Maintenance	(112,009)	(112,009)	-	(112,009)	-	-
Routine Maintenance	(272,580)	(272,580)	-	(272,580)	-	-
SE Transfer from SELPA (Low Incidence)	800,000	800,000	-	-	800,000	100.00%
Vallejo Portion of JDF	6,195	6,195	-	6,195	-	-
SCOE Contribution to Indirect	1,176,674	1,170,353	(6,321)	-	1,170,353	100.00%
<b>Total Revenues</b>	<b>25,488,196</b>	<b>26,476,875</b>	<b>988,679</b>	<b>11,364,242</b>	<b>15,112,633</b>	<b>57.08%</b>
<b>Expenses:</b>						
1X00 Positional Certificated	6,644,155	6,427,961	(216,194)	6,401,928	26,033	0.40%
1XXX Non Positional Certificated *	367,160	428,229	61,069	306,757	121,472	28.37%
<b>Total Certificated</b>	<b>7,011,315</b>	<b>6,856,190</b>	<b>(155,125)</b>	<b>6,708,684</b>	<b>147,506</b>	<b>2.15%</b>
2X00 Positional	6,935,654	6,652,611	(283,043)	6,477,596	175,015	2.63%
2XXX Non Positional *	559,466	656,021	96,555	266,875	389,146	59.32%
<b>Total Classified</b>	<b>7,495,120</b>	<b>7,308,632</b>	<b>(186,488)</b>	<b>6,744,471</b>	<b>564,162</b>	<b>7.72%</b>
3000 Employee Benefits	6,501,336	6,309,407	(191,929)	5,948,153	361,254	5.73%
4000 Books & Supplies	236,996	253,469	16,473	194,785	58,684	23.15%
5000 Services & Operating Exp	1,740,120	1,771,618	31,498	1,422,544	349,075	19.70%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	1,129,246	1,113,352	(15,894)	-	1,113,352	100.00%
Indirect Cost Over 5%	1,176,674	1,170,353	(6,321)	-	1,170,353	100.00%
<b>Total Expenditures</b>	<b>25,290,807</b>	<b>24,783,021</b>	<b>(507,786)</b>	<b>21,018,637</b>	<b>3,764,386</b>	<b>15.19%</b>
Net Increase/(Decrease)	197,389	1,693,854				
Beginning Balance	-	-				
<b>Ending Balance</b>	<b>197,389</b>	<b>1,693,854</b>				
<b>Components Ending Fund Balance:</b>						
Reserve RS 6500	197,389	270,626				
Unappropriated	-	1,423,228				
<b>Total Components Ending Fund Bal</b>	<b>197,389</b>	<b>1,693,854</b>				

\*Non-Positional includes ESY

**Solano County Office of Education  
Special Education  
21-22 Summary AB 602 Revenue**

<b>Part B, SCOE Operated Regionalized Programs</b>	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>SCOE Operated Programs</b>						
AB602 Moderate/Severe 3-22	10,251,477	8,254,048	(1,997,429)	5,621,620	2,632,428	31.89%
AB602 DHH Classes	403,212	403,212	-	274,617	128,595	31.89%
AB602 Related Services	3,204,093	3,909,432	705,339	2,662,613	1,246,819	31.89%
AB602 Juvenile Detention Facility	106,653	106,653	-	72,639	34,014	31.89%
AB602 SCIL Preschool	327,505	327,505	-	223,055	104,450	31.89%
AB602 Physical Therapy	252,105	252,105	-	171,702	80,403	31.89%
<i>Total SCOE Operated Programs</i>	<i>14,545,045</i>	<i>13,252,955</i>	<i>(1,292,090)</i>	<i>9,026,246</i>	<i>4,226,709</i>	<i>31.89%</i>
<b>Outside SELPA Services</b>						
AB602 Vallejo DHH	588,318	588,318	-	400,688	187,630	31.89%
<i>Total Outside SELPA Services</i>	<i>588,318</i>	<i>588,318</i>	<i>-</i>	<i>400,688</i>	<i>187,630</i>	<i>31.89%</i>
<b>Total AB602 Revenue</b>	<b>15,133,363</b>	<b>13,841,273</b>	<b>(1,292,090)</b>	<b>9,426,934</b>	<b>4,414,339</b>	<b>31.89%</b>
<b>Total Property Tax</b>	<b>5,100,216</b>	<b>6,392,306</b>	<b>1,292,090</b>	<b>-</b>	<b>6,392,306</b>	<b>100.00%</b>
<b>Total AB602 &amp; Property Tax</b>	<b>20,233,579</b>	<b>20,233,579</b>	<b>-</b>	<b>9,426,934</b>	<b>10,806,645</b>	<b>53.41%</b>



