

East Valley SELPA
STEERING COMMITTEE MEETING
Held Virtually via WebEx

**** AGENDA ****
MAY 14, 2020 8:00 A.M.

		<u>PRESENTER</u>
1.0	CALL TO ORDER	Patty Metheny
2.0	PUBLIC COMMENTS	
3.0	REVIEW/APPROVAL OF MINUTES	Patty Metheny
4.0	DISCUSSION/PRESENTATION	
	<u>Finance Items</u>	
4.1	FY 2019/20 Projected Actuals & FY 2020/21 Proposed Budget	Andrea Tennyson
4.2	FY 2019/20 3rd Quarter NPS Reimbursement Transfer	Andrea Tennyson
4.3	FY 2019/20 EV OPS FFS & EV SELPA Regional Program Costs	Andrea Tennyson
4.4	FY 2020/21 EV SELPA Annual Budget & Service Plans	Patty Metheny Andrea Tennyson Lisa Horsley
4.5	EV SELPA 2019-2020 Fiscal Reporting Calendar	Andrea Tennyson
4.6	Distance Learning: EV SELPA & SBCSS Ev-Ops	EV SELPA & SBCSS Team
4.7	EV SELPA Revised Logo & Website for 2020-2021	Patty Metheny
	<u>Program Items</u>	
4.8	Catapult Learning	Erik Ryan
4.9	CALPADS EOY4 Data Submission	Lisa Horsley Anne-Marie Foley
4.10	State Performance Plan Indicators (SPPI) Guide	Patty Metheny
4.11	EV SELPA Occupational Therapy Staffing 2020-2021	Patty Metheny
4.12	Private School Consultation Meeting – May 21, 2020	Rick Homutoff
4.13	SBCSS East Valley Operations	Scott Wyatt

5.0 OTHER

- 5.1 2020-2021 EV SELPA Steering Committee Meetings
- 5.2 2020-2021 EV SELPA Board of Directors Meetings
- 5.3 2020-2021 EV SELPA Community Advisory Committee Meetings
- 5.4 Next Meeting – June 11, 2020 8:00 AM

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
April 16, 2020
(held virtually via WebEx)

MEMBERS PRESENT:

Dr. Patty Metheny
Rob Pearson
Bridgette Ealy
Jason Hill
Derek Swem
Dr. Scott Wyatt
Jim Stolze

East Valley SELPA
Colton Joint Unified School District
Rialto Unified School District
Redlands Unified School District
Rim of the World Unified School District
San Bernardino County Supt of Schools
Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain
Nicole Albiso
Scott Whyte
Jennifer Alvarado
Lacey Hall
Grace Granados
Keith Bacon
Lucy Williams

Business Services, Colton
Business Services, Rialto
Business Services, Rim of the World
Internal Business, SB County Schools
Internal Business, SB County Schools
Internal Business, SB County Schools
Business Services, Yucaipa
Business Services, Yucaipa

OTHERS PRESENT:

Dr. Rick Homutoff
Anne-Marie Foley
Andrea Tennyson
Lisa Horsley
Rosalva Contreras
Shannon Vogt
Mary Anne Klenske
Tracy Schroeder
Jo-Ann Vargas
Helen Junker

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1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny, via WebEx, called the meeting to order at 8:01 a.m.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the March 12, 2020 meeting were reviewed. Motion to approve the minutes was made by Jim Stolze and seconded by Scott Wyatt. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Issues

4.1 SBCSS Proposed FFS Rates 2020-2021

Jennifer Alvarado presented the proposed 2020-2021 fee-for-service rates and explained the budgetary assumptions used for budget development. She remarked it was a very conservative budget projecting the worst-case scenario, and Ms. Alvarado is hopeful the numbers will improve by first interim. There will be a significant increase in the SAI rate since students have not been materializing in County placements for the last few years. The low incidence and 1:1 aide fees demonstrate a small increase over 2019-2020 rates. The Intensive Therapeutic Service fee remains unchanged. San Bernardino County Superintendent of Schools (SBCSS) is offering a retirement incentive which may offset some of the costs as personnel will be retiring with high salary costs and new personnel will be hired at lower rates. Ms. Alvarado clarified that the retirement incentive will not be paid via the fee-for-service structure. It will be paid by with a separate SBCSS fund.

The Covid-19 pandemic will not affect the FY 19/20 budget since the Governor's Executive Order requires funding based on attendance through February 29, 2020, only. Ms. Alvarado also estimates that there may be some savings for the last few months of the year thus alleviating the current year deficit.

4.2 NPS Services/MOU during School Closures

Dr. Metheny and Dr. Homutoff have been working with the nonpublic schools in the region to learn about each schools' distance learning plans and to negotiate appropriate payment based on the distance learning plans. They have not engaged in discussions with residential facilities in the region or out-of-state. This work has been done following SB 117 which encouraged LEAs to work with nonpublic schools to ensure payment for and provision of services to students.

4.3 EV SELPA 2019-2020 Fiscal Reporting Calendar

Andrea Tennyson reviewed the fiscal reporting activities for the month of April and May. She remarked that the low incidence inventory has been postponed due to the lack of staff at district campuses during the school closures. However, any remaining low incidence purchase requests for 2019-2020 must be sent to the SELPA for purchase or approval ahead of the May 1st SBCSS deadline for purchase. Ms. Tennyson also shared that federal grant expenditure reports will be submitted within the week to SBCSS Internal Business. Finally, CDE has postponed the personal data report submission from April to August or September.

Program Issues

4.4 CDE Annual Requirements

The annual CDE submission requirements for the Annual Service and Budget Plans are still in effect. The revised EV SELPA Local Plan will also be submitted to meet current deadlines once approved by the EV SELPA Board of Directors. The public hearings for these will occur during the May 20, 2020 East Valley SELPA Board of Directors Meeting. Each district superintendents' office will receive copies of the public hearing notices to post on the district websites and in district offices and schools as well as on school websites, if possible.

4.5 CDE Required Corrective Actions 3.9.20 DINC Data

The Targeted and Intensive Monitoring trainings scheduled in April have been canceled but CDE monitoring activities continue during the time of school closures. The DINC data pull was completed on March 9, 2020, and Anne-Marie Foley is analyzing the data to provide a summary for review. School closures have limited districts' ability to work on these monitoring activities, but districts must continue to address issues identified to the best of their abilities. Ms. Foley requested the names of each districts' point person for DINC reporting. Although this is the first year of CALPADS and the unprecedented school closures, all special education federal mandates and statutes remain in place.

Recently, CDE completed an audit visit of Childhelp, nonpublic school. The report with their findings is available now, and Ms. Foley will work with each district to identify the corrective plan and actions needed. She requested the name of a point person in district to work on these issues. The timelines on compliance for these issues have not been relaxed and corrections are expected to be completed by June 2020.

4.6 CALPADS EOY4 Data Submission

Lisa Horsley shared that the End of the Year (EOY) data submission will take place and districts may start submitting data on May 11, 2020. LEAs are encouraged to continue to hold IEP meetings and submit data to CALPADS during school closures. Meeting delay codes were provided for IEPs that cannot be held at this time. The DINC process is suspended for the 2019-2020 school year, however, these requirements (i.e. annual and triennial IEP meetings held on time) continue to be in place for those students under IDEA.

The post-secondary data collection for students who graduated during the FY 18/19 is continuing at this time. Ms. Foley will continue to work with Faucette Microsystems to ensure this data is collected and uploaded to CALPADS in a timely manner. She will provide written directions to the districts. Also being collected is whether high school students participated in transition and work-based learning experiences during the 2019-2020 school year. Reporting for the 2019-2020 year will be divided between Transition Work-Based Experience (no 47) and Transition Classroom-Based Work Exploration (no 48). Districts who work with CRYROP must contact them to obtain numbers per student for these indicators.

DRDP reporting is modified but not suspended. Available data must be uploaded to the DRAccess portal for any DRDPs completed before March 16, 2020, only. It is not expected that DRDPs will be completed during school closures.

CAASPP & ELPAC testing has been suspended during school closures. In addition, there will not be California Dashboard information for the 2019-2020 school year.

4.7 EV SELPA Program Specialists Services During School Closures

The East Valley SELPA program specialists continue to be available to assist district personnel during school closures. Two webinars/trainings will be available as early as next Monday, April 20, 2020 to assist teachers during this time. One of the trainings will focus on an application called HyperDoc. This application will show teachers how to develop easy lessons virtually with well-defined and accessible informational pieces. Once the teacher customizes the template, it is easy to update and adapt to different topics. The second training will focus on web content accessibility guidelines using the POUR principles. POUR stands for Perceivable, Operable, Understandable, Robust. During this time of distance learning, accessibility has become imperative for students with disabilities, this training will assist teachers with resources and strategies to facilitate the virtual learning process.

4.8 EV SELPA OT/PT/ERMHS Services During School Closures

Tracy Schroeder, Program Manager Behavioral Health and Jo-Ann Vargas, Lead Occupational Therapist shared an update of the related services being provided during school closures. Ms. Vargas and Ms. Schroder have met regularly with staff to develop distance learning services as well as communication strategies for use with parents and teachers and service logs for documenting distance learning services. Parents have been responsive and appreciative of the services provided. In respect to residential placement referrals, Ms. Schroeder reports two are pending as residential facilities are requiring Covid-19 testing and clearance before accepting students.

4.9 EV SELPA TPP Services During School Closures

Helen Junker shared a report of the support provided to district teachers by the transition partnership program (TPP) department of rehabilitation grant during this school closure. The TPP staff has compiled a list of online resources; fillable documents have been developed to allow for easy completion of DOR required documentation; and teachers have been contacted individually to see if additional support is needed. As part of the TPP grant compliance, student documents are required to be compiled into student portfolios. These are paper documents students have worked on and in many cases completed during the school year. Some of these documents are being scanned and provided electronically but, in some cases, teachers must access their classrooms to gather the documents. The TPP staff appreciates support from district administrators in assisting teachers in accessing their classrooms to retrieve some of these documents. Additionally, Ms. Junker reported that work-based learning experiences for high school seniors have been suspended at this time since business are closed.

4.10 EV SELPA Due Process Update

Dr. Homutoff shared there are currently three open cases in Rialto. The Office of Administrative Hearings (OAH) has postponed all hearings until June. Mediations continue to be held via teleconference. Hearings scheduled for June and later will also be conducted via teleconference. Dr. Homutoff explained that conducting hearings via teleconference may increase costs since evidence binders will need to be mailed to all parties. However, he is hopeful the three cases in Rialto will be settled before any hearings. Dr. Homutoff also reported that some settlement agreements developed prior to school closures are being amended to provide extensions for items agreed to for completion this school year.

Dr. Homutoff shared there have been no new filings in the EV SELPA since school closures but that due to the pandemic and the limitations of distance learning, he anticipates an increase in due process filings for the next school year. Dr. Homutoff continues to monitor the OAH website for new filings. During school closures, it may be that filings are sent to school sites where fax machines or mail are not monitored on a regular basis. The directors were encouraged to let staff know about this possibility.

4.11 SBCSS East Valley Operations

Dr. Wyatt provided an overview of the distance learning instruction and supports being provided by East Valley Operations (Ev-Ops). Chromebooks and hot spots for online access have been provided to students, as needed. Ev-Ops assessed the need for technology via SurveyMonkey and by contacting parents over the phone. Ev-Ops staff updates the tech list weekly to ensure all students have access to distance learning. Technology is distributed using a check out agreement with parents and an electronic user agreement is used to prevent inappropriate use of this technology. Ev-Ops is also supplying and delivering hard copies of materials to students.

Ev-Ops has developed a distance learning contact log to ensure low incidence and related services are provided to students during this time. These logs will be shared with district directors via email on a weekly basis. Directors are encouraged to contact Dr. Wyatt for any questions or concerns. Ev-Ops is holding IEP meetings and working to comply with timelines as much as possible. Finally, Dr. Wyatt shared that extended school year (ESY) will be conducted this year via a distance learning model.

4.12 Hot Topics

Dr. Metheny shared that while awaiting potential recommendations regarding flexibility for IDEA mandates to Congress from Betsy DeVoss, US Secretary of Education, all special education federal regulations remain in place. Districts were encouraged to schedule and hold IEP meetings as practically as possible and to comply to the best of their abilities with all timely submissions of student data.

A discussion ensued regarding district practices for 12th grade graduations and exits during the school closures. Directors were reminded to provide a Summary of Performance (SOP) along with a Prior Written Notice to each graduating student. It is important to remember that all special education services end with graduation.

The process of students transitioning from elementary to middle school and middle school to high school during the pandemic was discussed. Directors should identify these students and work with teachers and case carriers to hold IEPs as needed. It will be difficult to predict how services will be delivered next year once school resumes, but placement can be predicted based on current IEP services.

PCMA has provided a 90-day extension for recertification to all individuals. A list of each district's certified individuals and the expiration dates for their certification has been emailed to the directors. A new instructor certification course has been rescheduled for August 11-14, 2020 at the Dorothy Inghram Learning Center (DILC), the home of the EV SELPA. The recertification instructor course has also been rescheduled to August 17-18, 2020 at the DILC as well. These courses are scheduled to be in-person and subject to change dependent on the Governor's orders and recommendations of the Department of Public Health in respect to the COVID-19 pandemic.

5.0 OTHER

5.1 2020-2021 EV SELPA Steering Committee Meetings

5.2 2020-2021 EV SELPA Board of Directors Meetings

This scheduled was approved by the Board of Directors during the March 25, 2020 meeting.

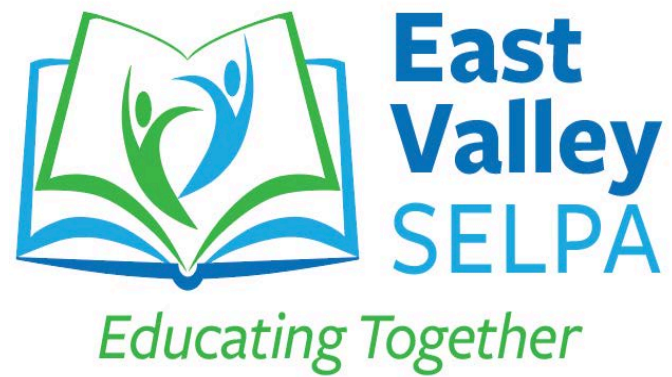
5.3 2020-2021 EV SELPA Community Advisory Committee Meetings

The CAC will meet virtually in May. This meeting was originally scheduled in April but due to the pandemic had to be rescheduled. This is their annual organizational meeting.

6.0 ADJOURNMENT: Meeting adjourned at 11:37 am. Next meeting will be held on May 14, 2020.

FINANCE ISSUES

4.1 FY 2019/20 Projected Actuals & FY 2020/21 Proposed Budget



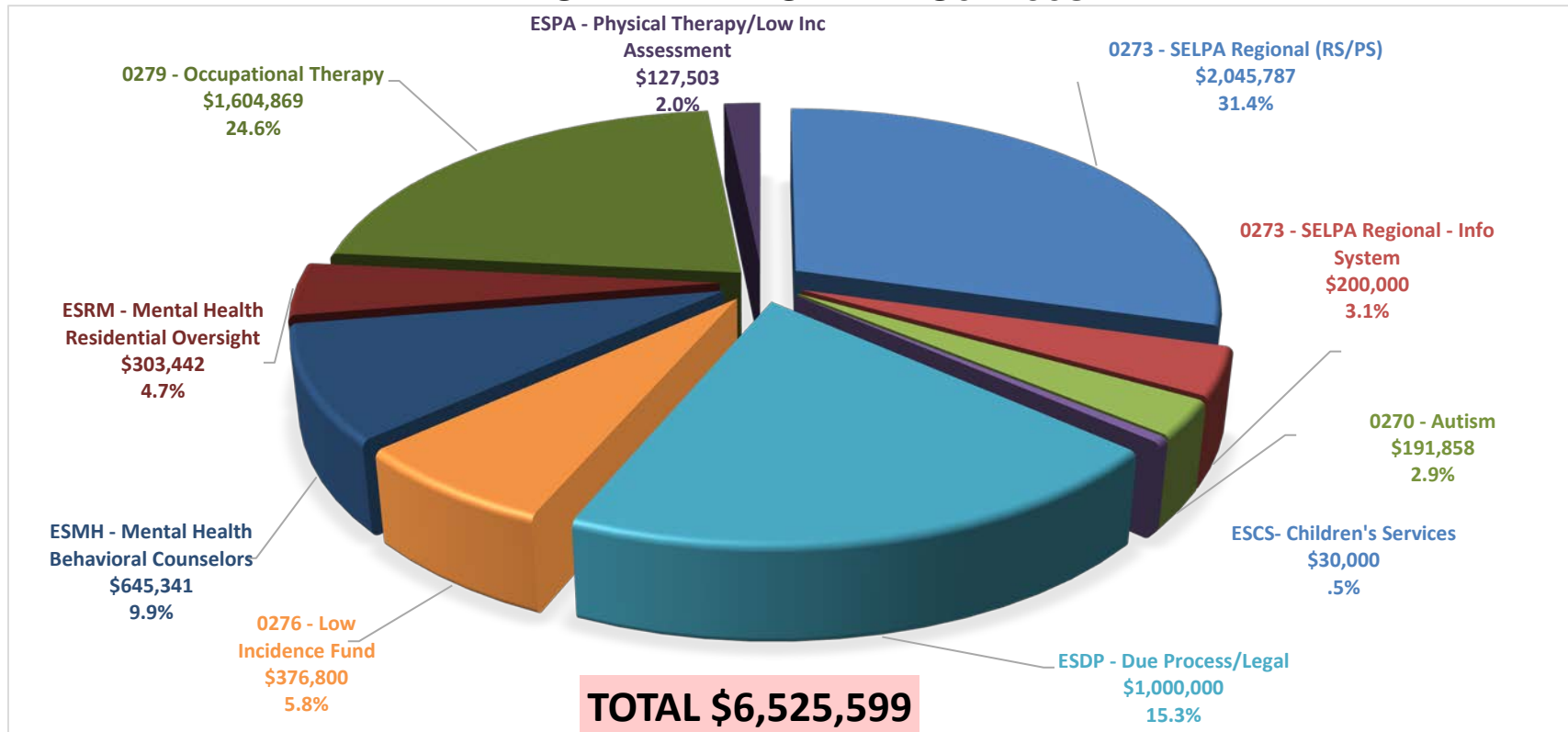
EAST VALLEY SELPA
FY 2020-21
Proposed Operations Budget

May 14, 2020

Patty Metheny, EdD., Administrator, East Valley SELPA
Andrea Tennyson, Consultant, East Valley SELPA

FY 2020/21 Proposed Budget

EAST VALLEY SELPA Services



Program Description	FY 2020/21 Interim Budget	Percentage of Total
0273 - SELPA Regional (RS/PS)	\$2,045,787	31.4%
0273 - SELPA Regional - Info System	\$200,000	3.1%
0270 - Autism	\$191,858	2.9%
ESCS- Children's Services	\$30,000	0.5%
ESDP - Legal Fund	\$1,000,000	15.3%
0276 - Low Incidence Fund	\$376,800	5.8%
ESMH - Mental Health Behavioral Counselors	\$645,341	9.9%
ESRM - Mental Health Residential Oversight	\$303,442	4.7%
0279 - Occupational Therapy	\$1,604,869	24.6%
ESPA - Physical Therapy/Low Inc Assessment	\$127,503	2.0%
Grand Total	\$6,525,599	100.0%

EAST VALLEY SELPA
FY 2020/21 BUDGET INFORMATION
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Narrative
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Narrative
Budget/Management 0270

CALIFORNIA CHILDRENS' SERVICES (CCS)

Narrative
Budget/Management ESCS

DUE PROCESS/LEGAL

Narrative
Budget/Management ESDP

LOW INCIDENCE

Narrative
Budget/Management 0276

REGIONAL PROGRAM/MENTAL HEALTH BEHAVIORAL COUNSELORS

Narrative
Budget/Management ESMH

REGIONAL PROGRAM/MENTAL HEALTH RESIDENTIAL OVERSIGHT

Narrative
Budget/Management ESRM

REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

Narrative
Budget/Management 0279

REGIONAL PROGRAM/PHYSICAL THERAPY (PT)

Narrative
Budget/Management ESPA

EAST VALLEY SELPA
FY 2020/21 BUDGET INFORMATION
REGIONALIZED SERVICES/PROGRAM SPECIALISTS (RS/PS) BUDGET

The East Valley SELPA Regionalized Services/Program Specialists budget is the operations budget for the SELPA administration.

Funding is provided through AB 602 based on a % of total SELPA revenue.

The SELPA Board has authorized this distribution as "off the top" from the SELPA AB 602 funding (Resource 6500).

The FY 20/21 RS/PS budget has been developed based on the following parameters:

4.40% of total AB 602 revenue and is re-evaluated each year.

No ADA growth was projected for FY 20/21. Funding is based on an Estimated P-2 ADA of 78,608.67

Resource 3315 Preschool Local Entitlement for RS/PS has been estimated at \$19,394 (5% of the estimated FY 19/20 Grant Award)

FY 20/21 salaries include a 5.50% (19/20-2.5%, **20/21-3% pending May Revision**) COLA and Funded Step and Column

FY 20/21 Health & Welfare Rates were developed with a **5%** inflationary increase, Dental, Vision, & Life

The FY 20/21 Mandatory Benefit rates are:

STRS **18.40%** (prior year 17.10% & prior prior year 16.28%)

PERS **22.800%** (prior year 20.70% (prior prior year 18.062%) ***

Medicare **1.45%** (no change from prior year)

UI **.05%** (no change from prior year)

WC **3.06%** (prior year 2.76%)

Information Technology user fee at **\$2,207** per FTE, an increase of \$220 per FTE from prior year's rate of \$1,987.

The 20/21 approved Indirect Cost Rate for County Schools is **8.00%** a 1.70% decrease from prior year's rate of 9.70%.

There are no anticipated staff changes for FY 20/21

East Valley SELPA

SELPA Regionalized Services/Program Specialists

FY 2020/21 BUDGET INFORMATION

			2018/19 Actual	2019/20 Projected Actual	20/21 Proposed Budget	Change from Prior Year
REVENUE						
Beginning Balance			\$342,192	\$626,848	\$ 426,749	(\$200,099)
AB 602 State Aid (CY)			\$2,146,229	\$1,706,414	\$ 1,878,344	\$171,930
Grant/Preschool Regional Svc. (0474)			\$19,394	\$19,394	\$ 19,394	\$0
Grant/Alternative Dispute Resolution				\$15,865	\$ 14,601	(\$1,264)
AB 602 State Aid (PY)			\$1	\$0	\$ -	\$0
Cont. from Unrestricted Rev/Local				\$0	\$ -	\$0
TOTAL REVENUE			\$2,507,816	2,368,521	\$ 2,339,088	(\$29,433)
EXPENDITURES						
Certificated Salaries			\$770,854	\$807,237	\$843,903	\$36,666
Classified Salaries			\$402,208	\$415,731	\$447,053	\$31,322
Benefits			\$407,881	\$440,933	\$496,291	\$55,358
Sub-Total			\$1,580,944	\$1,663,901	\$1,787,247	\$123,346
Materials & Supplies			\$8,861	\$14,485	\$15,000	\$515
Operations			\$111,531	\$91,689	\$92,000	\$311
Sub-Total			\$120,392	\$106,174	\$107,000	(\$13,392)
Total			\$1,701,336	\$1,770,075	\$1,894,247	\$192,911
Indirect			\$179,631	\$171,697	\$151,540	(\$28,092)
Indirect Rate			10.68%	9.70%	8.00%	-1.70%
TOTAL EXPENDITURES			\$1,880,967	\$1,941,772	\$2,045,787	\$104,015
ENDING BALANCE			\$626,848	\$426,749	\$293,301	(\$133,448)
Reserve %			33.326%	21.977%	14.337%	
STAFFING:			1.0 Administrator 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Spec 4.0 Prog Specialists .34 SELPA Svs Spec .66 Prog Tech (MIS) .25 Senior Fiscal Clerk .75 Acct Technician Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Prog Specialists 1.0 Program Tech (MIS) .90 Accounting Tech Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Program Specialists 1.0 Program Tech (MIS) .80 Accounting Tech .73 Hourly Student Worker	
Total FTEs			10.00 FTE	11.63 FTE	11.53 FTE	
Districts' Contribution from AB 602 State Aid based on P-2 Projections	% of Total AB 602	Prior Year SELPA Funded ADA	2018/19	2019/20	2020/21	Deviation + or (-) from 19/20 to 20/21
Colton	27.30%	21,457.20	\$585,840	\$465,787	\$512,717	\$46,930
Redlands	25.69%	20,195.07	\$551,380	\$438,389	\$482,559	\$44,170
Rialto	31.25%	24,567.71	\$670,765	\$533,309	\$587,042	\$53,734
Rim	3.97%	3,118.95	\$85,156	\$67,705	\$74,527	\$6,822
Yucaipa	11.03%	8,667.42	\$236,644	\$188,150	\$207,107	\$18,957
County, EV	0.77%	602.31	\$16,445	\$13,075	\$14,392	\$1,317
		78,608.66	\$2,146,229	\$1,706,414	\$1,878,344	\$171,930

EAST VALLEY SELPA
FY 2020/21 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM STUDENT DATABASE SYSTEM

EV SELPA contracts with Faucette Microsystems for student database system/WebIEP.

Resource 9273 was established to track expenses for maintaining the contract .

CDE compliance requirements and the revision or the creation of IEP forms are some of the expenses expected to be shared by the districts.

Final Costs shared proportionately at year-end based on Current Year October Pupil Count.

East Valley SELPA

SELPA Regional CASEMIS Information System

FY 2020/21 BUDGET INFORMATION

	2018/19 Actuals		2019/20 Projected Actual		2020/21 Proposed Budget
REVENUE					
Beginning Balance	\$67,195		\$67,651		\$17,650
Distribution of Cost PY Pupil Count	\$93,290		\$200,000		\$200,000
Colton	\$24,939		\$52,142		\$52,142
Redlands	\$25,393		\$53,620		\$53,620
Rialto	\$27,137		\$55,353		\$55,353
Rim	\$3,624		\$7,702		\$7,702
Yucaipa	\$12,197		\$24,840		\$24,840
CSSF/EV Ops	\$0		\$6,343		\$6,343
TOTAL REVENUE	\$93,290		\$267,651		\$217,650
EXPENDITURES					
Materials & Supplies			\$0		\$0
Operations	\$83,877		\$227,895		\$185,185
Sub-Total	\$83,877		\$227,895		\$185,185
Total	\$83,877		\$227,895		\$185,185
Indirect	\$8,958		\$22,106		\$14,815
Indirect Rate	10.68%		9.70%		8.00%
TOTAL EXPENDITURES	\$92,835		\$250,001		\$200,000
ENDING BALANCE	\$456		\$17,650		\$17,650

EAST VALLEY SELPA
FY 2020/21 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/AUTISM PROGRAM SPECIALIST

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program for district autism support.

This budget has 1 FTE for a Program Specialist.

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Autism Program Specialists

FY 2020/21 BUDGET INFORMATION

	2018/19 Actuals		2019/20 Projected Actual	2020/21 Proposed Budget
REVENUE				
Beginning Balance	\$0		\$6,968	\$6,969
Off-the-Top	\$179,540		\$182,857	\$220,019
Other Apportionment from Prior Year	\$2		\$0	\$0
Contribution from Unrestricted Revenue	\$0		\$0	
TOTAL REVENUE	\$179,542		\$189,825	\$226,988
EXPENDITURES				
Certificated Salaries	\$111,723		\$118,463	\$119,648
Benefits	\$38,580		\$41,366	\$44,498
Sub-Total	\$150,302		\$159,829	\$164,146
Materials & Supplies	\$841		\$500	\$1,500
Operations	\$4,778		\$6,359	\$12,000
Sub-Total	\$5,619		\$6,859	\$13,500
Total	\$155,921		\$166,688	\$177,646
Indirect	\$16,652		\$16,169	\$14,212
Indirect Rate	10.68%		9.70%	8.00%
TOTAL EXPENDITURES	\$172,574		\$182,857	\$191,858
ENDING BALANCE	\$6,968		\$6,969	\$35,130
STAFFING:	2.0 Prog Specialists		1.0 Prog Specialist	1.0 Prog Specialist
Total FTEs	2.0 FTEs		1.0 FTE	1.0 FTE

NOTE: Board Approved Specialized Regional Autism Program funded Off -the-Top on a per ADA basis.

EAST VALLEY SELPA
FY 2020/21 BUDGET INFORMATION
CALIFORNIA CHILDRENS' SERVICES (CCS)

The SELPA is mandated by Education Code to provide support to CCS medical therapy units (MTU) housed in their region. There are two located in the East Valley SELPA--one at San Salvador in Colton and another at Judson & Brown in Redlands.

Costs shared based on Prior Year October Pupil Count.

FY 20/21 expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

East Valley SELPA

California Childrens' Services (CCS) (Mgmt ESCS)

FY 2020/21 BUDGET INFORMATION

	2018/19 Actuals	2019/20 Projected Actual	2020/21 Proposed Budget
REVENUE			
Beginning Balance	\$1,800	\$1,800	\$1,800
Misc. Revenue	\$0	\$0	\$0
CCS District Support			
Colton	\$3,840	\$8,078	8,078
Redlands	\$3,910	\$8,306	8,306
Rialto	\$4,178	\$8,575	8,575
Rim	\$558	\$1,193	1,193
Yucaipa	\$1,878	\$3,848	3,848
Co. Schools	\$0	\$0	\$0
CCS Revenue	\$14,363	\$30,000	\$30,000
Total Pupil Count -->	10,642	10,153	\$10,153
Less EV OPS -->	(446)	(322)	(\$322)
Adjusted Pupil Count -->	10,196	9,831	\$9,831
Per Pupil -->	\$1.41	\$3.05	\$3.05
TOTAL REVENUE	\$16,163	\$31,800	\$31,800
EXPENDITURES			
Materials & Supplies	\$3,015	\$1,825	\$1,825
Operations	\$11,348	\$28,175	\$28,175
Sub-Total	\$14,363	\$30,000	\$30,000
Total	\$14,363	\$30,000	\$30,000
TOTAL EXPENDITURES	\$14,363	\$30,000	\$30,000
ENDING BALANCE *	\$1,800	\$1,800	\$1,800

Note: Funded per Ed Code

EAST VALLEY SELPA
FY 2020/21 BUDGET INFORMATION
LEGAL/DUE PROCESS

The Legal fund was developed to track due process related costs as detailed in the Board approved "Funded by EV SELPA Legal X-Pot/Funded by District".

District contribution for legal support is calculated based on PY October pupil count.

FY 20/21 budget was developed using FY 19/20 2nd interim projection. 2.0 FTEs are paid out of this program, which include: 1 Program Manager and 1 SELPA Services Specialist.

East Valley SELPA

SELPA Legal/Due Process

FY 2020/21 BUDGET INFORMATION

		2018/19 Actual	2019/20 Projected Actual	2020/21 Proposed Budget
REVENUE				
Beginning Balance		\$58,970	\$58,970	\$58,970
Misc. Revenue		\$0	\$0	\$0
District Contribution	Colton	\$320,354	\$350,025	267,902
	Redlands	\$326,187	\$359,943	270,634
	Rialto	\$348,587	\$371,580	291,512
	Rim	\$46,548	\$51,704	38,927
	Yucaipa	\$156,677	\$166,748	131,024
	Co. Schools	\$0	\$0	\$0
	EP Revenue	\$1,198,354	\$1,300,000	\$1,000,000
	Total Pupil Count -->	10,642	10,606	\$10,606
	Less EV OPS -->	(446)	(356)	(356)
	Adjusted Pupil Count -->	10,196	10,250	\$10,250
	Per Pupil -->	\$118	\$127	\$98
TOTAL REVENUE		\$1,257,324	\$1,358,970	\$1,058,970
EXPENDITURES				
Certificated Salaries		\$148,179	\$156,401	\$160,949
Classified Salaries		\$55,014	\$61,897	\$66,048
Benefits		\$65,033	\$72,064	\$90,189
Sub-Total		\$268,225	\$290,362	\$317,186
Materials & Supplies		\$51	\$1,100	\$3,000
Operations		\$930,079	\$1,008,538	\$679,814
Sub-Total		\$930,129	\$1,009,638	\$682,814
Total		\$1,198,354	\$1,300,000	\$1,000,000
TOTAL EXPENDITURES		\$1,198,354	\$1,300,000	\$1,000,000
ENDING BALANCE		\$58,970	\$58,970	\$58,970
STAFFING:		1.0 Program Manager, DP 1.0 SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist
Total FTEs		2.0 FTE	2.0 FTE	2.0 FTE

Note: Funded on a per Current Year Pupil Count Basis

FY 2020/21 BUDGET INFORMATION

LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

This budget was developed to facilitate centralized purchasing and inventory of materials and equipment for Low Incidence eligible students:

- Deaf
- Hearing Impaired
- Visually Impaired
- Orthopedically Impaired
- Deaf/Blind

Utilization is through application for eligible students based on the SELPA Steering Committee Low Incidence procedures.

Funding is provided through the AB 602 based on the prior year October Pupil count of Low Incidence students (primary or secondary disability)

FY 2020/21 rate is estimated to be \$466.18 per pupil for Materials, Equipment, and Services using the FY 19/20 P-1 Certification data.

A Low Incidence Committee has been formed with representatives from each district to review current guidelines and procedures.

East Valley SELPA

Low Incidence Materials & Equipment

FY 2020/21 BUDGET INFORMATION

	2018/19 ACTUAL		2019/20 PROJECTED ACTUAL		2020/21 Proposed Budget
REVENUE					
Beginning Balance	\$480,195		\$486,064		\$425,432
AB 602 State Aid (CY & PY)	\$291,066		\$286,701		\$286,701
Low Incidence Pupil Count	630		615		615
Per Pupil -->	\$462.01		\$466.18		\$466.18
Interest	\$0		\$0		\$0
Other Revenue	\$0		\$0		\$0
TOTAL REVENUE	\$771,261		\$772,766		\$712,133
EXPENDITURES					
Materials & Supplies	\$123,496		\$140,000		\$145,000
Operations & Contracts	\$134,504		\$135,600		\$150,000
Sub-Total	\$258,000		\$275,600		\$295,000
Equipment	\$5,111		\$45,000		\$58,200
Indirect	\$22,085		\$26,733		\$23,600
Indirect Rate	10.68%		9.70%		8.00%
TOTAL EXPENDITURES	\$285,197		\$347,333		\$376,800
ENDING BALANCE	\$486,064		\$425,432		\$335,333

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year December Pupil Count times an estimated \$468 for FY2020/21.

EAST VALLEY SELPA
FY 2020/21 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on service counts to provide behavior health counseling services.

Staff includes .25 Program Manager responsible for staff oversight, 2.65 behavior health counselors, and .33 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefit rates and Indirect Cost rate.

East Valley SELPA

SELPA Regional Behavioral Health Counselors

FY 2020/21 BUDGET INFORMATION

		2018/19 ACTUALS		2019/20 Projected Actual		2020/21 Proposed Budget	
REVENUE							
Beginning Balance		\$0		\$0		\$0	
DISTRIBUTION OF COST BASED ON DISTRICT PCT. OF RS 3327 AND RS 6512 MH REVENUE	Colton	\$288,257		\$348,534		\$375,471	
	Redlands	\$60,053		\$54,458		\$58,667	
	Rialto	\$0		\$0		\$0	
	Rim	\$228,203		\$174,267		\$187,736	
	Yucaipa	\$24,021		\$21,783		\$23,467	
	Total	\$600,534		\$599,042		\$645,341	
TOTAL REVENUE		\$600,534		\$599,042		\$645,341	
EXPENDITURES							
Classified Salaries		\$386,272		\$374,870		\$386,100	
Benefits		\$131,202		\$134,068		\$160,731	
	Sub-Total	\$517,474		\$508,938		\$546,831	
Materials & Supplies		\$95		\$500		\$700	
Operations		\$25,017		\$36,635		\$50,007	
	Sub-Total	\$25,113		\$37,135		\$50,707	
	Total	\$542,587		\$546,073		\$597,538	
Indirect		\$57,947		\$52,969		\$47,803	
	Indirect Rate	10.68%		9.70%		8.00%	
TOTAL EXPENDITURES		\$600,534		\$599,042		\$645,341	
ENDING BALANCE		\$0		(\$0)		(\$0)	
STAFFING:		.50 Prog Manager BHC		.50 Prog Manager BHC		.25 Program Manager BHC	
		2.65 Behavior Health Counselors II		2.65 Behavior Health Counselors II		2.65 Behavior Health Counselors II	
		.33 SELPA Services Specialist		.33 SELPA Services Specialist		.33 SELPA Services Specialist	
		Contract Counselor					
Total FTEs		\$3.48		3.48 FTE		3.23 FTE	

NOTE: Funding proportionately shared by districts. Amounts to be based student service counts as of Dec and Apr.

EAST VALLEY SELPA

FY 2020/21 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OVERSIGHT OF RESIDENTIAL MENTAL HEALTH

As authorized by the SELPA Board of Directors, the East Valley SELPA operates an Off-the-top residential mental health oversight program.

Staff includes .75 Program Manager, .35 from two Behavioral Health Counselors responsible for oversight and residential placements, and .20 Accounting Technician to process NPS Mental Health/Residential vendor invoices.

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rates.

East Valley SELPA

SELPA Regional Residential Mental Health

FY 2020/21 BUDGET INFORMATION

	2018/19 Actuals	2019/20 Projected Actual	2020/21 Proposed Budget
REVENUE			
Beginning Balance	\$11,889	\$113,594	\$ 113,779
Off-the-top	\$250,720	\$271,805	\$298,442
PY Apportionment	(\$1)	\$5,185	\$5,000
Local Revenue	\$4,475	\$0	\$0
TOTAL REVENUE	\$267,083	\$390,584	\$417,221
EXPENDITURES			
Classified Salaries	\$93,415	\$167,441	\$172,805
Benefits	\$31,493	\$50,707	\$69,476
Sub-Total	\$124,907	\$218,148	\$242,281
Materials & Supplies	\$47	\$700	\$1,500
Operations	\$13,724	\$33,481	\$37,184
Sub-Total	\$13,771	\$34,181	\$38,684
Total	\$138,678	\$252,329	\$280,965
Indirect	\$14,811	\$24,476	\$22,477
Indirect Rate	10.68%	9.70%	8.00%
TOTAL EXPENDITURES	\$153,489	\$276,805	\$303,442
ENDING BALANCE	\$113,594	\$ 113,779	\$113,778
STAFFING:	.50 Program Manager, BHC .10 Accounting Technician	.75 Program Manager, BHC .35 Behavioral health counselors .20 Accounting Technician	.75 Program Manager BHC .35 Behavioral health counselors .20 Accounting Technician
Total FTEs	.60 FTE	1.30 FTE	1.30 FTE

NOTE: Funded Off-the-Top on a per ADA basis similar to Regional Autism Program (0270).

EAST VALLEY SELPA
FY 2020/21 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Occupational Therapy Services Program funded off-the-top and final costs are proportionately shared based on service counts. Ending balance is returned to districts proportionately.

FY 2020/21 staff will include 5.0 Occupational Therapists, .33 SELPA Services Specialist.