**Solano County Office of Education  
Special Education  
21-22 Moderate/Severe 3-22, Part B**

	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Moderate/Severe 3-22</b>						
<b>Revenue:</b>						
AB602	10,251,477	8,254,048	(1,997,429)	5,621,620	2,632,428	31.89%
Property Tax	5,100,216	6,392,306	1,292,090	-	6,392,306	100.00%
Other Local	7,700	7,700	-	3,150	4,550	59.09%
LCFF Transfer from Districts	1,876,001	1,876,001	-	1,200,641	675,360	36.00%
Prior Year SE	-	1,065,000	1,065,000	1,065,000	-	-
Impact Aid	150,000	80,000	(70,000)	52,774	27,226	34.03%
Deferred Maintenance	(112,009)	(112,009)	-	(112,009)	-	-
IDEA	492,930	492,930	-	-	492,930	100.00%
Routine Maintenance	(272,580)	(272,580)	-	(272,580)	-	-
SCOE Contribution to Indirect	851,879	814,167	(37,712)	-	814,167	100.00%
<b>Total Revenues</b>	<b>18,345,614</b>	<b>18,597,563</b>	<b>251,949</b>	<b>7,558,596</b>	<b>11,038,967</b>	<b>59.36%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	5,001,556	4,232,007	(769,549)	4,227,579	4,428	0.10%
1XXX Certificated Non Positional	342,144	360,960	18,816	253,169	107,791	29.86%
<b>Total Certificated</b>	<b>5,343,700</b>	<b>4,592,967</b>	<b>(750,733)</b>	<b>4,480,748</b>	<b>112,219</b>	<b>2.44%</b>
2X00 Classified Positional	4,898,745	4,701,498	(197,247)	4,615,497	86,001	1.83%
2XXX Classified Non-Positional	528,666	573,433	44,767	204,074	369,359	64.41%
<b>Total Classified</b>	<b>5,427,411</b>	<b>5,274,931</b>	<b>(152,480)</b>	<b>4,819,571</b>	<b>455,360</b>	<b>8.63%</b>
3000 Employee Benefits	4,891,813	4,583,363	(308,450)	4,303,992	279,371	6.10%
4000 Books & Supplies	190,460	198,481	8,021	146,543	51,938	26.17%
5000 Services & Operating Exp	647,449	786,372	138,923	783,023	3,350	0.43%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	817,542	771,521	(46,021)	-	771,521	100.00%
Indirect Cost Over 5%	851,879	814,167	(37,712)	-	814,167	100.00%
<b>Total Expenditures</b>	<b>18,170,254</b>	<b>17,021,802</b>	<b>(1,148,452)</b>	<b>14,533,877</b>	<b>2,487,925</b>	<b>14.62%</b>
Net Increase/(Decrease)	175,360	1,575,761				
<b>Total Program</b>	<b>18,345,614</b>	<b>18,597,563</b>				
<b>Component Ending Fund Balance:</b>						
Reserve	175,360	175,360				
Unappropriated	-	1,400,401				
<b>Ending Fund Balance</b>	<b>175,360</b>	<b>1,575,761</b>				
<b>LCFF Transfer from Districts ADA</b>	256.67	256.67				
<b>LCFF Transfer from Districts \$ per ADA</b>	7,309	7,309				

**Solano County Office of Education  
Special Education  
21-22 DHH Regional**

<b>DHH Programs:</b>	<b>Adopted Budget</b>	<b>Revised Budget</b>	<b>Revised Inc</b>	<b>Actuals &amp;</b>	<b>Remaining</b>	<b>%</b>
<b>Itinerant &amp; Audiology</b>	<b>21-22</b>	<b>21-22</b>	<b>(Dec)</b>	<b>Encum thru</b>	<b>Budget</b>	<b>Remaining</b>
			<b>Adopted</b>	<b>Mar</b>		
SE Transfer from SELPA (Low Incidence)	683,811	683,811	-	-	683,811	100.00%
SCOE Contribution to Indirect	33,698	33,698	-	-	33,698	100.00%
<b>Total Revenues</b>	<b>717,509</b>	<b>717,509</b>	<b>-</b>	<b>-</b>	<b>717,509</b>	<b>100.00%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	275,569	284,588	9,019	284,588	-	-
1XXX Certificated Non Positional	1,216	1,216	-	216	1,000	82.24%
<b>Total Certificated</b>	<b>276,785</b>	<b>285,804</b>	<b>9,019</b>	<b>284,804</b>	<b>1,000</b>	<b>0.35%</b>
2X00 Classified Positional	133,501	128,871	(4,630)	114,797	14,074	10.92%
2XXX Classified Non Positional	-	1,187	1,187	401	786	66.21%
<b>Total Classified</b>	<b>133,501</b>	<b>130,058</b>	<b>(3,443)</b>	<b>115,198</b>	<b>14,860</b>	<b>11.43%</b>
3000 Employee Benefits	163,881	158,468	(5,413)	152,100	6,368	4.02%
4000 Books & Supplies	3,096	3,096	-	1,514	1,582	51.11%
5000 Services & Operating Exp	69,532	69,532	-	2,175	67,357	96.87%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	32,340	32,340	-	-	32,340	100.00%
Indirect Cost Over 5%	33,698	33,698	-	-	33,698	100.00%
<b>Total Expenditures</b>	<b>712,833</b>	<b>712,996</b>	<b>163</b>	<b>555,791</b>	<b>157,205</b>	<b>22.05%</b>
Net Increase/(Decrease)	4,676	4,513				
<b>Total Program</b>	<b>717,509</b>	<b>717,509</b>				
<b>Component Ending Fund Balance:</b>						
Reserve	4,676	4,676				
Usage	-	(163)				
<b>Ending Fund Balance</b>	<b>4,676</b>	<b>4,513</b>				

**Solano County Office of Education  
Special Education  
21-22 DHH Classes**

	Adopted Budget 21-22	Revised Budget 21-22	Revised Inc (Dec) Adopted	Actuals & Encum thru Mar	Remaining Budget	% Remaining
<b>DHH Classes Multi-SELPA</b>						
<b>Revenue:</b>						
AB602	403,212	403,212	-	274,617	128,595	31.89%
Local Revenue	649,250	649,250	-	301,775	347,475	53.52%
Tuition Out of County	-	-	-	-	-	N/A
SE Transfer from SELPA (Low Incidence)	116,189	116,189	-	-	116,189	100.00%
SCOE Contribution to Indirect	57,415	56,608	(807)	-	56,608	100.00%
<b>Total Revenues</b>	<b>1,226,066</b>	<b>1,225,259</b>	<b>(807)</b>	<b>576,392</b>	<b>648,867</b>	<b>52.96%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	243,408	236,500	(6,908)	214,896	21,604	9.13%
1XXX Certificated Non Positional	7,000	11,096	4,096	9,986	1,110	10.01%
<b>Total Certificated</b>	<b>250,408</b>	<b>247,596</b>	<b>(2,812)</b>	<b>224,881</b>	<b>22,715</b>	<b>9.17%</b>
2X00 Classified Positional	333,088	328,821	(4,267)	308,383	20,438	6.22%
2XXX Classified Non Positional	11,650	12,653	1,003	3,901	8,752	69.17%
<b>Total Classified</b>	<b>344,738</b>	<b>341,474</b>	<b>(3,264)</b>	<b>312,284</b>	<b>29,190</b>	<b>8.55%</b>
3000 Employee Benefits	287,769	278,355	(9,414)	253,462	24,893	8.94%
4000 Books & Supplies	2,100	3,905	1,805	3,677	228	5.84%
5000 Services & Operating Exp	216,993	215,188	(1,805)	81,217	133,971	62.26%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	55,100	54,326	(774)	-	54,326	100.00%
Indirect Cost Over 5%	57,415	56,608	(807)	-	56,608	100.00%
<b>Total Expenditures</b>	<b>1,214,523</b>	<b>1,197,452</b>	<b>(17,071)</b>	<b>875,521</b>	<b>321,931</b>	<b>26.88%</b>
Net Increase/(Decrease)	11,543	27,807				
<b>Total Program</b>	<b>1,226,066</b>	<b>1,225,259</b>				

**Component Ending Fund Balance:**

Reserve	11,543	11,543
Unappropriated	-	16,264
<b>Ending Fund Balance</b>	<b>11,543</b>	<b>27,807</b>