Contracts for 2 COTAs, and 3.0 Occupational Therapists

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2020/21 BUDGET INFORMATION

		2018/19	Actuals	2019/20	Projected Actual	2020/21 Proposed	Budget
REVENUE							
Beginning Balance			\$0		\$0		\$0
	Colton		\$373,448		\$375,455		\$459,544
	Redlands		\$540,165		\$543,069		\$714,061
AB 602 "Off the Top"	Rialto		\$6,669		\$0		\$0
Funding	Rim		\$80,024		\$80,455		\$84,839
	Yucaipa		\$246,742		\$248,069		\$346,425
	CSSF/EV Ops		\$0		\$0		\$0
	Total		\$1,247,048		\$1,247,048		\$1,604,869
Interest			\$0		\$0		\$0
Misc. Revenue			\$0		\$0		\$0
TOTAL REVENUE			\$1,247,048		\$1,417,835		\$1,604,869
EXPENDITURES							
Classified Salaries			\$602,840		\$617,949		\$637,014
Benefits			\$221,639		\$241,394		\$265,323
	Sub-Total		\$824,479		\$859,343		\$902,337
Materials & Supplies			\$475		\$380		\$1,450
Operations			\$308,213		\$412,148		\$179,786
5110 Consultants			\$0		\$276,000		\$434,610
	Sub-Total		\$308,688		\$688,528		\$615,846
	Total		\$1,133,167		\$1,547,871		\$1,518,183
Indirect			\$99,811		\$100,964		\$86,686
	Indirect Rate		10.68%		9.70%		8.00%
Transfer Apportionment to District			\$14,070				
TOTAL EXPENDITURES			\$1,247,048		\$0		\$1,604,869
ENDING BALANCE			\$0		\$1,417,835		\$0
STAFFING:							
	5.0 Occupational Therapist II			5.0 Occupational Therapist II		5.0 Occupational Therapist II	
	.33 SELPA Services Specialist			.33 SELPA Services Specialist		.33 SELPA Services Specialist	
	1.0 Certified OT Asst.(COTA)			2.0 Certified OT Asst.(COTA)		2.0 Certified OT Asst.(COTA)	
	2.75 Contract OT (hourly)			2.00 Contract OT		3.0 Contract OT (hourly)	
Total FTEs			7.25 FTE (+3 Contract OT's)		5.33 FTE (4.00 Contracts)		5.33 FTE (5.00 Contracts)

NOTE: Funded on a Fee-For-Service basis/proportionately shared by districts. Amounts to be based on actual pupil service counts as of December and April.

FY 2020/21 BUDGET INFORMATION
PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 20/21 are: .667 FTE for a School Physical Therapist II and for low incidence assessments conducted by EV SELPA.

The budget is based on the 19/20 projected operating costs. Costs are charged to district of residence proportionately based on service count via cash transfer.

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rate.

4.2 FY 2019/20 3rd Quarter NPS Reimbursement Transfer

East Valley SELPA
19/20 3rd Quarter NPS Cost
Invoices received through May 12, 2020

District	FN	Total Q1 Adj	Total Q2 Adj	January	February	March	Total Q3 Billing
NPS Education	1180	(2,555.55)	(7,666.65)	67,592.38	71,250.96	64,248.03	192,869.17
NPS Mental Health	3900	(113.46)	(378.20)	33,469.46	32,388.33	22,906.37	88,272.50
Colton		\$ (2,669.01)	\$ (8,044.85)	\$ 101,061.84	\$ 103,639.29	\$ 87,154.40	\$ 281,141.67
NPS Education	1180	2,555.55	7,666.65	84,623.06	88,162.28	60,322.40	243,329.94
NPS Mental Health	3900	113.46	378.20	60,854.22	64,216.26	54,032.89	179,595.03
Redlands		\$ 2,669.01	\$ 8,044.85	\$ 145,477.28	\$ 152,378.54	\$ 114,355.29	\$ 422,924.97
NPS Education	1180	-	2,132.00	87,757.09	85,902.35	67,139.94	242,931.38
NPS Mental Health	3900	-	178.75	39,549.88	31,517.77	17,622.27	88,868.67
Rialto		\$ -	\$ 2,310.75	\$ 127,306.97	\$ 117,420.12	\$ 84,762.21	\$ 331,800.05
NPS Education	1180	-	-	13,930.17	12,619.54	12,873.67	39,423.38
NPS Mental Health	3900	-	-	81.00	4,561.66	9,222.00	13,864.66
Rim		\$ -	\$ -	\$ 14,011.17	\$ 17,181.20	\$ 22,095.67	\$ 53,288.04
NPS Education	1180	-	-	35,329.72	31,902.18	30,415.42	97,647.32
NPS Mental Health	3900	-	-	23,270.99	21,857.15	25,771.26	70,899.40
Yucaipa		\$ -	-	58,600.71	53,759.33	56,186.68	168,546.72
NPS Education Total	1180	-	2,132.00	289,232.42	289,837.31	234,999.46	816,201.19
NPS Mental Health Total	3900	(0.00)	178.75	157,225.55	154,541.17	129,554.79	441,500.26
Grand Total		\$ (0.00)	\$ 2,310.75	\$ 446,457.97	\$ 444,378.48	\$ 364,554.25	\$ 1,257,701.45

4.3 FY 2019/20 EV OPS FFS & EV SELPA Regional Program Costs

**EAST VALLEY SELPA
FY 2019-20
FEE-FOR-SERVICE**

FINAL = AVERAGE OF 12/9/19 AND 4/7/20 COUNTS

SB COUNTY/EV OPS																					
Service	Rate	Colton		Redlands		Rialto		Rim		Yucaipa		Total EV Districts		Fontana		SB City		Grand Total			
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee		
SAI/Self Contained	\$38,856	77.50	\$3,011,340	9.00	\$349,704	98.00	\$3,807,888	2.50	\$97,140	14.00	\$543,984	201.00	\$7,810,056	0.00	\$0	2.00	\$77,712	203.00	\$7,887,768		
APE		17.50		4.00		28.00		1.00		4.50		55.00		0.00		1.00		56.00			
LSH	incl	51.00		6.50		66.50		1.50		8.50		134.00		0.00		0.00		134.00			
Specialized Health	incl	4.00		2.00		15.00		0.00		1.50		22.50		0.00		0.00		22.50			
Low Incidence																					
DHH Itinerant	\$8,271	43.50	\$359,789	6.50	\$53,762	31.50	\$260,537	3.50	\$28,949	0.00	\$0	85.00	\$703,035	0.00	\$0	0.00	\$0	85.00	\$703,035		
O&M	\$8,271	13.00	\$107,523	8.00	\$66,168	4.00	\$33,084	1.00	\$8,271	2.50	\$20,678	28.50	\$235,724	0.00	\$0	1.50	\$12,407	30.00	\$248,130		
VI Itinerant	\$8,271	19.00	\$157,149	39.50	\$326,705	28.00	\$231,588	3.50	\$28,949	12.00	\$99,252	102.00	\$843,642	0.00	\$0	0.50	\$4,136	102.50	\$847,778		
1:1 Aide (a)	\$52,099	5.50	\$286,545	1.00	\$52,099	7.00	\$364,693	0.00	\$0	0.50	\$26,050	14.00	\$729,386	0.00	\$0	0.00	\$0	14.00	\$729,386		
Intensive Therapeutic Svc (EBD)	\$9,250	8.50	\$78,625	2.00	\$18,500	8.00	\$74,000	1.00	\$9,250	2.50	\$23,125	22.00	\$203,500	0.00	\$0	2.50	\$23,125	24.50	\$226,625		
FEE FOR SERVICE TOTAL			\$4,000,970		\$866,937		\$4,771,790		\$172,558	VERIFIED	\$713,088		\$10,525,343		\$0		\$117,379		\$10,642,722		
Early Start	no fee	38.50		0.00		29.00		2.00		6.00		75.50									
First Class	no fee	0.00		0.00		0.00		9.00		0.00		9.00									
NON-FFS TOTAL		38.50		0.00		29.00		11.00		6.00		84.50									

EAST VALLEY SELPA
2019-20 REGIONAL SERVICES PROPORTIONATE SHARE COSTS
AS OF MAY 4, 2020

SERVICES	Estimate Total Expense	Colton		Redlands		Rialto		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
MENTAL HEALTH COUNSELING	\$ 599,042	23	\$306,177	5	\$66,560	0	\$0	15	\$199,681	2	\$26,624	45	\$599,042
MH Percentage		51%		11%		0%		33%		4%		100%	\$599,042
OCCUPATIONAL THERAPY	\$ 1,417,835	72	\$413,296	112	\$642,905	0	\$0	15	\$86,103	48	\$275,531	247	\$1,417,835
OT Percentage		29%		45%		0%		6%		19%		100%	\$1,417,835
PHYSICAL THERAPY	\$ 105,609	6	\$48,743	5	\$40,619	0	\$0	2	\$16,248	0	\$0	13	\$105,609
PT Percentage		46%		38%		0%		15%		0%		100%	\$ 105,609
		102	\$768,216	123	\$750,084	0	\$0	32	\$302,032	50	\$302,155	307	\$4,139,363

4.4 FY 2020/21 Annual Budget & Service Plans

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section D: Annual Budget Plan

SELPA

Fiscal Year

D. Budget Plan

Each special education local plan area (SELPA) must have a responsible local agency or an administrative unit (RLA/AU), which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.

Public Hearing Notice Posting Date:

The Budget Plan was adopted at a SELPA public hearing on (date):

Projected special education budget funding, revenues, and expenditures by local educational agencies (LEAs) are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA), as well as those who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services. Enter the following information:

RLA/AU Name

Number of LEAs

SELPA Mission Statement—(this field is optional)

The EAST VALLEY SELPA is a vibrant, dynamic, regional, collaborative special education local planning area whose purpose is to support local school districts as they provide for the needs of special education students. The mission of the East Valley (EV) Special Education Local Plan Area is to ensure the provision of quality education that recognizes, respects and meets the individual needs of a diverse student population. In support of this commitment we will provide a well-trained staff dedicated to:

- Working in partnership with schools, families and the community
- Helping all students become successful members of society
- Encouraging learning as an unlimited life-long process

The EV SELPA is responsible for ensuring every eligible child receives appropriate services.

SELPA Beliefs—(this field is optional)

We believe:

All people have the right to learn, grow, and change.

All people have the right to be treated with dignity and respect.

Integrity and honesty are fundamental to the quality of life.

Children are our future.

Each of us can make a positive difference.

Parent, guardian, and care-giver involvement is a valuable asset.

Section D: Annual Budget Plan

SELPA **EAST VALLEY CONSORTIUM**

Fiscal Year **2020-21**

In the power of collaboration.

SELPA Support Provided to LEAs

The East Valley SELPA is a multi-district SELPA which serves five LEAs. A complete description of the SELPA Governance and Services is included in Template B of the Local Plan. The SELPA Services section describes how the East Valley SELPA provides services in each of the following areas:

1. Staff Development activities and parent education
2. Program Specialist services
3. Direct mental health, occupational therapy and physical therapy services
4. Fiscal requirements
5. Student data accountings
6. Legal and technical assistance
7. Awareness and dissemination of current best practices
8. Creating forums for problem solving

Section D: Annual Budget Plan

SELPA Fiscal Year **Table 1: Special Education Revenue by Source**

Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="\$45,988,796"/>	64.56%
AB 602 Property Taxes	<input type="text" value="\$3,341,968"/>	4.69%
Federal IDEA Part B	<input type="text" value="\$15,858,797"/>	22.26%
Federal IDEA Part C	<input type="text" value="\$72,181"/>	0.10%
State Infant/Toddler	<input type="text" value="\$39,535"/>	0.06%
Preschool	<input type="text" value="\$0"/>	0.00%
State Mental Health	<input type="text" value="\$5,029,128"/>	7.06%
Federal Mental Health	<input type="text" value="\$899,550"/>	1.26%
Other <input type="text"/>	<input type="text"/>	0.00%
Other <input type="text"/>	<input type="text"/>	0.00%
Total Revenue	\$71,229,955	100.00%

Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 2: Total Budget by Object Codes

Object Code	Amount	Percentage of Total Funding
Object Code 1000—Certificated Salaries	<input type="text" value="61,428,210"/>	38.88%
Object Code 2000—Classified Salaries	<input type="text" value="27,992,027"/>	17.72%
Object Code 3000—Employee Benefits	<input type="text" value="42,416,510"/>	26.85%
Object Code 4000—Supplies	<input type="text" value="\$1,682,591"/>	1.06%
Object Code 5000—Services and Operations	<input type="text" value="20,182,426"/>	12.77%
Object Code 6000—Capital Outlay	<input type="text" value="\$107,584"/>	0.07%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="\$4,190,926"/>	2.65%
Total Expenditures	158,000,274	100.00%

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

*Include a description of the expenditures identified under object code 7000:

SELPA **EAST VALLEY CONSORTIUM**Fiscal Year **2020-21****Table 3: Federal, State, and Local Revenue Summary**

Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	54,399,427	34.43%
Federal Revenue	16,830,528	10.65%
Local Contribution	86,770,319	54.92%
Total Revenue From All Sources	158,000,274	100.00%

Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

Describe the basic premise of the SELPA Allocation Plan for distributing dollars as closely as possible to how they are earned.

In East Valley SELPA, AB 602 funds which include State apportionment, COLA, Growth and Decline are distributed based on ADA. Property Tax is given directly to SBCSS. Out-of-Home funds are distributed based on bed counts and rates provided by the State. Low Incidence funds are allocated to the SELPA based on the prior year's unduplicated CALPADS count of students whose primary or secondary disability in grades K – 12 is one of the low incidence disabilities. SELPA oversees the purchase of Low incidence equipment and materials for the member districts. The operating costs for regionalized services are taken off the top.

Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

IDEA revenues are distributed to LEAs, as follows:
 IDEA 3310 (3-22) - split based on prior year pupil count K-12
 IDEA 3311 (Private School) - based on proportionate share funding formula, prior year pupil count
 All districts use this proportionate share of res 3310 funding to expend for parentally-placed children with disabilities.
 IDEA 3315 - pass-through; SELPA receives 5% and balance is split based on PY pupil count preschool.

Section D: Annual Budget Plan

SELPA Fiscal Year **Table 4: Special Education Local Plan Area Operating Expenditures**

Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses .

Accounting Categories and Codes		Amount	Percentage of Total
Certificated Salaries Code	<input type="text" value="1000"/>	<input type="text" value="61,428,210"/>	38.88%
Classified Salaries Code	<input type="text" value="2000"/>	<input type="text" value="27,992,027"/>	17.72%
Employee Benefits Code	<input type="text" value="3000"/>	<input type="text" value="42,416,510"/>	26.85%
Supplies Code	<input type="text" value="4000"/>	<input type="text" value="\$1,682,591"/>	1.06%
Services and Operations Code	<input type="text" value="5000"/>	<input type="text" value="20,182,426"/>	12.77%
Capital Outlay Code	<input type="text" value="6000"/>	<input type="text" value="\$107,584"/>	0.07%
Other Outgo/Financing Code	<input type="text" value="7000"/>	<input type="text" value="\$4,190,926"/>	2.65%
Total Operating Expenditures		158,000,274	100.00%

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2020-21

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Low Incidence Disabilities

Enter the total revenue expenditures for supplemental aids and services for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence disabilities.

Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting	\$1,848,383
--	-------------

Total Federal and State Funding	71,229,955
---------------------------------	------------

Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting	2.59%
---	-------

Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures.	\$285,975
---	-----------

Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities	0.40%
--	-------

Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state revenue expenditures by LEAs participating in the SELPA.

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

Attachment I













SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the local plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). Special Education Local Plan Areas (SELPA) with one or more LEAs, or those who join with the county office of education (COE) to submit a local plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

Users may remove all entries in each Attachment template (I through VI) by selecting the "Reset" button below. Similarly, users may add, or remove table rows by selecting the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each table included herein.

	List Number	CDS CODE	LEA
 	1	10363	San Bernardino County Supt of Schools/SELPA
 	2	67686	Colton Joint Unified School District
 	3	67843	Redlands Unified School District
 	4	67850	Rialto Unified School District
 	5	67868	Rim of the World Unified School District
 	6	67959	Yucaipa-Calimesa Joint Unified School District

Attachment II

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1.

LEA	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Preschool	State Mental Health	Federal Mental Health	Subtotal
San Bernardino County Supt of Schools/SELPA	11,873,425	\$3,244,842	\$57,745	\$555,742	\$31,628	\$0	\$0	\$0	15,763,382
Colton Joint Unified School District	\$7,196,890	\$0	\$0	\$4,107,628	\$0	\$0	\$1,374,340	\$245,706	12,924,564
Redlands Unified School District	10,882,930	\$0	\$14,436	\$4,134,647	\$7,907	\$0	\$1,320,131	\$236,433	16,596,484
Rialto Unified School District	\$9,091,826	\$0	\$0	\$4,463,432	\$0	\$0	\$1,578,390	\$282,031	15,415,679
Rim of the World Unified School District	\$1,498,181	\$0	\$0	\$588,223	\$0	\$0	\$198,250	\$35,512	\$2,320,166
Yucaipa-Calimesa Joint Unified School District	\$4,727,059	\$0	\$0	\$2,008,714	\$0	\$0	\$558,017	\$99,866	\$7,393,656
Totals:	45,270,311	\$3,244,842	\$72,181	15,858,386	\$39,535	\$0	\$5,029,128	\$899,548	70,413,931

Attachment III

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 .

LEA	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
San Bernardino County Supt of Schools/SELPA	\$5,387,754	\$3,589,858	\$4,327,676	\$232,075	\$2,122,495	\$1,965,491	\$1,309,969	18,935,318
Colton Joint Unified School District	14,047,049	\$5,965,776	\$9,069,971	\$502,828	\$3,727,311	\$41400	\$477,433	33,831,768
Redlands Unified School District	13,002,574	\$6,744,867	\$9,435,199	\$162,606	\$2,345,056	\$0	\$0	31,690,302
Rialto Unified School District	18,762,656	\$7,354,390	13,416,378	\$658,547	\$7,946,731	\$7984	\$1,662,854	49,809,540
Rim of the World Unified School District	\$2,043,707	\$1,183,805	\$1,540,893	\$40466	\$1,030,808	\$0	\$204	\$5,839,883
Yucaipa-Calimesa Joint Unified School District	\$7,434,092	\$2,740,996	\$4,152,723	\$63417	\$2,748,250	\$0	\$739,421	17,878,899
Totals:	60,677,832	27,579,692	41,942,840	\$1,659,939	19,920,651	\$2,014,875	\$4,189,881	157,985,710

Attachment IV

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures allowed by each funding source. Information included in this table must be consistent with revenues identified in Section D, Table 3.

LEA	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Fundings
San Bernardino County Supt of Schools/SELPA	\$613,485	3.65%	15,149,895	28.27%	\$3,171,908	15,763,380
Colton Joint Unified School District	\$4,353,334	25.87%	\$8,571,230	16.00%	20,907,204	12,924,564
Redlands Unified School District	\$4,385,516	26.06%	12,210,968	22.79%	15,093,818	16,596,484
Rialto Unified School District	\$4,745,463	28.20%	10,670,216	19.91%	34,393,862	15,415,679
Rim of the World Unified School District	\$623,737	3.71%	\$1,696,431	3.17%	\$3,519,715	\$2,320,168
Yucaipa-Calimesa Joint Unified School District	\$2,108,580	12.53%	\$5,285,076	9.86%	10,485,243	\$7,393,656
Totals:	16,830,115	100.00%	53,583,816	100.00%	87,571,750	70,413,931

Attachment V

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

LEA	Total Federal and State Revenue	Total Revenue Allocated to SAS in Regular Classroom	Percent of Total LEA Federal and State Revenue SAS	Total Revenue Allocated to Students with LI Disabilities	Percent of Total LEA Federal and State Revenue Low Incidence	Total Percent of Projected Total Revenue by LEA for SAS and LI
San Bernardino County Supt of Schools/SELPA	15,763,380	\$0	0%	\$285,975	2%	1.81%
Colton Joint Unified School District	12,924,564	\$861,554	7%	\$0	0%	6.67%
Redlands Unified School District	16,596,484	\$0	0%	\$0	0%	0.00%
Rialto Unified School District	15,415,679	\$920,008	6%	\$0	0%	5.97%
Rim of the World Unified School District	\$2,320,168		0%	\$0	0%	0.00%
Yucaipa-Calimesa Joint Unified School District	\$7,393,656	\$66,821	1%	\$0	0%	0.90%
Totals:	70,413,931	\$1,848,383	<i>Not Applicable</i>	\$285,975	<i>Not Applicable</i>	<i>Not Applicable</i>

Attachment VI

SELPA: Fiscal Year: **Attachment VI—Specialized Academic Instruction and Related Services by Local Educational Agency, Service Codes 210–900**

1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.
2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box “blank.” Service codes are defined in Section E of the local plan.