	Adopted	Revised
<b>No. of SCOE Students</b>	4	4
<b>No. of Students Out of SELPA</b>	5	5
<b>Rev per MOU for Out of SELPA students</b>	129,850	129,850

Local Revenue= # of Students out of SELPA X Rev per MOU for Out of SELPA students

**Solano County Office of Education  
Special Education  
21-22 Related Services**

	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Related Services*</b>						
<b>Revenue:</b>						
AB602 Revenue	3,204,093	3,909,432	705,339	2,662,613	1,246,819	31.89%
IDEA Related Services	525,032	525,032	-	-	525,032	100.00%
SCOE Contribution to Indirect	172,779	208,788	36,009	-	208,788	100.00%
<b>Total Revenue</b>	<b>3,901,904</b>	<b>4,643,252</b>	<b>741,348</b>	<b>2,662,613</b>	<b>1,980,639</b>	<b>42.66%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	931,291	1,476,247	544,956	1,476,246	1	-
1XXX Non Positional	6,200	38,129	31,929	31,803	6,326	16.59%
<b>Total Certificated</b>	<b>937,491</b>	<b>1,514,376</b>	<b>576,885</b>	<b>1,508,049</b>	<b>6,327</b>	<b>0.42%</b>
2X00 Classified Positional	1,085,737	1,035,795	(49,942)	985,991	49,804	4.81%
2XXX Classified Non Positional	15,350	42,602	27,252	38,464	4,138	9.71%
<b>Total Classified</b>	<b>1,101,087</b>	<b>1,078,397</b>	<b>(22,690)</b>	<b>1,024,455</b>	<b>53,943</b>	<b>5.00%</b>
3000 Employee Benefits	849,076	979,192	130,116	938,598	40,594	4.15%
4000 Books & Supplies	37,000	40,647	3,647	38,840	1,807	4.45%
5000 Services & Operating Exp	641,638	617,735	(23,903)	555,569	62,166	10.06%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	165,815	200,373	34,558	-	200,373	100.00%
Indirect Cost Over 5%	172,779	208,788	36,009	-	208,788	100.00%
<b>Total Expenditures</b>	<b>3,904,886</b>	<b>4,639,508</b>	<b>734,622</b>	<b>4,065,510</b>	<b>573,998</b>	<b>12.37%</b>
Net Increase/(Decrease)	(2,982)	3,744				
<b>Total Program</b>	<b>3,901,904</b>	<b>4,643,252</b>				
<b>Component Ending Fund Balance:</b>						
Reserve	(2,982)	(2,982)				
Unappropriated	-	6,726				
<b>Ending Fund Balance</b>	<b>(2,982)</b>	<b>3,744</b>				

\* Assistive Tech, OT, Behavior, Speech, Vision, O&M, Psych

**Solano County Office of Education  
Special Education  
21-22 Juvenile Detention Facility**

	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Juvenile Detention Facility</b>						
<b>Revenue:</b>						
AB602	106,653	106,653	-	72,639	34,014	31.89%
Vallejo portion of Juvenile Detention Facility	6,195	6,195	-	6,195	-	-
SCOE Contribution to Indirect	5,563	5,563	-	-	5,563	100.00%
<b>Total Revenues</b>	<b>118,411</b>	<b>118,411</b>	<b>-</b>	<b>78,834</b>	<b>39,577</b>	<b>33.42%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	38,371	39,626	1,255	39,626	-	-
1XXX Certificated Non Positional	7,000	8,734	1,734	5,829	2,905	33.26%
<b>Total Certificated</b>	<b>45,371</b>	<b>48,360</b>	<b>2,989</b>	<b>45,455</b>	<b>2,905</b>	<b>6.01%</b>
2X00 Classified Positional	27,235	15,405	(11,830)	15,405	-	-
2XXX Classified Non Positional	-	8,933	8,933	5,142	3,791	42.44%
<b>Total Classified</b>	<b>27,235</b>	<b>24,338</b>	<b>(2,897)</b>	<b>20,547</b>	<b>3,791</b>	<b>15.57%</b>
3000 Employee Benefits	29,018	28,309	(709)	23,896	4,413	15.59%
4000 Books & Supplies	500	500	-	24	476	95.19%
5000 Services & Operating Exp	4,648	4,648	-	511	4,137	89.00%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	5,339	5,339	-	-	5,339	100.00%
Indirect Cost Over 5%	5,563	5,563	-	-	5,563	100.00%
<b>Total Expenditures</b>	<b>117,674</b>	<b>117,057</b>	<b>(617)</b>	<b>90,433</b>	<b>26,624</b>	<b>22.74%</b>
Net Increase/(Decrease)	737	1,354				
<b>Total Program</b>	<b>118,411</b>	<b>118,411</b>				
<b>Component Ending Fund Balance:</b>						
Reserve	737	1,354				
Unappropriated	-	617				
<b>Ending Fund Balance</b>	<b>737</b>	<b>1,971</b>				