LEA	Specialized Academic Instruction and Related Services by LEA																																															
San Bernardino County Supt of Schools/SELPA	330 <input type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	415 <input type="checkbox"/>	425 <input type="checkbox"/>	435 <input type="checkbox"/>	436 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input type="checkbox"/>	460 <input type="checkbox"/>	510 <input type="checkbox"/>	515 <input type="checkbox"/>	520 <input type="checkbox"/>	525 <input type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input type="checkbox"/>	830 <input type="checkbox"/>	840 <input type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>
Colton Joint Unified School District	330 <input type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	415 <input type="checkbox"/>	425 <input type="checkbox"/>	435 <input type="checkbox"/>	436 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input type="checkbox"/>	460 <input type="checkbox"/>	510 <input type="checkbox"/>	515 <input type="checkbox"/>	520 <input type="checkbox"/>	525 <input type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input type="checkbox"/>	830 <input type="checkbox"/>	840 <input type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>
Redlands Unified School District	330 <input type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	415 <input type="checkbox"/>	425 <input type="checkbox"/>	435 <input type="checkbox"/>	436 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input type="checkbox"/>	460 <input type="checkbox"/>	510 <input type="checkbox"/>	515 <input type="checkbox"/>	520 <input type="checkbox"/>	525 <input type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input type="checkbox"/>	830 <input type="checkbox"/>	840 <input type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>

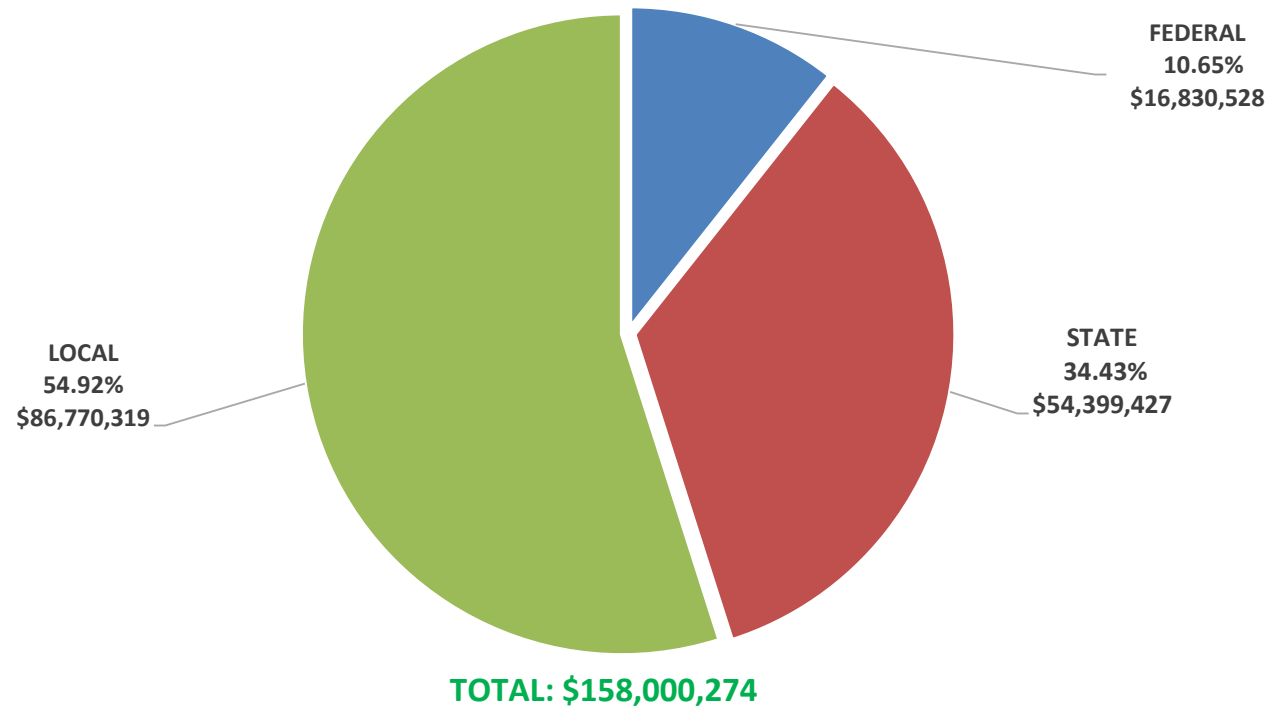
Attachment VI

SELPA: EAST VALLEY CONSORTIUM

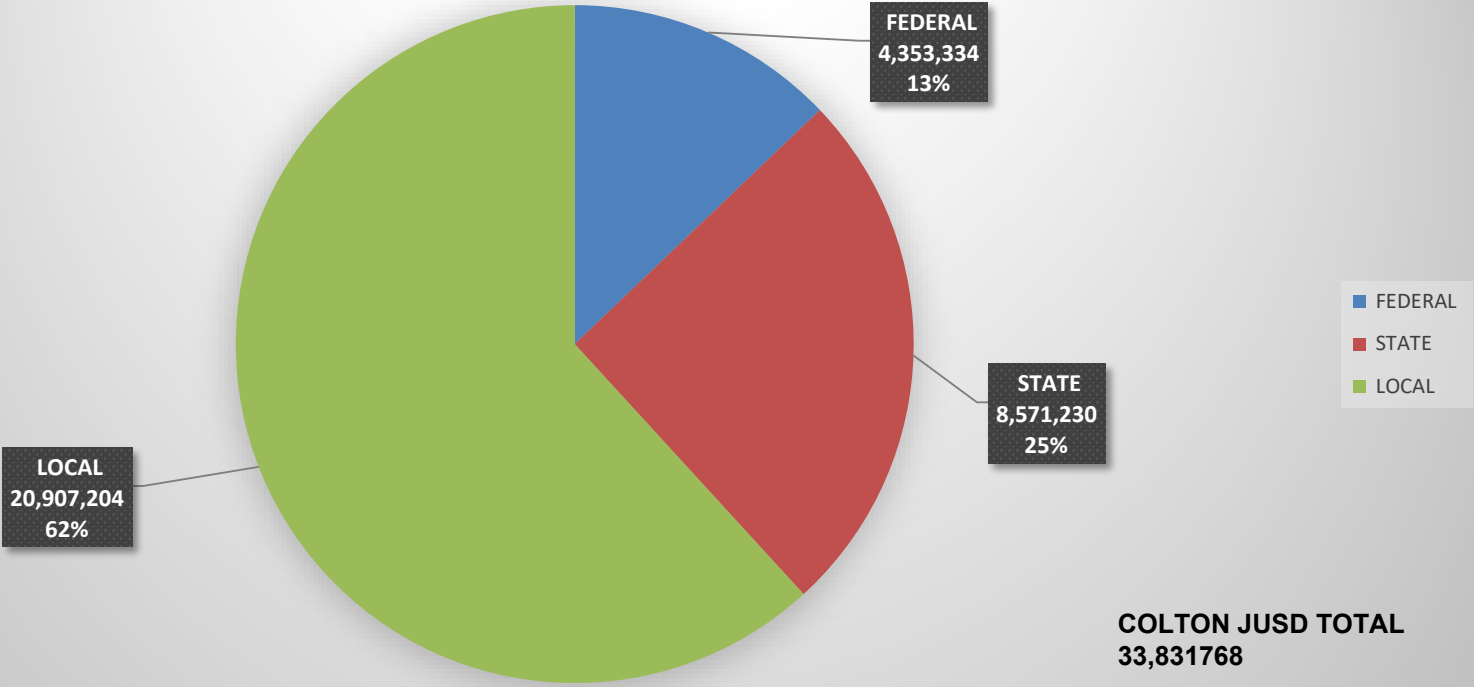
Fiscal Year: 2020-21

LEA	Specialized Academic Instruction and Related Services by LEA													
Rialto Unified School District	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input checked="" type="checkbox"/>	436 <input checked="" type="checkbox"/>		
	445 <input checked="" type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input checked="" type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input checked="" type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input checked="" type="checkbox"/>	610 <input type="checkbox"/>		
	710 <input checked="" type="checkbox"/>	715 <input checked="" type="checkbox"/>	720 <input checked="" type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input checked="" type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input checked="" type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>		
	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input checked="" type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>		
Rim of the World Unified School District	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input type="checkbox"/>	436 <input type="checkbox"/>		
	445 <input type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input checked="" type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input checked="" type="checkbox"/>	610 <input type="checkbox"/>		
	710 <input checked="" type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>		
	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input checked="" type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>		
Yucaipa-Calimesa Joint Unified School District	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input checked="" type="checkbox"/>	436 <input type="checkbox"/>		
	445 <input checked="" type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input checked="" type="checkbox"/>	610 <input type="checkbox"/>		
	710 <input type="checkbox"/>	715 <input checked="" type="checkbox"/>	720 <input checked="" type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>		
	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>		

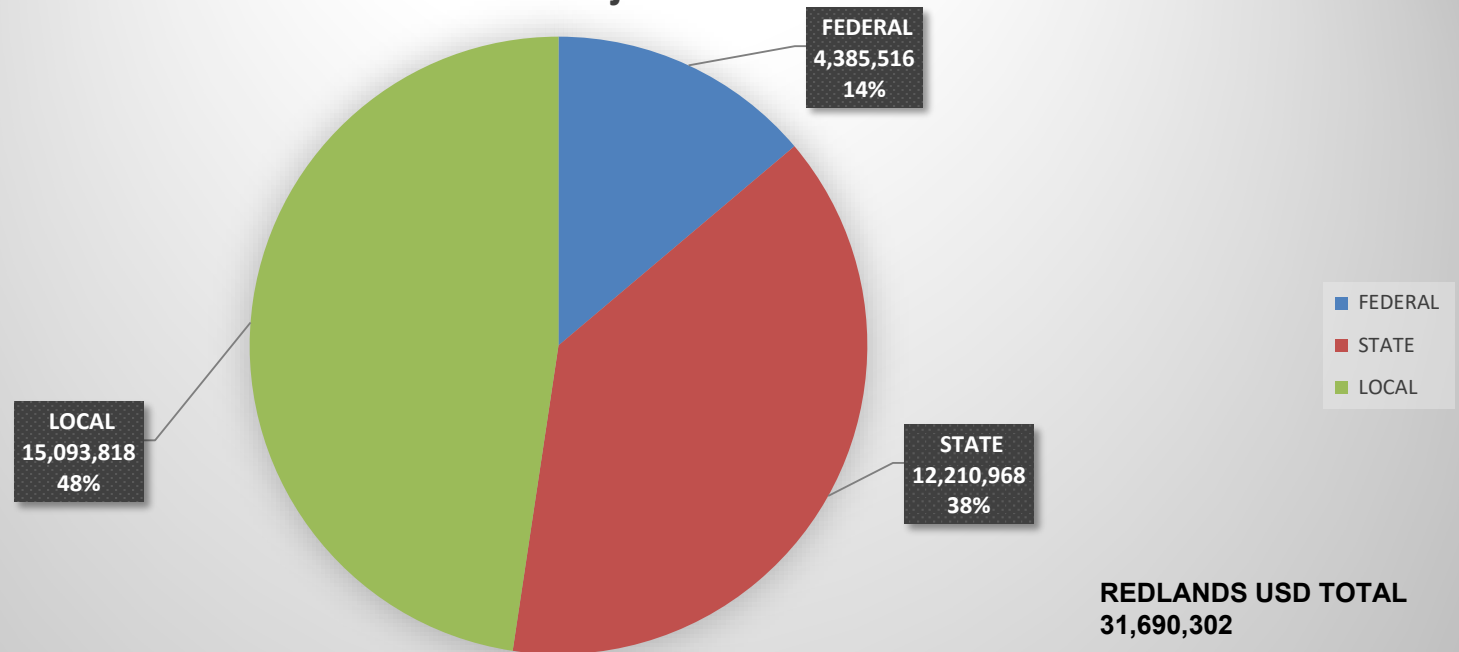
EV SELPA WIDE 2020-21 PROJECTED REVENUE FUNDING SOURCE



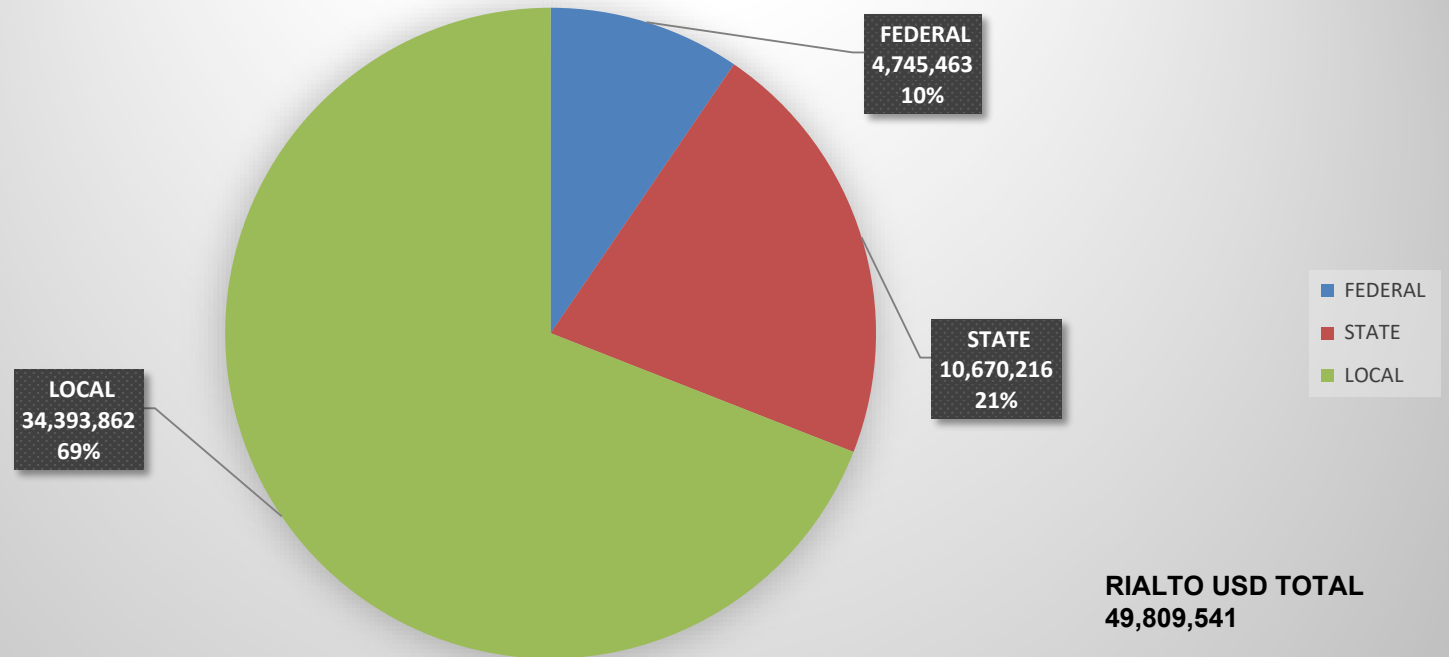
2020-21 Colton JUSD Projected Revenue Source



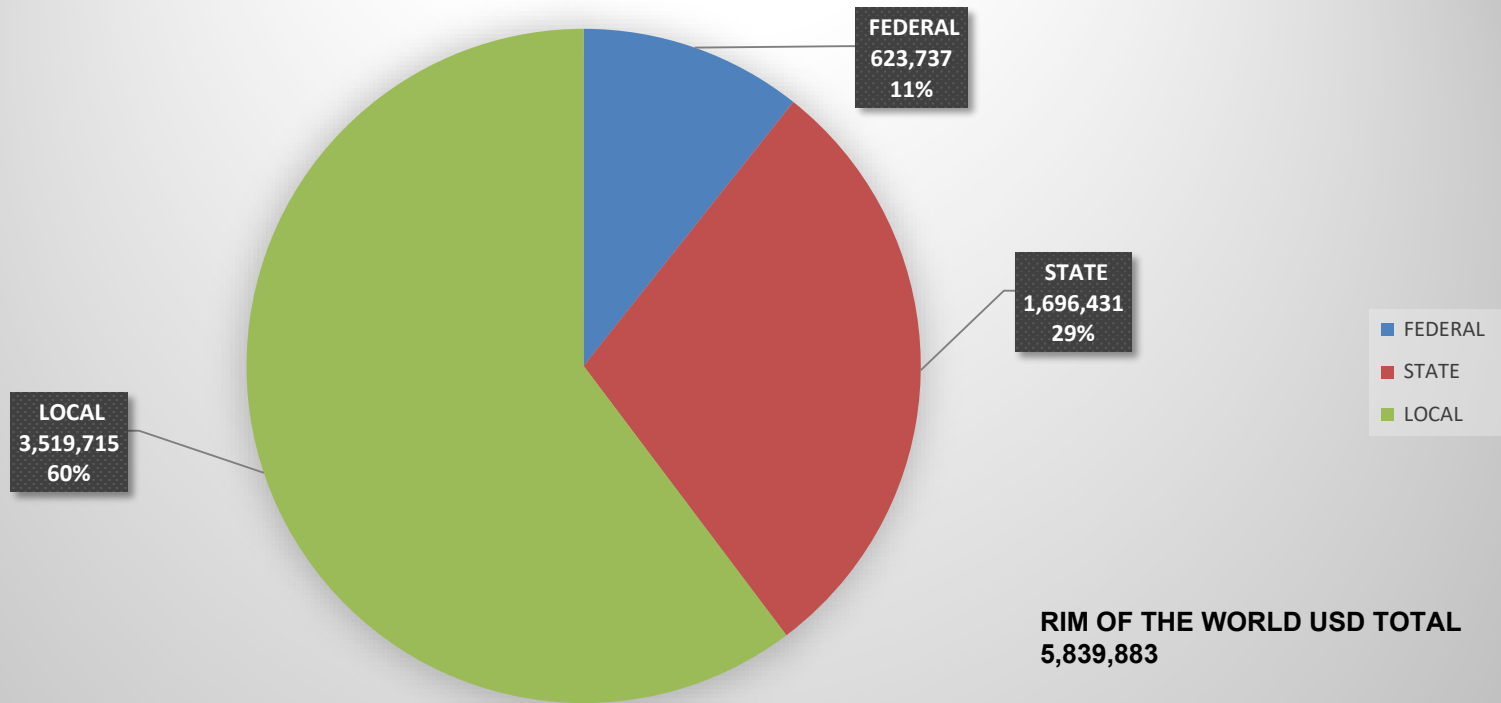
2020-21 Redlands USD Projected Revenue Source



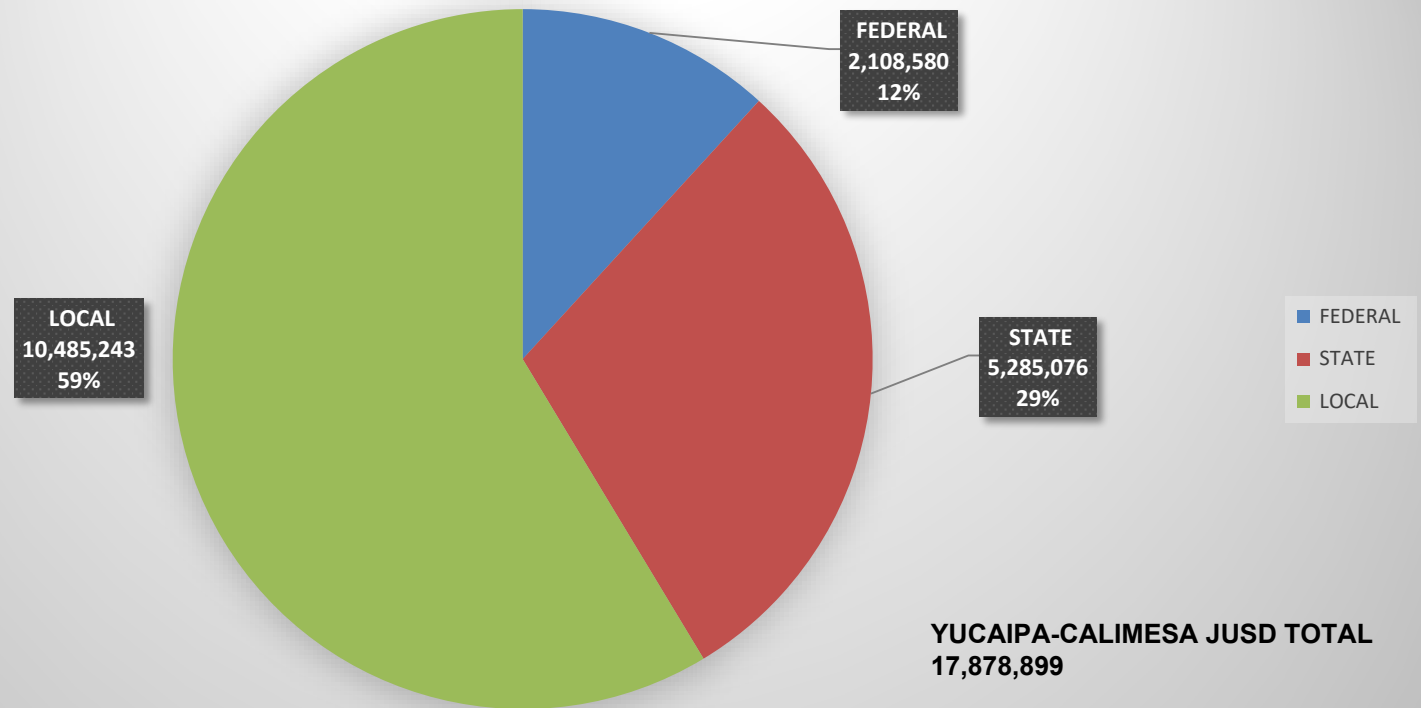
2020-21 Rialto USD Projected Revenue Source



2020-21 Rim of the World USD Projected Revenue Source



2020-21 Yucaipa-Calimesa JUSD Projected Revenue Source



LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2020-21

E. Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with *EC* sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

Services Included in the Local Plan: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs are listed in **Attachments V**. Services provided by school sites are listed in **Attachment VII**.

Include a description of the service provided and the physical location where the service is delivered:

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 330—Specialized Academic Instruction

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☒ Nonpublic schools (NPSs)

☐ Other

☒ 210—Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ Nonpublic agencies (NPAs)

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 230—Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 240—Service Coordination (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 250—Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP; providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 260—Special Education Aide (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 270—Respite Care (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 340—Intensive Individual Instruction ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 350—Individual and Small Group Instruction ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 415—Speech and Language (5 CCR 3051.1) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 425—Adapted Physical Education
(5 CCR 3051.5)

☐ Service is Not Currently Provided

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

☒ 435—Health and Nursing: Special Physical
Health Care (5 CCR 3051.12)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 436—Health and Nursing: Other Services
(5 CCR 3051.12) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 445—Assistive Technology Services
(5 CCR 3051.19)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 450—Occupational Therapy (5 CCR 3051.6) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 460—Physical Therapy (5 CCR 3051.6)
 ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 510—Individual Counseling (5 CCR 3051.9) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 515—Counseling and Guidance
(5 CCR 3051.9)
 ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 520—Parent Counseling (5 CCR 3051.9)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b) (7); CCR Title 5 §3051.11).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 525—Social Worker (5 CCR 3051.13)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 530—Psychological Services (5 CCR 3051.10) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

☒ 535—Behavior Intervention (5 CCR 3051.23) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☐ 540–Day Treatment ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

- ☒ 545–Residential Treatment ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

Physical location(s) where the service is provided:

- | | |
|--|--|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 610—Specialized Service for Low Incidence Disabilities (5 CCR 3051.16) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 710—Specialized Deaf and Hard of Hearing (5 CCR 3051.18) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

- ☒ 720—Audiological (5 CCR 3051.2) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 725—Specialized Vision (5 CCR 3051.7) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

- ☒ 730—Orientation and Mobility (5 CCR 3051.3) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 735—Braille Transcription (5 CCR 3051.22) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 740—Specialized Orthopedic Service (5 CCR 3030(e) and 3051.16) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (CAC Title 5, §3030(e) & 3051.16)

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

☐ 745—Reading Service (5 CCR 3051.16) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 750—Note Taking Service (5 CCR 3051.16) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 755—Transcription Service (5 CCR 3051.16) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☐ 760—Recreation Service, Including
Therapeutic Recreation (5 CCR 3051.15)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 820—College Awareness
(34 CFR 300.39 and 300.43)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

☒ 830—Vocational Assessment, Counseling,
Guidance, and Career Assessment
(5 CCR 3051.14)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 840—Career Awareness (5 CCR 3051.14)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

☒ 850—Work Experience Education
(5 CCR 3051.14)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 855—Job Coaching (5 CCR 3051.14)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 860—Mentoring (5 CCR 3051.14)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 865—Agency Linkages, Referral and Placement (30 EC Section 56341.5)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 870—Travel Training, Including Mobility Training (5 CCR 3051.3)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 890—Other Transition Services
(5 CCR 3051 and 3051.24)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

Superintendent: Frank Miranda, Ed.D.
Phone: (909) 580-5000
Email: Frank_Miranda@cjusd.net
Special Ed. Director: Rob Pearson
Email: rob_pearson@cjusd.net
Phone: (909) 580-5002

[illegible]

Superintendent: Mauricio Arellano
Phone: (909) 307-5300
Email: mauricio_arellano@redlands.k12.ca.us
Special Ed. Director: Jason Hill
Email: jason_hill@redlands.k12.ca.us
Phone: (909) 307-5300

[illegible]

Phone: (909) 820-7700

[illegible]

Superintendent: Michelle Murphy
Phone: (909) 336-2031
Email: Michelle_Murphy@rimsd.k12.ca.us
Special Ed. Director: Derek Swen
Email: Derek_Swen@rimsd.k12.ca.us
Phone: (909) 336-2031

[illegible]

Email: jim_stolze@ycju

[illegible]

Superintendent: Ted Alejandre
Phone: (909) 386-2406
Email: ted.alejandre@sbcss.net
Special Ed. Director: Scott Wyatt, Ed.D.
Email: scott.wyatt@sbcss.net
Phone: (909) 386-2722

[illegible]

4.5 EV SELPA 2019-2020 Fiscal Reporting Calendar

2019/20 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

JULY 2019

- 7/2/19** - SELPA to submit Annual NPS ADA to districts, due to CDE July 8
- 7/17/19** - Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA
- 7/18/19** - Districts to provide SELPA June PARs and PYR for TPP
- 7/18/19** - SELPA to provide Q4 NPS Reimbursement Transfer for invoices received-to-date to districts
- 7/18/19** - SELPA to present Fiscal Reporting Calendar to Steering/Finance
- 7/18/19** - SELPA to present Final SBCSS Fee-for-Service and Regional Services Costs at Steering/Finance
- 7/18/19** - SELPA to provide June Certs and Schedule REX at Steering/Finance
- 7/31/19** - SELPA finalize closing of FY 18/19
- 7/31/19** - SELPA to submit May and June TPP Service and Certified Invoices to DOR
- 7/31/19** - SELPA to prepare and finalize P-2 June certifications for PY (18/19, 17/18, 16/17) AB602 Funding Allocation

AUGUST 2019

- 8/19/19** - Districts to provide SELPA August PARs and PYR for TPP

SEPTEMBER 2019

- 9/12/19** - SBCSS to present PY (18/19) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance
- 9/12/19** - EV SELPA to present PY (18/19) OT Regional program Proportionate Share return of funds
- 9/12/19** - SELPA to present PY (18/19) adjusted 4th Quarter NPS reimbursement transfers for invoices at Steering/Finance
- 9/12/19** - SELPA to present PY (18/19) EV SELPA Budgets ending fund balances to Steering/Finance
- 9/12/19** - SELPA to present preliminary MOE at Steering/Finance
- 9/20/19** - Districts to submit to SELPA Excess Cost Calculation
- 9/20/19** - Districts to provide SELPA August PARs and PYR for TPP
- 9/30/19** - SELPA to submit July TPP Service and Certified Invoices to DOR

OCTOBER 2019

- 10/10/19** - SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance
- 10/15/19** - SELPA to begin working on 1st Interim budget updates
- 10/15/19** - SELPA to submit PY (18/19) Annual Infant Funding Report to SBCSS
- 10/15/19** - Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable
- 10/15/19** - Districts provide SELPA with CY (19/20) P-1 ADA estimates & changes to PY ADA by Oct 15 for First Interim reporting
- 10/15/19** - Districts to provide SELPA September PARs and PYR for TPP
- 10/31/19** - SELPA/SBCSS to submit CY (19/20) Part C Early Start Application to CDE
- 10/31/19** - SELPA to submit Medi-CAL CRCS Report to Medi-Cal Billing Technologies
- 10/31/19** - SELPA to submit Aug. TPP Service and Certified Invoices to DOR

2019/20 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

NOVEMBER 2019

- 11/1/19** - SELPA to submit Infant Waiver Request to CDE if applicable
- 11/7/19** - SELPA to present CY (19/20) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/7/19** - SELPA to present CY (19/20) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 11/15/19** - SELPA to submit Maintenance of Effort SEMA 18/19 Unaudited Actuals vs. 17/18 Actuals to CDE
- 11/15/19** - SELPA to submit Maintenance of Effort SEMB 18/19 Unaudited Actuals vs. 19/20 Budget to CDE
- 11/15/19** - SELPA to submit Excess Cost Calculation(s) to CDE
- 11/15/19** - SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/15/19** - SELPA to submit Table 8 due to CDE
- 11/15/19** - SELPA to submit Extraordinary Cost Pool for Nonpublic School, funding calculates only at Annual
- 11/15/19** - Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/30/19** - SELPA to submit Medi-Cal Program Annual report
- 11/30/19** - SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2019

- 12/15/19** - Districts to provide November PARs and PYR for TPP to SELPA
- 12/21/19** - SELPA to provide CY (19/20) December 1 Count for SBCSS Fee-for-service Students
- 12/30/19** - SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2020

- 1/3/20** - SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS January 8th
- 1/15/20** - Districts to verify Dec 1 count for SBCSS FSS
- 1/15/20** - SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/15/20** - Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (19/20)
- 1/31/20** - SELPA to submit November TPP Service and Certified Invoices to DOR
- 1/31/20** - Districts to provide December PARs and PYR for TPP to SELPA

FEBRUARY 2020

- 2/13/20** - SELPA to present 2019-20 2nd Interim EV SELPA Budgets
- 2/13/20** - SELPA to present CY (19/20) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2019 at Steering/Finance
- 2/15/20** - Districts to provide January PARs and PYR for TPP to SELPA
- 2/15/20** - Districts to provide SELPA with CY 19/20 P-2 estimates
- 2/28/20** - SELPA to provide Budget Development documents for FY 20/21 to SBCSS Internal Business Services
- 2/28/20** - SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD** - SELPA to prepare February certifications for CY (19/20) and PY (18/19, 17/18) AB602 Funding Allocation

MARCH 2020

- 3/12/20** - SBCSS to present EV Ops FFS Budget to 2nd Interim including FFS as of December 9th count
- 3/12/20** - SELPA to present CY (19/20) Regional services Proportionate Share Costs as of 2nd Interim related to OT & MH at Steering/Finance
- 3/15/20** - Districts to provide February PARs and PYR for TPP to SELPA
- 3/31/19** - SELPA to submit January TPP Service and Certified Invoices to DOR

2019/20 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

MARCH 2020 continued

- TBD** - SELPA to present PY (18/19,17/18) AB602 allocations based on February Certifications by e-mail to districts
- TBD** - SELPA to present the CY (19/20) AB602 Certifications based on P-1 State Funding Exhibit, projected P-2 ADA, and December 1 service counts by e-mail to districts

APRIL 2020

- 4/15/20** - Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) to SELPA for CY (19/20)
- 4/15/20** - Districts to provide March PARs and PYR for TPP to SELPA
- 4/16/20** - SELPA to send districts Low Incidence Inventory Report for review ****Postponed****
- 4/16/20** - SBCSS to present proposed FFS rates for FY 20/21 at Steering/Finance
- 4/16/20** - SELPA to provide P-2 NPS ADA to districts *****District deadline to BAS April 23rd Done**
- 4/17/20** - SELPA to present 20/21 Operating Budget to Board Budget Ad Hoc
- 4/17/20** - Districts to confirm county-served student count for FFS sent via e-mail
- 4/23/20** - SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/30/20** - SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** - Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA
- TBD** - Districts to complete final Low Incidence purchases for FY 19/20

MAY 2020

- 5/14/20** - Districts to provide April PARs and PYR for TPP to SELPA
- 5/14/20** - SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/14/20** - SELPA to present FY (20/21) Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/14/20** - SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- 5/15/20** - Districts to return reviewed Low Incidence Inventory Report to SELPA and all Low Incidence reimbursement requests for CY 19/20
- 5/29/20** - SELPA to submit March TPP Service and Certified Invoices to DOR

JUNE 2020

- 6/15/20** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/20** - SELPA to submit April TPP Service and Certified Invoices to DOR
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (19/20) and PY (18/19 & 17/18)

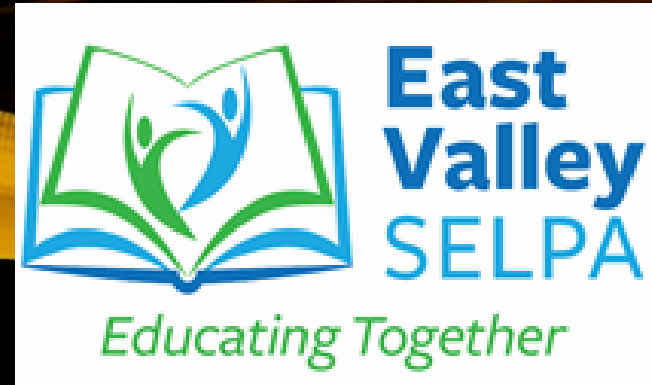
4.6 Distance Learning: EV SELPA & SBCSS EV - Ops

DISTANCE LEARNING: EV SELPA & SBCSS Ev-Ops SUPPORTING STUDENTS AND DISTRICTS

*While Schools Are Closed During the COVID-19
Pandemic*

*Patty Metheny, Ed.D.
Administrator*

*EV SELPA Steering Committee
Meeting May 14, 2020*



EV SELPA SUPPORT

(MARCH 23, 2020 – JULY 2020)



**Remote
Collaboration**

**Related
Services**

**Administration
& NPS**

**Improving &
Managing Online
Resources**

**Collaborating with
Teams**

**Supporting Team
Members**

**OT, PT &
Counseling
Services
online/telephone**

**Tracking contacts
and services**

**Determinations
about assessments
& IEP meetings**

**CDE & State SpEd
Leader Meetings**

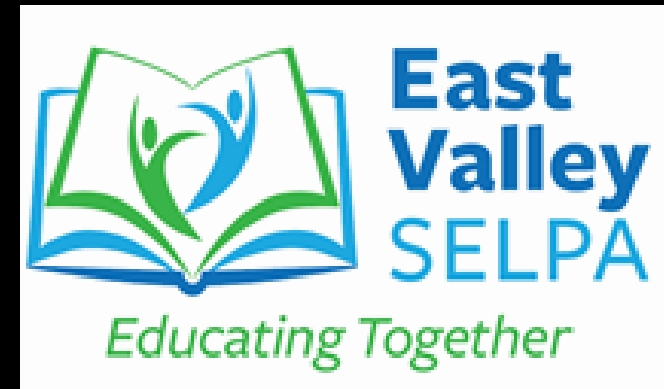
**EV SELPA Board
Meeting**

**EV SELPA District
SpEd Director
Consult Meeting**

**Communicating
with NPSs**

EV SELPA COVID-19 Response Leadership Teams

- ❖ Remote Collaboration
- ❖ Transition Services
- ❖ Program Specialists
- ❖ OT/PT/ERMHS Related Services
- ❖ SBCSS – Ev-Ops
- ❖ Due Process & Nonpublic Schools



REMOTE COLLABORATION

Support team created to:

- Assist EV SELPA staff acquire the skills to utilize technology resources and tools
- So they can continue to support the students, teachers, staff and administration of the EV SELPA member districts.

TECH SUPPORT TEAM



EMBRACING THIS NEW OPPORTUNITY

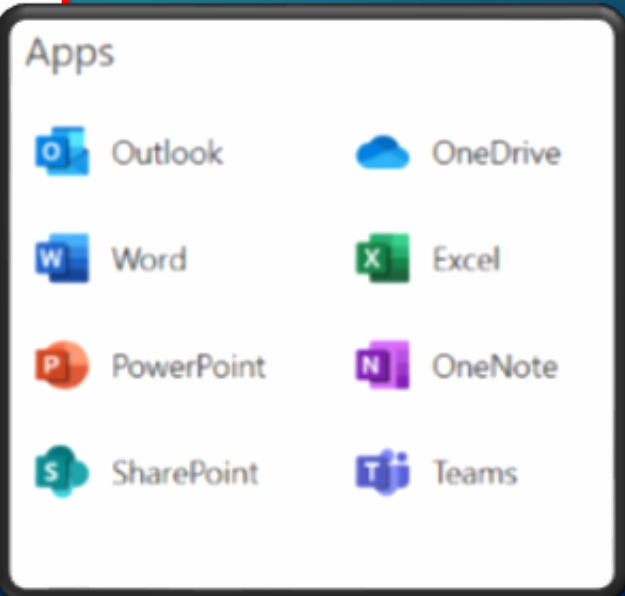




OLD WORKSPACE

NEW WORKSPACE

Work from
home
ASK ME HOW!