**Solano County Office of Education  
Special Education  
21-22 SCIL Preschool**

	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>SCIL Preschool</b>						
<b>Revenue:</b>						
AB602	327,505	327,505	-	223,055	104,450	31.89%
SCIL FFS	463,229	463,229	-	62,548	400,681	86.50%
SCOE Contribution to Indirect	38,793	35,415	(3,378)	-	35,415	100.00%
<b>Total Revenue</b>	<b>829,527</b>	<b>826,149</b>	<b>(3,378)</b>	<b>285,603</b>	<b>540,546</b>	<b>65.43%</b>
<b>Expenses:</b>						
1000 Certificated	153,960	158,993	5,033	158,993	-	-
10XX Certificated Non Positional	3,600	8,094	4,494	5,754	2,340	28.91%
<b>Total Certificated</b>	<b>157,560</b>	<b>167,087</b>	<b>9,527</b>	<b>164,747</b>	<b>2,340</b>	<b>1.40%</b>
2X00 Classified Positional	235,195	220,038	(15,157)	215,340	4,698	2.13%
20XX Classified Non Positional	3,800	17,213	13,413	14,893	2,320	13.48%
<b>Total Classified</b>	<b>238,995</b>	<b>237,251</b>	<b>(1,744)</b>	<b>230,233</b>	<b>7,018</b>	<b>2.96%</b>
3000 Employee Benefits	195,216	198,309	3,093	193,070	5,239	2.64%
4000 Books & Supplies	3,200	6,200	3,000	4,187	2,013	32.47%
5000 Services & Operating Exp	149,622	73,905	(75,717)	49	73,856	99.93%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	37,230	33,988	(3,242)	-	33,988	100.00%
Indirect Cost Over 5%	38,793	35,415	(3,378)	-	35,415	100.00%
<b>Total Expenditures</b>	<b>820,616</b>	<b>752,155</b>	<b>(68,461)</b>	<b>592,286</b>	<b>159,869</b>	<b>21.25%</b>
Net Increase/(Decrease)	8,911	73,994				
<b>Total Program</b>	<b>829,527</b>	<b>826,149</b>				
<b>Preschool SCIL Fee For Service (billed)</b>	35,633	35,633				
<b>Preschool SCIL District Total</b>	13	13				

**Solano County Office of Education  
Special Education  
21-22 Physical Therapists**

<b>Physical Therapists</b>	<b>Adopted Budget 21-22</b>	<b>Revised Budget 21-22</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Mar</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
AB602	252,105	252,105	-	171,702	80,403	31.89%
FFS Districts	80,513	80,513	-	30,502	50,011	62.12%
SCOE Contribution to Indirect	16,547	16,114	(433)	-	16,114	100.00%
<b>Total Revenue</b>	<b>349,165</b>	<b>348,732</b>	<b>(433)</b>	<b>202,204</b>	<b>146,528</b>	<b>42.02%</b>
<b>Expenses:</b>						
2000 Classified Positional	222,153	222,183	30	222,183	-	-
20XX Classified Non Positional	-	-	-	-	-	N/A
<b>Total Classified</b>	<b>222,153</b>	<b>222,183</b>	<b>30</b>	<b>222,183</b>	<b>-</b>	<b>-</b>
3000 Employee Benefits	84,563	83,411	(1,152)	83,035	376	0.45%
4000 Books & Supplies	640	640	-	-	640	100.00%
5000 Services & Operating Exp	10,238	4,238	(6,000)	-	4,238	100.00%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	15,880	15,465	(415)	-	15,465	100.00%
Indirect Cost Over 5%	16,547	16,114	(433)	-	16,114	100.00%
<b>Total Expenditures</b>	<b>350,021</b>	<b>342,051</b>	<b>(7,507)</b>	<b>305,218</b>	<b>36,833</b>	<b>10.77%</b>
Net Increase/(Decrease)	(856)	6,681				
<b>Total Program</b>	<b>349,165</b>	<b>348,732</b>				