Activity

Chat

Teams

Assignments

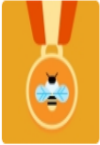
Calendar

Calls


Files

Teams


▼ Your teams




Transition Partnership Team




EV SELPA Tech Support Team



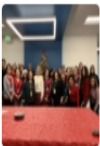
EV SELPA Program Specialist Team




EV SELPA Leadership Team




ERMHS team




OT/PT Team




East Valley SELPA Staff



East Valley SELPA OfficeTeam



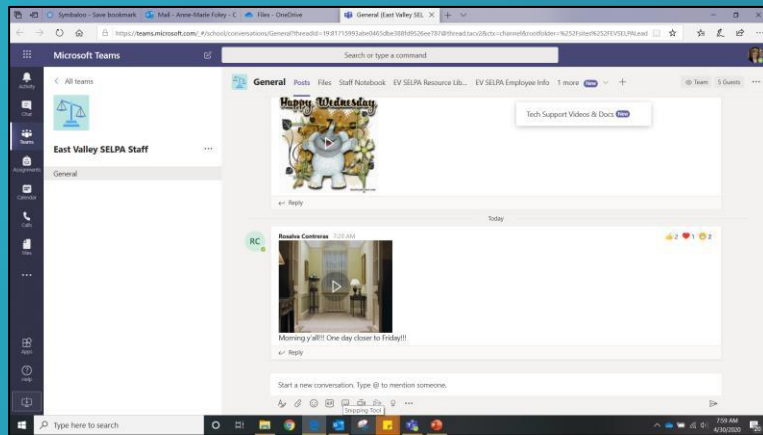
Finance



EV SELPA Directors Collaboration

Join or create team

TEAMS

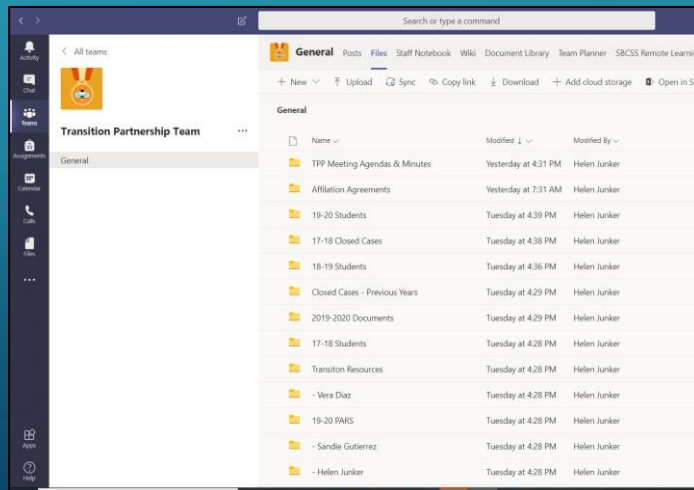


Posts

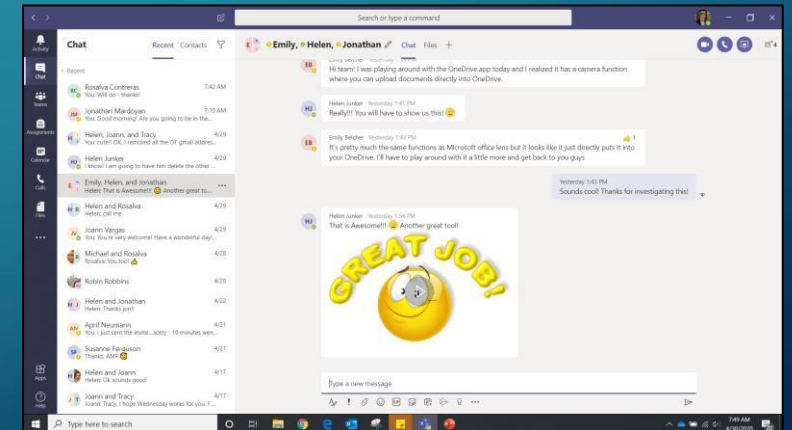


Video Meetings

TEAMS



Files

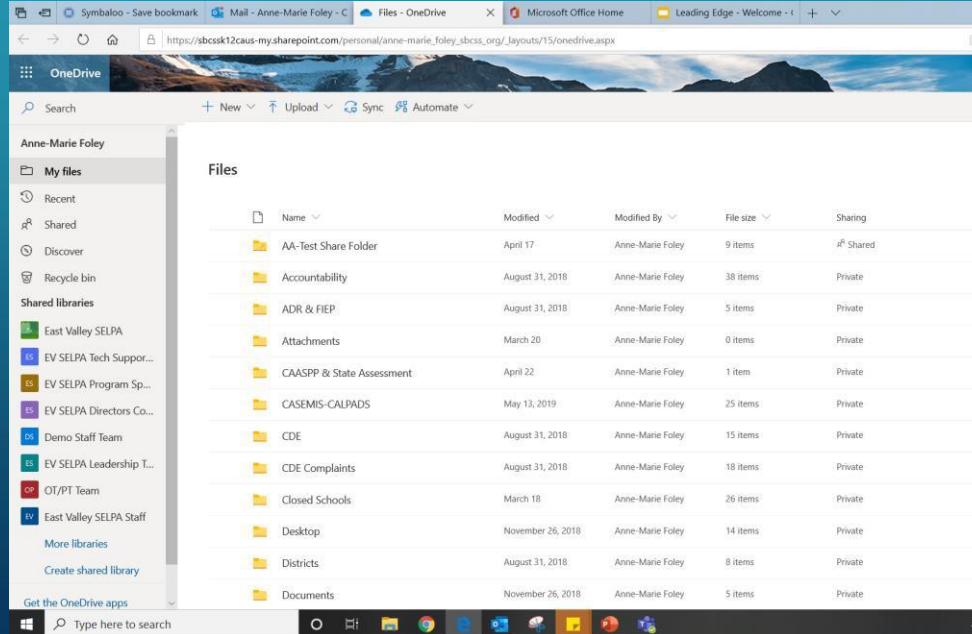


Chats

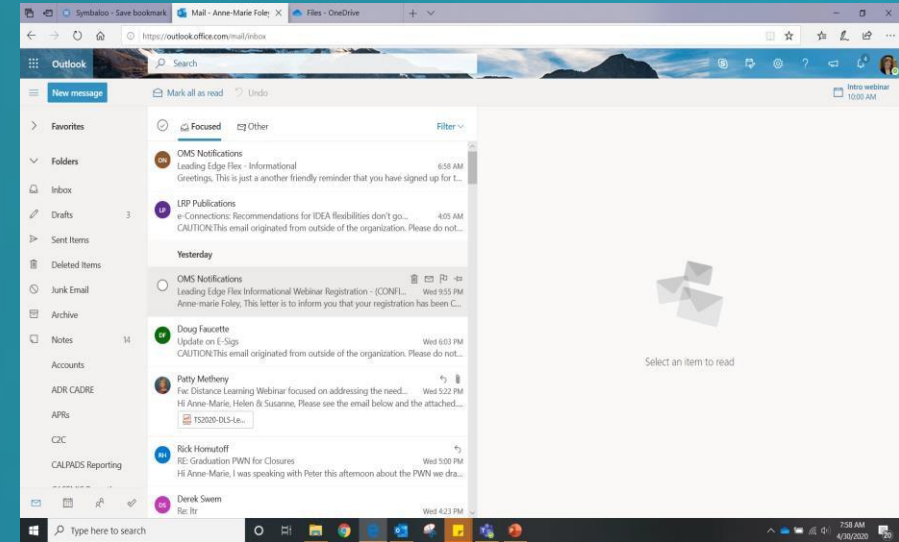
Collaboration – Communication – Shared Workspace

UTILIZING OUR TOOLS

ONE DRIVE



OUTLOOK



MICROSOFT LENS APP



EV SELPA RESOURCES LIBRARY

Parent Webinars & Resources

Parent Webinars & Resources

&

Teacher Webinar & Resources

EV SELPA Resources - School Closure & DL



The Tech Support Team
celebrates the technology
advances and accomplishments
of EV SELPA staff!!

*Everything is either
an opportunity to grow
or an obstacle to keep
you from growing.
You get to choose.*

Dr. Wayne Dyer

WWW.LIVELIFEHAPPY.COM



Transition Partnership Program (TPP)

MOVING INTO VIRTUAL TEAMWORK

Transition Partnership Program

The East Valley SELPA has a cooperative grant with the Department of Rehabilitation (DOR) designed to jointly serve students in high school during their junior and senior years.

The EV SELPA TPP focuses on providing services to students with disabilities in comprehensive and continuation high schools located within the five EV SELPA member districts.

Team Members:

- Helen Junker, Transition Project Assistant
- Elizabeth Dickson, Transition Case Technician
- Sandie Gutierrez , Transition Case Technician
- Vera Diaz, Work Incentive Technician
- Dawn Henderson, Transition Case Technician

Department of Rehabilitation (DOR) Student Services



WORKPLACE READINESS



JOB EXPLORATION
COUNSELING



WORK-BASED LEARNING
EXPERIENCES



POST-SECONDARY
EDUCATION COUNSELING

Curriculum Requirements

Curriculum

Assessments

Monthly Additional
Resources

TPP Workshops– Instruction Provided to Students

TPP Overview &
Completion of the
DOR Referral
Packet

Work
Experience/Payroll
Packet

Introduction to the
Senior Portfolio

Paid Work-Based
Learning
Experience and
Financial Literacy

Master Application
– Part 1

Master Application
– Part 2

Interviewing
Techniques

Learning Style
Assessment

Senior Portfolio

Resume
Development

Community College
Tour

TPP Required Documents



MASTER
APPLICATION



COVER LETTER



RESUME



LEARNING STYLE
INVENTORY



OCCUPATIONAL
RESEARCH FORM

Communication with Teachers and Students

Letters to high school transition teachers in all five districts



Outlined how TPP team is auditing student files to ensure required documents are included in student files

Planned the process to obtain required documents

Actively communicating with teachers to obtain documents and currently receiving them

Teachers have been provided with fillable documents to make it easier for students to complete

Identifying teachers' individual needs from our program, ex: help students with completing documents, curriculum support, etc.



Linked teachers to the East Valley SELPA Resource Library

PROGRAM SPECIALISTS TEAM UPDATE



FOR SIEERING MAY 14, 2020



FIRST FEW WEEKS



WEBINAR: HYPERDOC LESSON TEMPLATE

By Courtney Beatty & Shannon Vogt



LESSON TITLE	
	Engage To engage students at the beginning of a lesson, share a video, image, quote, or another (optional) hook to the topic.
	Explore Curate a collection of resources (articles, videos, infographics, fact sheets, etc.) for students to explore on their own.
	Explain Give the student of the HyperDoc to explain the lesson objectives through direct instruction using your favorite web tool, or gather students together to teach the content.
	Apply Create an assignment for students to apply what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.
	Share Collect student work to promote learning, provide feedback, and/or for students to share with the world or network.
	Reflect Include an opportunity for learners to do digital reflection to give students a chance to assess progress and set next steps.
	Extend Add links to resources and/or activities to extend the learning.

Learn how to develop an engaging and time-efficient lesson plan with the 9-step HyperDoc Template!

WEBINAR: ACCESSIBLE WEB CONTENT FOR EVERY LEARNER

By Susanne Ferguson, Mary Anne Klenske, and Colleen Meland



Learn how to use 4 accessibility principles of web design to produce content that is perceivable, operable, understandable, and robust for learners with disabilities!

WEBINAR: STRATEGIES FOR PARENTS DURING DISTANCE LEARNING

By Courtney Beatty, Mary-Anne Klenske and Shannon Vogt

Strategies for Parents During Distance Learning



Presented to you by:

Shannon Vogt, Courtney Beatty, and Mary Anne Klenske

Objectives

Parents will gain access to:

a variety of visual supports

steps for implementing each visual support

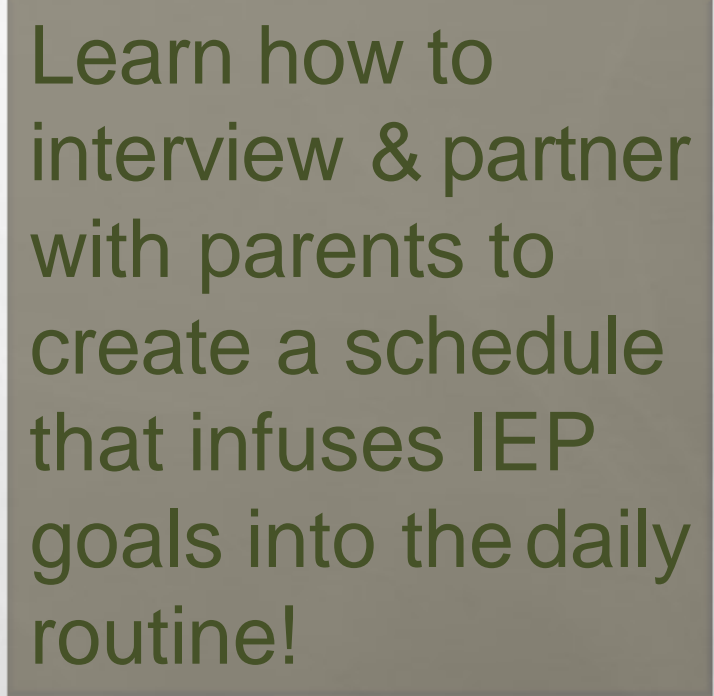
video tutorials for each visual support

Additional Parent Resources

[Free Resources](#)

[Family Resources](#)

By Susanne Ferguson



VIRTUAL PARENT TRAININGS

5 recorded webinars for parents to view

**AAC
Susanne**

**ABA
Courtney**






**Behavior
Mary Anne**

**IEP
Shannon**

**Transition
Colleen**

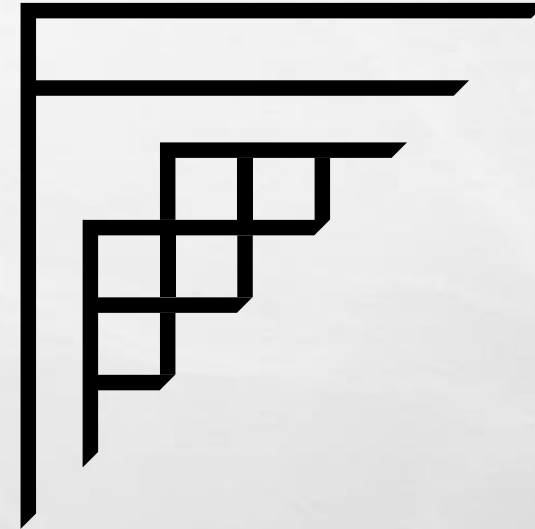
VIRTUAL SUPPORT TO EDUCATORS

Zoom Program Specialists' Office Hours are Here!

Monday 3-4	Tuesday 11-12	Wednesday 1-2	Thursday 11-12	Friday 11:30-12:30
Courtney	Shannon	Susanne	Mary Anne	Colleen
				

PLANNING FOR 20/21

- Planning virtual trainings through December
- Planning the Professional Development Catalog
- Updating PCM trainings
- Developing new BIP/FBA forms
- Developing new trainings



ERMHS/OT/PT DL

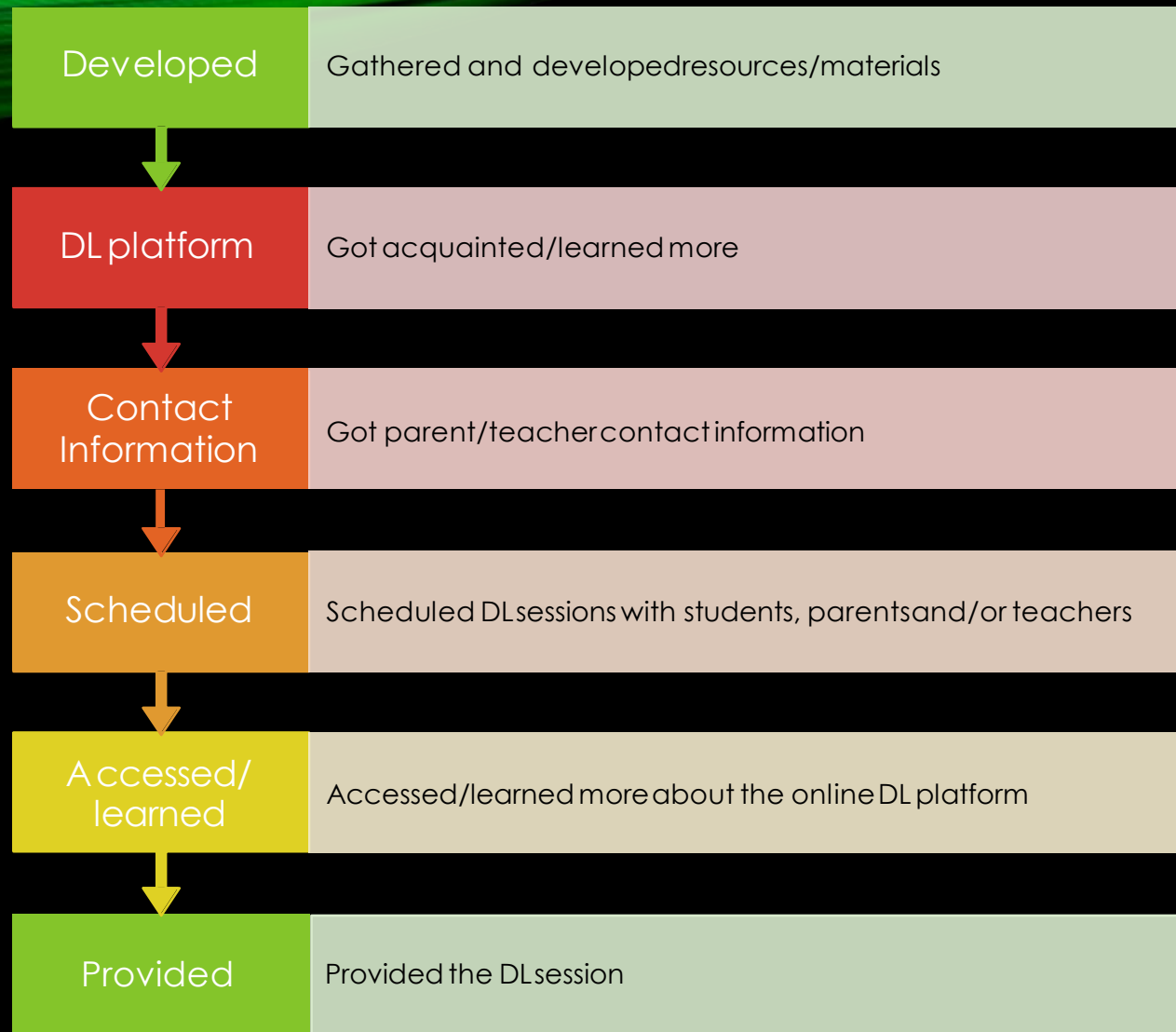
**Jo-Ann Vargas, Lead
Occupational Therapist**

**Tracy Schroeder, Program
Manager Educationally Related
Mental Health Services**

5/11/2020

THE EV SELPA OCCUPATION THERAPY, PHYSICAL THERAPY & MENTAL HEALTH TEAM

Danielle Allen, OTR	Belinda Block, RPT	Hailey Campa,OTR	Patricia Chavez,OTR	Jocelyn Dajon, OTR	Tara Douglas, COTA
Stacy Gray, BHC	Deborah Haynes,OTR	Sep Kalantari,BHC	Suzy Linett, OTR	Deneen Ocampo, COTA	Nicole Ortiz, OTR
	Tracy Schroeder, BHC	Jo-Ann Vargas,OTR	Kate Wallen, OTR	Gloria Ybarra,BHC	



GETTING ORGANIZED FOR DISTANCE LEARNING (DL)

COMMUNICATION WITH PARENTS



Therapist contacts the parent via phone and/or email



When unable to connect via phone call; phone messages are left and emails are sent



The therapist reaches out to the district to obtain additional contact information



Parent is finally reached, and an appointment is scheduled-DL session takes place



A letter is sent to those parents that contacts through email or phone are not successful



The letters specify the attempts made and request a return call

COMMUNICATION WITH TEACHERS



The therapist contacts the district and district provides the updated contact information



The therapist emails and provides dates and times for DL session



DL session is scheduled and held

ONLINE PLATFORMS FOR DL

The EVSELPA has purchased Zoom licenses for all their DL providers.

Many students have already had their Zoom DL sessions and many others are already scheduled

WebEx is being considered for those students that are not able to access Zoom on their electronic devices











zoom.us








Cisco Webex Meetings





Documents > EV SELPA Resources - School Closure & D

 Name ▾	Modified ▾
 Adaptive Paper	March 25
 Cutting Skills	March 25
 Fine Motor Skills	March 25
 Handwriting	Tuesday at 11:32 A
 Letter Formation Upper _ Low	March 25
 Pre-Writing Shapes	
 Sensory Activities	

Documents > EV SELPA Resources - School Closure & DL > Occupational Therapy

 Name ▾	Modified ▾	Modified By ▾	+ Add column ▾
 Adaptive Paper	March 25	Anne-Marie Foley	
 Cutting Skills	March 25	Anne-Marie Foley	
 Fine Motor Skills	March 25	Anne-Marie Foley	
 Handwriting	Tuesday at 11:32 AM	Joann Vargas	

Documents > EV SELPA Resources - School Closure & DL > Mental Health

 Name ▾	Modified ▾	Modified By ▾
 Community resources	March 25	Anne-Marie Foley
 Student resources	March 25	Anne-Marie Foley
 Teacher-Counselor Resources	April 8	Anne-Marie Foley

MH/OT/PT RESOURCES

- The Mental Health, Occupational and Physical Therapists have compiled various resources to share with students, parents, and teachers.
- These can be accessed through a link to EVSELPA Resources-School Closure and DL



WHAT WE DO DURING DISTANT LEARNING

This is the work the ERMHS, OT, and PT Therapists provide during DL



Welcome to Distance Learning for OT skills.

Outline

- What we were doing in school
- Ideas to build skills or things to explore
- Questions


Through a power point presentation, one of our COTAs introduces DL to a high school student and his parents as well as provides suggestions to facilitate his learning

OT session using a Power point presentation, which contains preparatory activities for sentence sequencing for students that struggle with writing sentences and/or are unable to understand spacing concepts

-From Deneen

sentencebuilding (4) 2

Play Keynote Live Table Chart Text Shape Media Comment



_____ at _____

are kids fishing th



Mute Stop Video Security Participants 1 New Share Pause Share Whiteboard More

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b f l k

Remote Learning Schedule-Weekly Packets

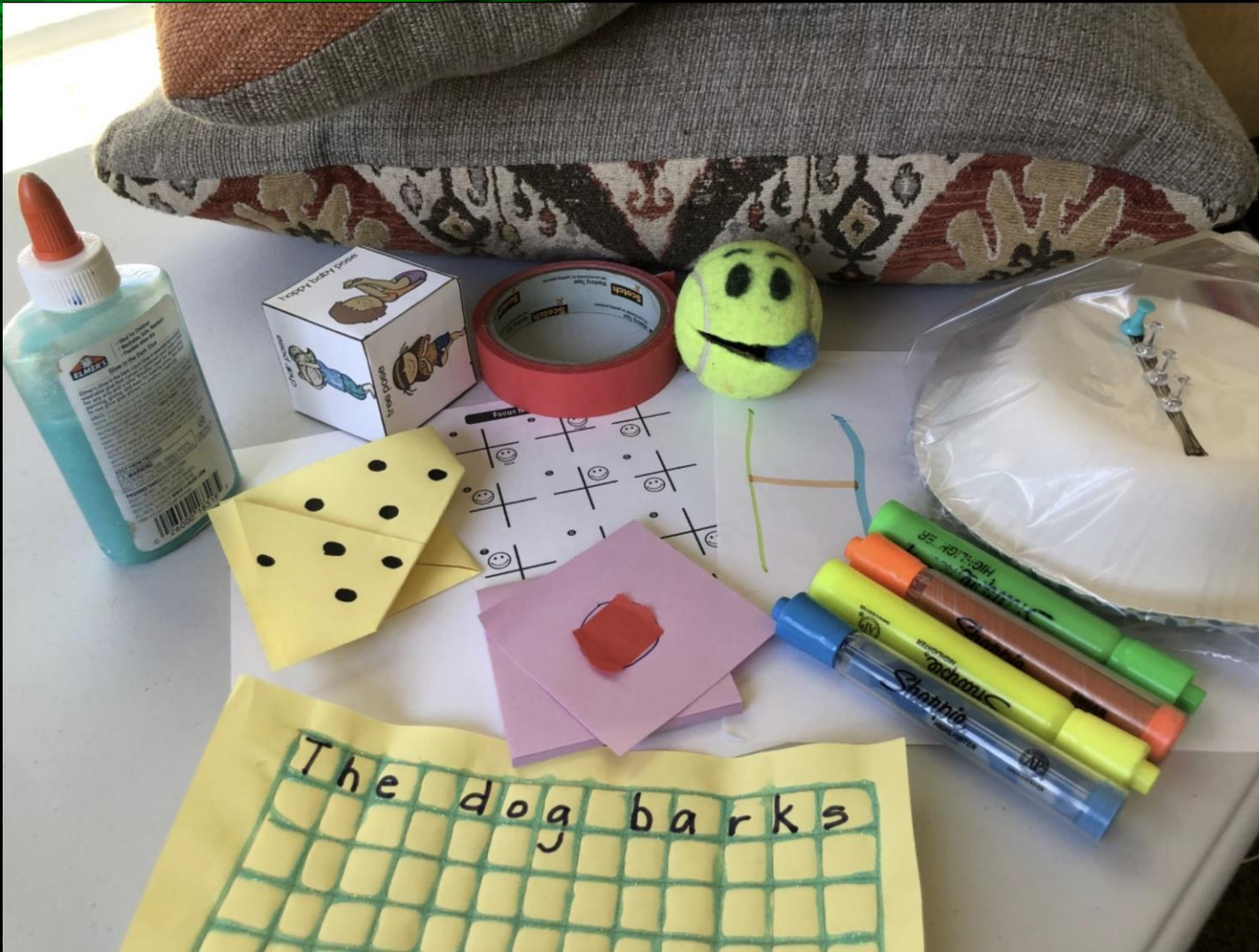
Monday/Thursday- Periods 1,2,3, and 4

Tuesday/Friday- Periods 5, 6, and 7

Wednesday- Office Hours 12:15-1:15 pm

8:00 am	Wake up
8:30	Brush teeth/get dressed
9:00	Breakfast
9:30	1st class
10:15	Break
10:20	2nd class
11:00	Break
11:05	3rd class
1:30 pm	Lunch
2:00-4:00	(Therapist in home <u>Mon,Tues,Wed</u>)
5:00	4th class
6:00	Free time
8:00	Dinner
9:00	Shower/Bedtime

MH SESSION



OT SESSION

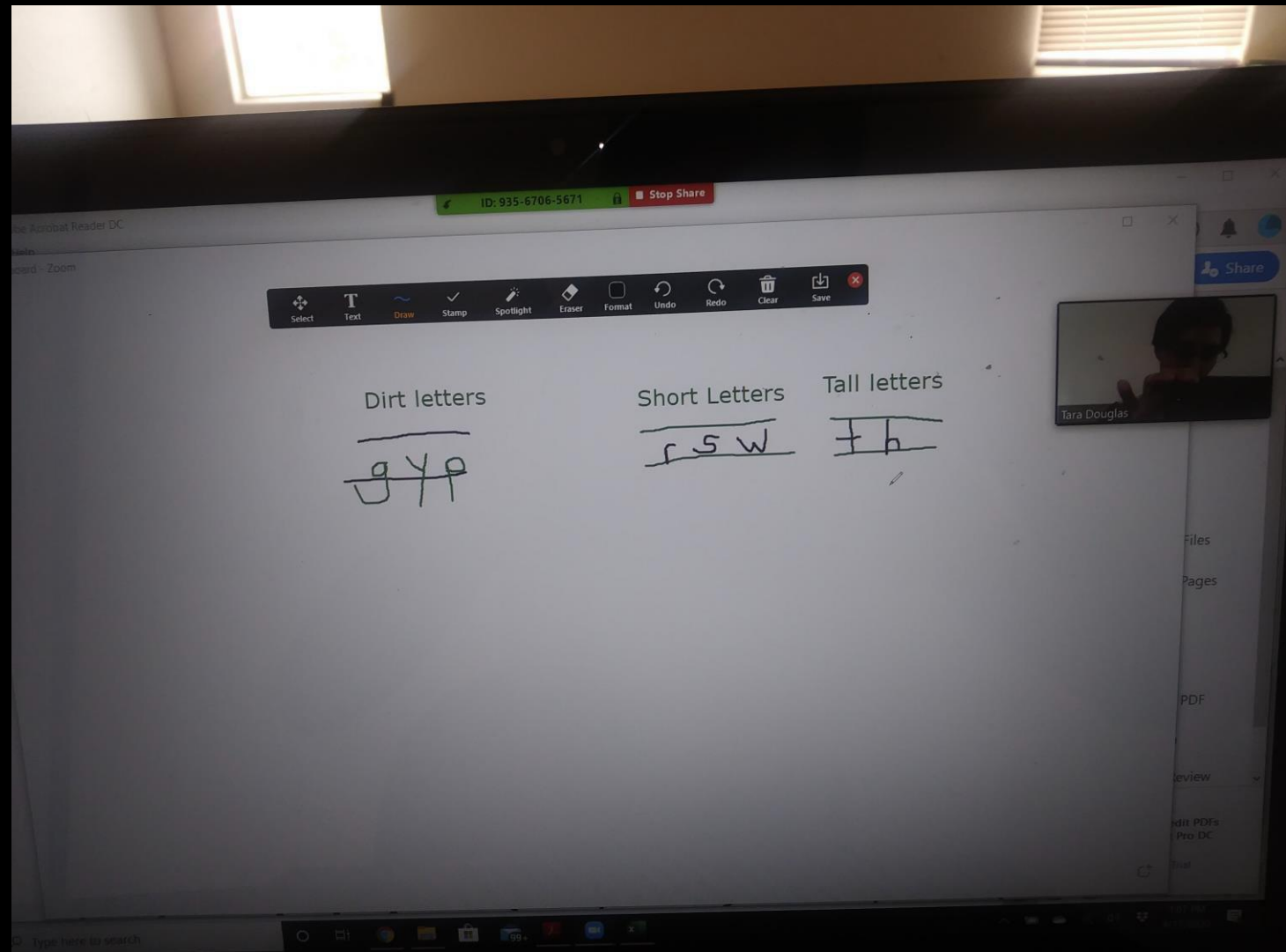
"Ladybug origami activity, they only needed paper but could color and make the circles if they had crayons, markers, and pencils. Another was my target practice with post-it notes and masking tape. Glue and paper to make lines or boxes for tactile boundaries for writing. Highlighters, markers, crayons to make each stroke of a letter a different color. The pillows are "lily pads" for a leap-frog sensory activity (stand or kneel on one pillow but have to reach behind to grab the other pillow, put it in front and move to that pillow, repeat.)"

From Danielle

ZOOM OT SESSION

OT working on principles of line-placement with a student who struggles with handwriting legibility

-from Tara

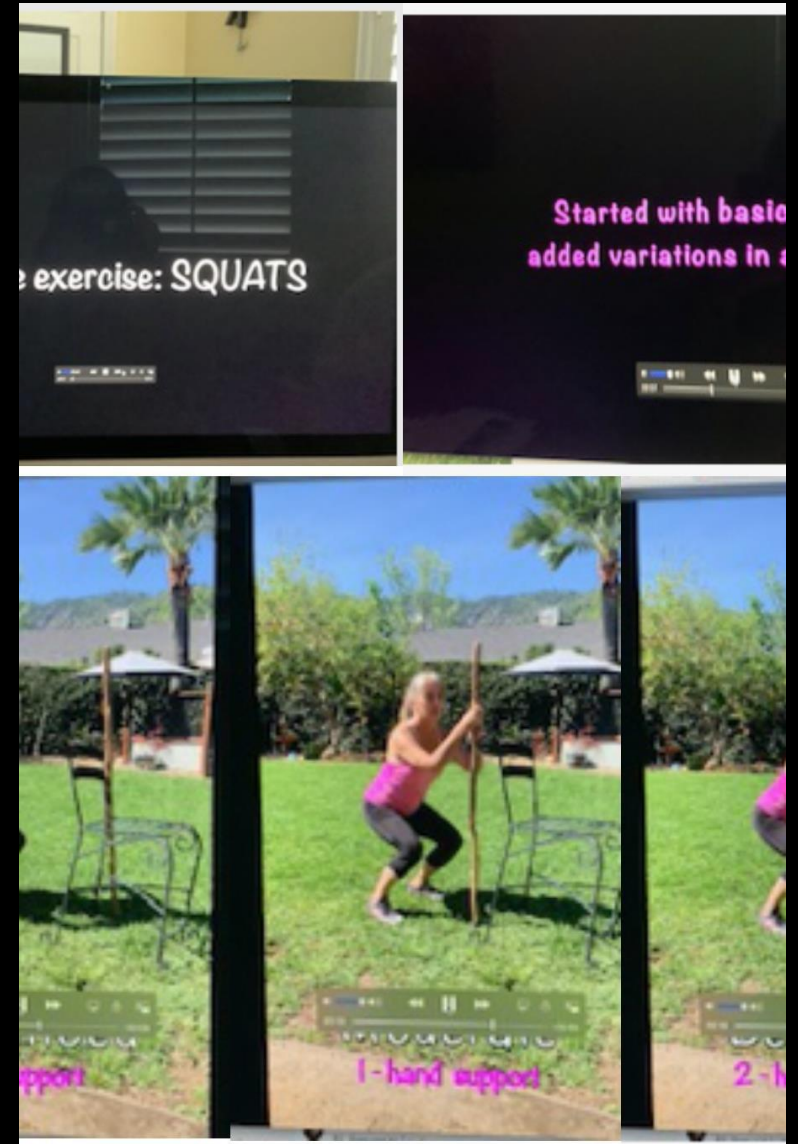


PT DL

Physical Therapist prepared this short video for a student to have a physical routine during DL

Belinda Block, EV SELPA Physical Therapist Google Site:

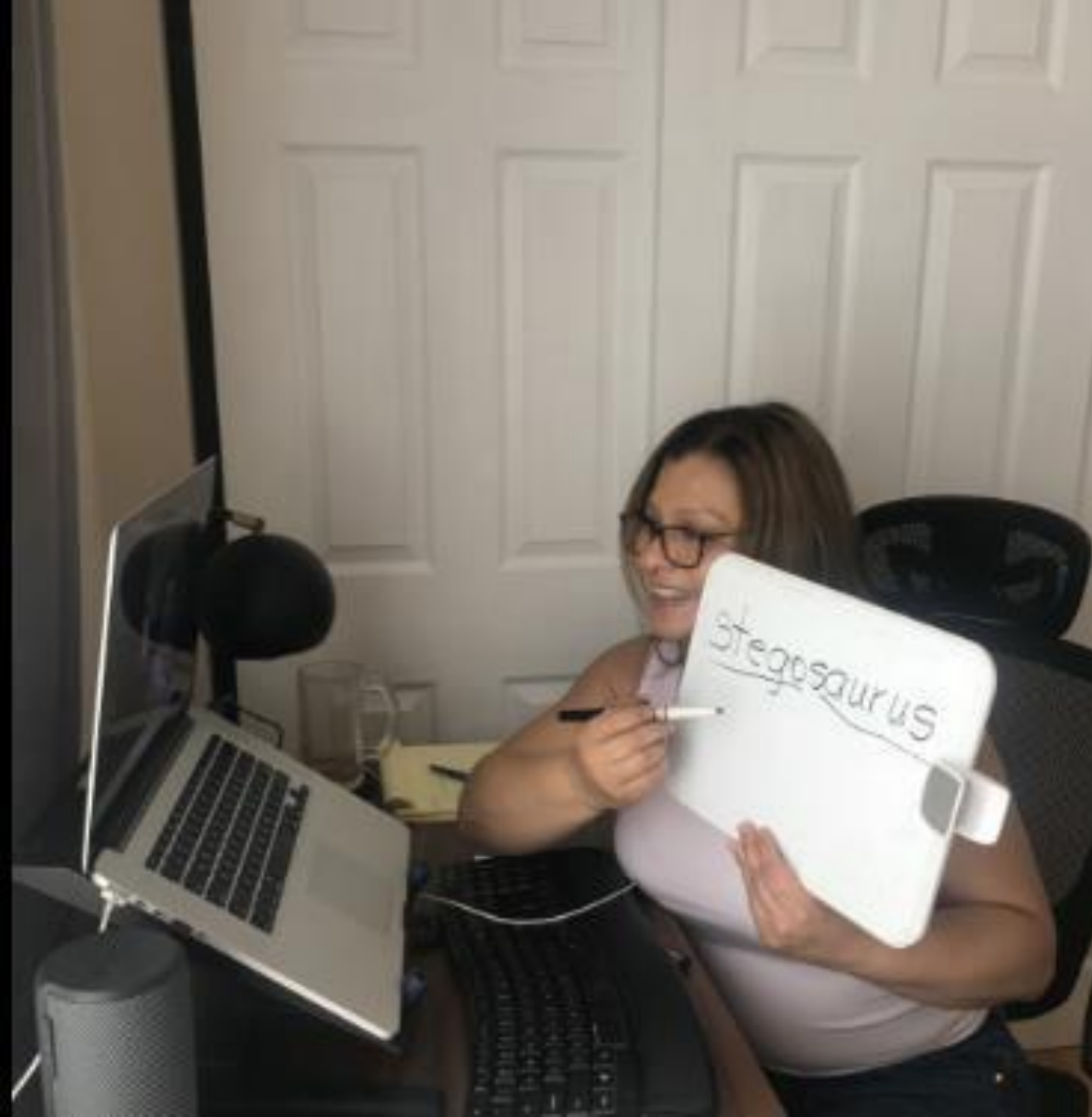
<https://sites.google.com/view/distance-learning-p-t/home>



OT DL SESSION

OT interacting with a student
who is learning letter
formation via Zoom

-from Patricia



101 WAYS TO PRAISE A CHILD

WOW • WAY TO GO • SUPER • YOU'RE SPECIAL • OUTSTANDING
• EXCELLENT • GREAT • GOOD • NEAT • WELL DONE •
REMARKABLE • I KNEW YOU COULD DO IT • I'M PROUD OF YOU
• FANTASTIC • SUPER STAR • NICE WORK • LOOKING GOOD •
YOU'RE ON TOP OF IT • BEAUTIFUL • NOW YOU'RE FLYING •
YOU'RE CATCHING ON NOW • YOU'VE GOT IT • YOU'RE
INCEDIBLE • BRAVO • YOU'RE FANTASTIC • HURRAY FOR YOU
• YOU'RE ON TARGET • YOU'RE ON YOUR WAY • HOW NICE •
HOW SMART • GOOD JOB • THAT'S INCREDIBLE • HOT DOG •
DYNAMITE • YOU'RE BEAUTIFUL • YOU'RE UNIQUE •
NOTHING CAN STOP YOU NOW • GOOD FOR YOU • I LIKE YOU •
YOU'RE A WINNER • REMARKABLE JOB • BEAUTIFUL WORK •
SPECTACULAR • YOU'RE SPECTACULAR • YOU'RE DARLING •
YOU'RE PRECIOUS • GREAT DISCOVERY • YOU'VE DISCOVERED
THE SECRET • YOU FIGURED IT OUT • FANTASTIC JOB • HIP, HIP
HURRAY • BINGO • MAGNIFICENT • MARVELOUS • TERRIFIC •
YOU'RE IMPORTANT • PHENOMENAL • YOU'RE SENSATIONAL •
SUPER WORK • CREATIVE JOB • SUPER JOB • EXCEPTIONAL
PERFORMANCE • YOU'RE A REAL TROOPER • YOU ARE
RESPONSIBLE • YOU ARE EXCITING • YOU LEARNED IT RIGHT •
WHAT AN IMAGINATION • WHAT A GOOD LISTENER • YOU ARE
FUN • YOU'RE GROWING UP • YOU TRIED HARD • YOU CARE •
BEAUTIFUL SHARING • OUTSTANDING PERFORMANCE •
YOU'RE A GOOD FRIEND • I TRUST YOU • YOU'RE IMPORTANT
• YOU MEAN A LOT TO ME • YOU MAKE ME HAPPY • YOU
BELONG • YOU'RE A GREAT FRIEND • YOU MAKE ME LAUGH •
YOU BRIGHTEN MY DAY • I RESPECT YOU • YOU MEAN THE
WORLD TO ME • THAT'S CORRECT • YOU'RE A JOY • YOU'RE A
TREASURE • YOU'RE WONDERFUL • YOU'RE PERFECT • A BIG
HUG • A BIG KISS • SAY I LOVE YOU! •

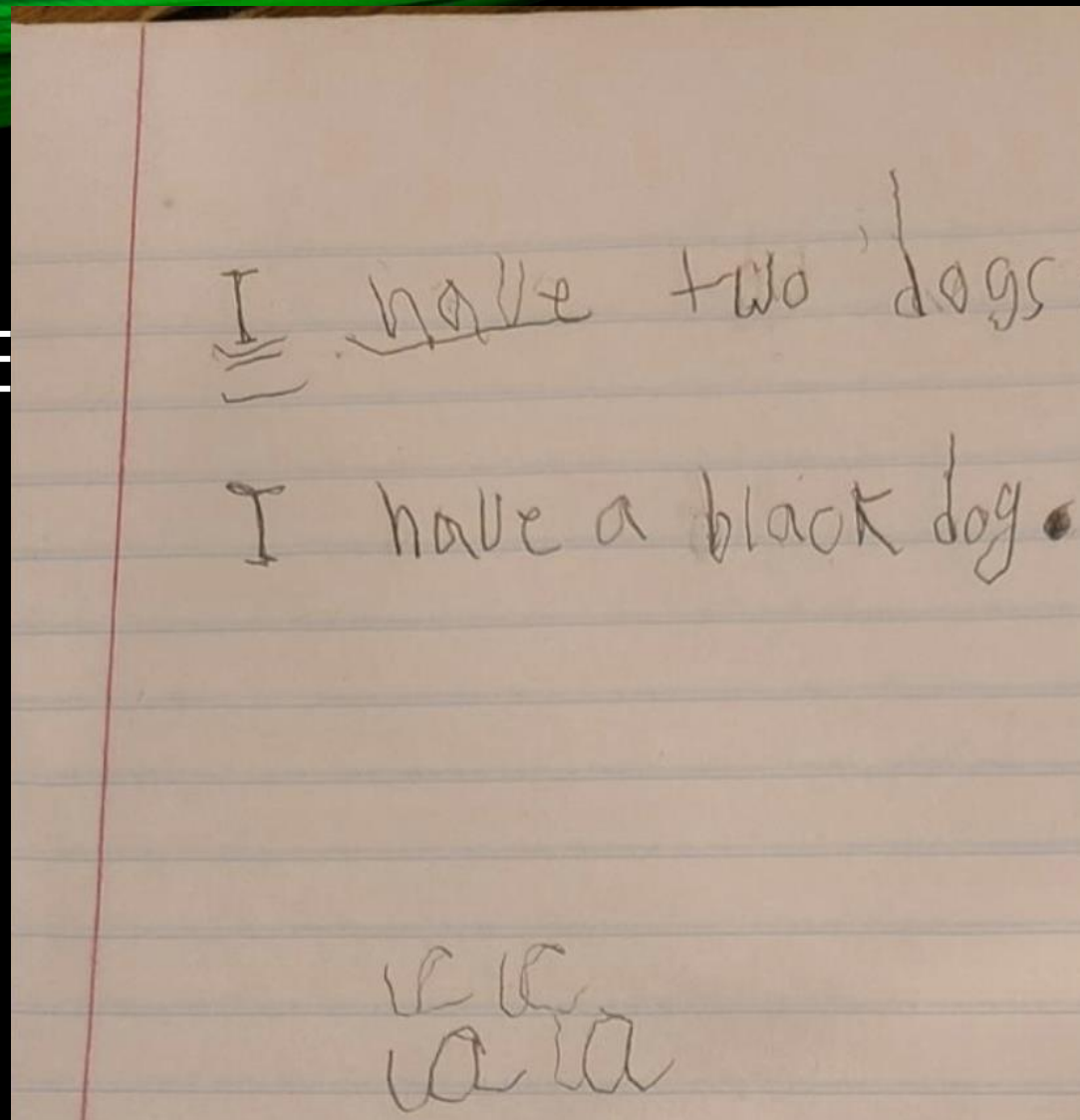
P.S. REMEMBER, A SMILE IS WORTH 1000 WORDS!
COMPLIMENTS OF LAUSD SCHOOL MENTAL HEALTH SERVICES

MENTAL HEALTH DL SESSION

A simple but very effective
tip from our MH therapist :
To remind parents to praise
their children!

-from Sep

RE



Work sample of a handwriting activity where the student applied the principles of letter formation, line placement, and letter/wordspacing

-from Jocelyn

How To Make A Rule / Parent Education Worksheet

How to get your child to behave:

Make a rule about a specific behavior
Supervise (follow through)
Be consistent

What is a Rule?

A rule is really a demand which is both *clearly* and *directly* stated. A rule tells another person the following 3 things:

- ❖ *what* to do (or what not to do)
- ❖ *when* to do it (or when not to do it)
- ❖ for *how long* and/or *how often*

Examples of good rules:

Take the trash out every night right after dinner from now on.
Get out of bed every school day morning at 6:00 A.M. from now until you graduate.
Hang up all of your clothes every night before you go to sleep from now on.

It is difficult to break old and ineffective communication habits. Here are some Examples of statements that parents use that are not clearly/directly stated. These are NOT good rules... Can you determine why they are not effective?

1. Please take out the trash.
2. You need to do your homework.
3. Be good in school today.
4. Remember to bring your homework home.
5. Put the dishes away, okay?
6. I wish you would make your bed every day.
7. Why did you hit your brother?
8. If you don't clean your room you can't watch T.V.

Practice: Make your own rules for the following problem areas.

A. Bedtime: _____

B. Chores: _____

C. School Behavior: _____

MENTAL HEALTH DL SESSION

A nother very helpful tool a
MH therapist shares wit h the
families he serves

-from Sep



OFFICE SUPPORT

- During DL our support staff is also working behind the scenes organizing files, sending mail to those parents we have not been able to contact via email or phone calls, putting together resource packets for students, and updating the database.
- - from April

THE REWARDS ARE INCREDIBLE!

Not only the students are getting the support they need, but the relationships among therapist and teachers, and the students themselves are growing stronger every day!

The parents that we work with have expressed and shown their amazing support, gratitude and appreciation of the work we all do. Their willingness to work collaborative with our team has been evident and genuinely accepted. Our team is so grateful for that!



East Valley Operations

Distance Learning
Programs During COVID-19
School Closures

Scott Wyatt, Area Director

Transforming lives through education education



Distance Learning Process

- SBCSS initiated a student/parent survey online, teachers also called parents to go over the survey for those that could not do it online
- Immediately prepared hard copy packets of Unique Learning Systems (all levels) to distribute to families while technology DL program was set up
- Distributed technology to all students and families that responded that they needed tech



Technology Provided to Students

- Dell Lap Tops
- Chrome Books
- iPads
- T-Mobile Hot Spots
- Go Talks
- FM Devices – batteries
- Video Cameras





Method of Instruction

- Hard copy work – Unique Learning Systems, other assignments, Board Maker
- Telepresence Teaching
 - Zoom
 - Google Hangouts
 - WebEx
 - Face Time
 - YouTube, other instructional videos
- Google Classroom
- Phone Calls and Text Messaging



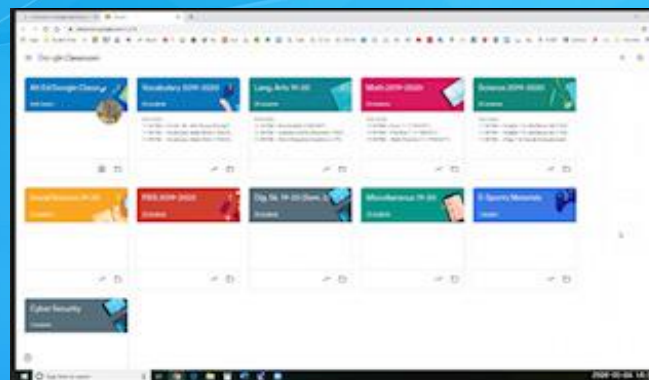
Monitoring and Accountability

- Daily Student/Parent Conferences via Zoom, phone calls, text messages
- Record daily instruction via Distance Learning Contact Log (turned in weekly to principals and area director)
- Distance Learning Contact Log information is put into a Master Distance Learning Tracking Log
- Weekly principal and staff meetings
- Weekly EV SELPA Admin and Directors meetings



Next Steps –

- Extended School Year
- Collection of Devices and technology
- On-going PD for all staff for Distance Learning
- Prepare for Distance Learning/Hybrid Model for next year
- Look at Distance Learning Best Practices and what we can do better
- Work with Re-Entry Task Force on returning to school



Due Process and Non-Public ► Schools

Rick Homutoff, Ed.D.

Due Process

In the 2019/2020 school year we have had 30 due process filings

We have settled 27 of those cases and three since the school closures

We have three open cases

We are currently negotiating some existing settlement agreements to amend those agreements impacted by the Covid-19 closures. Most of those include allowing parents or districts more time to provide compensatory education on the back end of the agreement for the amount of time the schools are closed

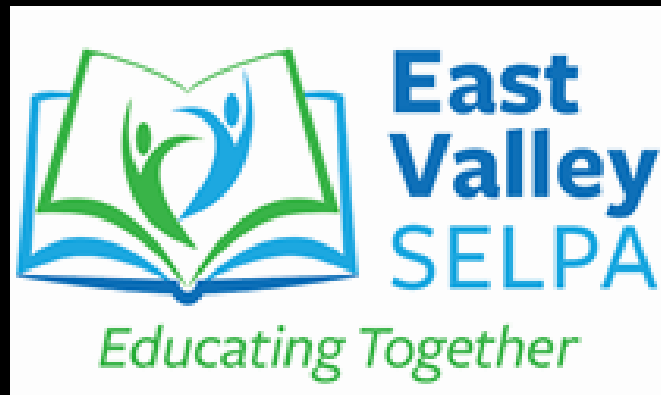
All of the hearings scheduled for our open cases have been paused until June and we are currently negotiating settlement in those cases

Any potential hearings and/or mediations would take place telephonically and or video conferencing

Non-Public Schools - NPS

- ▶ We have met with all but a couple of our non-public schools to negotiate our MOUs
- ▶ As a result we have signed MOUs from seven NPSs
- ▶ We meet with the NPSs through WebEx to discuss their distance learning plans and how their services will be impacted by the school closures
- ▶ They discuss with us what services can be offered through a distance learning format, such as SAI and counseling, and what services cannot be offered, such as transportation and 1:1 aide support
- ▶ Some NPSs are providing transportation services to deliver and/or pick up materials from the families
- ▶ We will be meeting with two more NPSs next week to finalize the MOUs and we hope to have all MOUs signed by the end of next week
- ▶ We are also in the process of drafting our master contract for the 2020-2021 school year

We are honored and privileged to support students with disabilities during school closures...



4.7 EV SELPA Revised Logo & Website for 2020-2021

LOGO



POSITIONING ICON





WELCOME EAST VALLEY SELPA

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SERVICES

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PARENT RESOURCES

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PROFESSIONAL LEARNING

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WELCOME MESSAGE

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus elementum mauris in quam sollicitudin tempus. Nulla interdum lectus nec libero aliquam, maximus aliquet eros maximus. Etiam faucibus, sapien ac tincidunt placerat, orci odio convallis nibh, varius efficitur nisl odio in justo. Morbi egestas scelerisque magna vitae molestie. Suspendisse ultricies, leo sed imperdiet malesuada, augue felis viverra diam, ac aliquet velit velit et nulla. Maecenas ut ligula eget diam efficitur sodales a non mi. Maecenas neque urna, sollicitudin non varius eget, aliquam quis metus. Integer tristique tellus non aliquam efficitur.

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BOARD AGENDA

East Valley SELPA is governed by 13 member school districts. For the latest agenda, click the button below.

[Download the latest Agenda »](#)

LOCAL PLAN

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus elementum mauris in quam sollicitudin tempus. Nulla interdum lectus nec libero

[Learn More »](#)

CHILD FIND

Etiam faucibus, sapien ac tincidunt placerat, orci odio convallis nibh, varius efficitur nisl odio in justo.

[Learn More »](#)

SUCCESS
ONE STUDENT AT A TIME

6
SCHOOL
DISTRICTS

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16
CHARTER
SCHOOLS

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250
CALIFORNIA
STUDENTS

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Colton Joint Unified
School District



Redlands Unified School
District



Rialto Unified School
District



Rim of the World
School District



San Bernardino County
Superintendent
of Schools



Yucaipa-Calimesa Joint
Unified School District



FACEBOOK



TWITTER



DISTRICTS WE SERVE





ABOUT EAST VALLEY SELPA




TEAMS



PROFESSIONAL LEARNING




Patty Metheny, Ed.D. | Administrator
(909) 252-4507 | Patty.Metheny@sbcss.net




**EAST VALLEY
SELPA**
Educating Together


East Valley Special Education Local Plan Area
670 E. Carnegie Dr., San Bernardino, CA 92408
Ph 909.252.4507 | Fx 909.252.4507
<https://evselpa.sbcss.k12.ca.us>




Colton Joint Unified School District




Redlands Unified School District




Rialto Unified School District



Rim of the World School District



San Bernardino County Superintendent of Schools



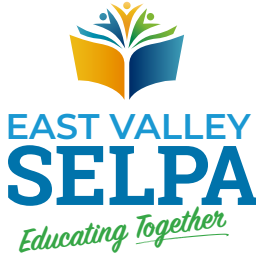
Yucaipa-Calimesa Joint Unified School District



**EAST VALLEY
SELPA**
Educating Together

670 E. Carnegie Dr., San Bernardino, CA 92408





**EAST VALLEY
SELPA**
Educating Together

JOHN DOE MD
TITLE TO GO HERE

name@evselpa.sbcss.k12.ca.us

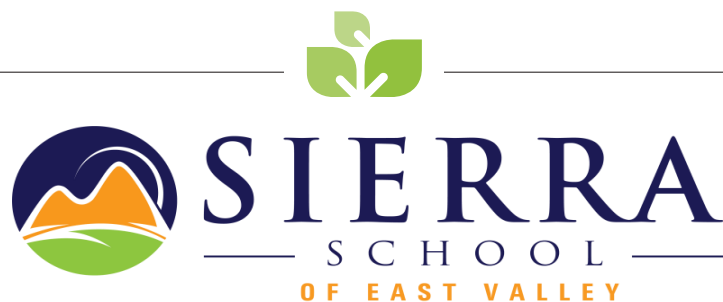
670 E. Carnegie Dr.
San Bernardino, CA 92408
OMS Address
OMS City, ST ZIPPP
Ph 909.252.4507
Fx 909.252.4507
<https://evselpa.sbcss.k12.ca.us>



Educating Together

PROGRAM ISSUES

4.8 Catapult Learning



Overview and Planning for SY 2020-2021

Presented by:

Erik Ryan, MA, M.Ed.

Regional Vice President, SESI West

Danielle Beecham, M.Ed.

Regional Director, Southern California


Specialized Education
SERVICES, INC.

Agenda

Overview

Development & Implementation Progress/Timeline

Planning for SY 2020-2021

Contact Information





Overview



**We create brighter futures for students,
regardless of the learning barriers or other challenges they face.**



5,600+

Teachers & PD Specialists



40+

Years of Experience



100,000+

Students Served



**Behavioral Health
Center of Excellence
Accreditation**



500+

District Partners



25,000+

Leaders & Teachers Served Through
Professional Development Annually



3000+

School Partners



National Reach: SY 2019-2020



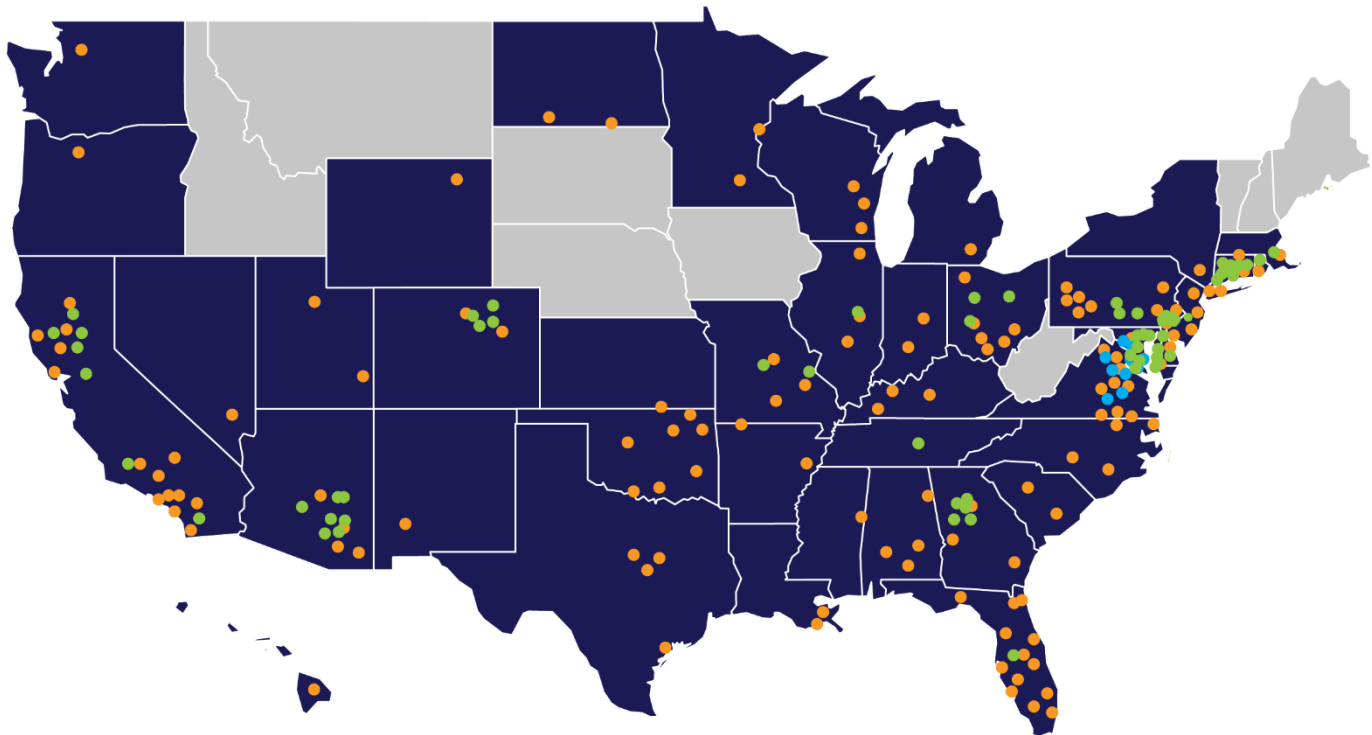
Specialized Education
SERVICES, INC.



Catapult Learning



Little Leaves
BEHAVIORAL SERVICES





Schools & Partnership Programs across California

Solano County/Day Rehab, K-12

Sonoma County, K-12

Sacramento, K-12

Antioch Partnership, PreK-12

Livermore Partnership, K-12

Alhambra, K-12



Colton, Grades, K-12



San Diego, Grades K-12

On the Horizon:

San Joaquin (Stockton): SY 2021-2022

TriValley (Dublin): SY 2021-2022

Temecula Valley-Murrieta: SY 2021-2022

West End: SY 2021-2022





Organization Overview

Catapult Learning

Specialized Education Services,
Inc. (SESI)

Little Leaves
Behavioral
Health

Instructional
Programs

Professional
Development

Special Education

Alternative
Education

Clinical ABA





Academic Rotational Model

Students who have a developed means of communication are typically placed in our academic model program, which utilizes a rotational system of learning in the acquisition of academic skills.

Teacher-Directed Tutorial Sessions:

Students receive personalized 1:1 instruction based on their individual skill levels, pace, and learning styles.

Technology-Based Workstations:

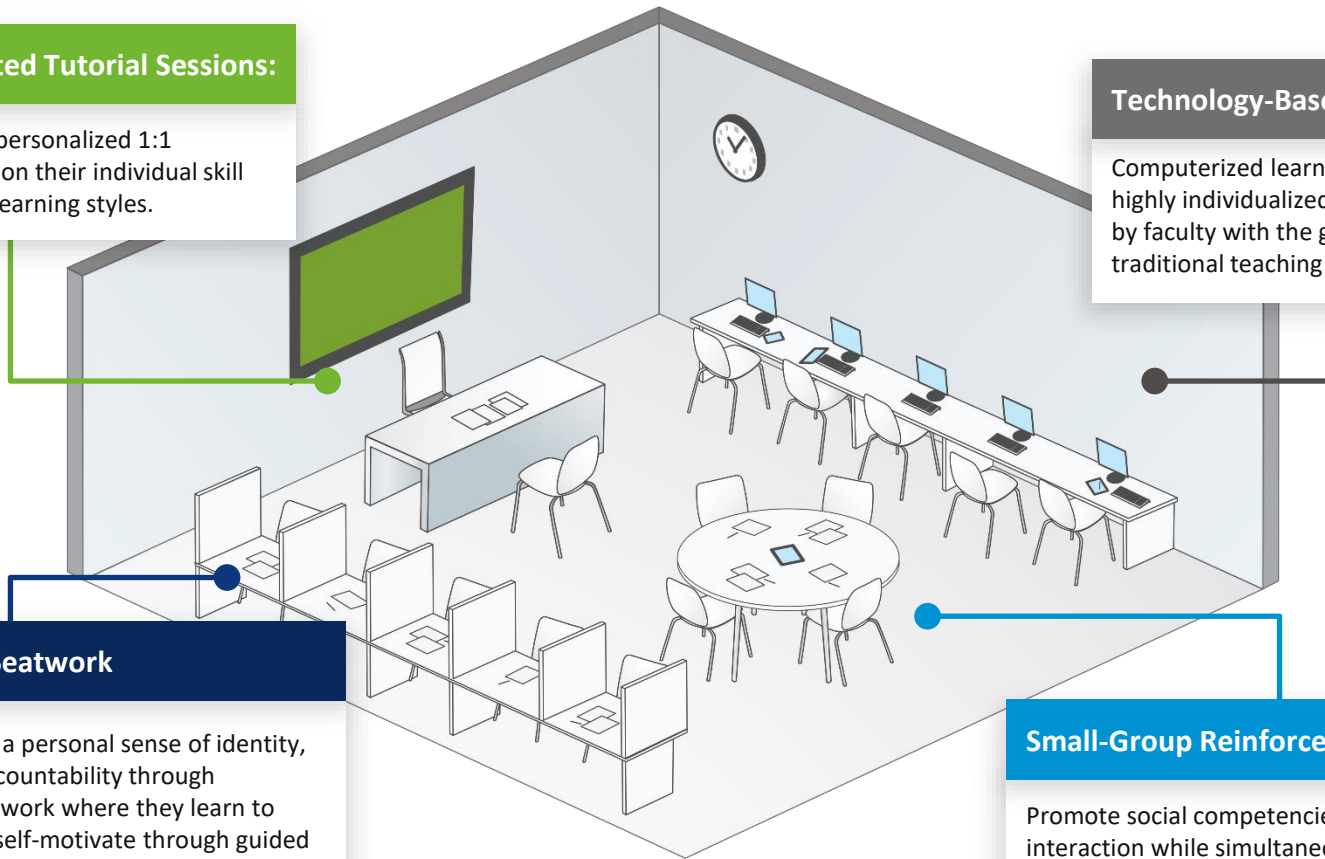
Computerized learning tools allow a highly individualized level of instruction by faculty with the goal of supplementing traditional teaching approaches.

Independent Seatwork

Students develop a personal sense of identity, efficiency, and accountability through Independent Seatwork where they learn to self-monitor and self-motivate through guided practice opportunities with the curriculum.

Small-Group Reinforcement Lessons

Promote social competencies and social interaction while simultaneously bolstering learning proficiency.

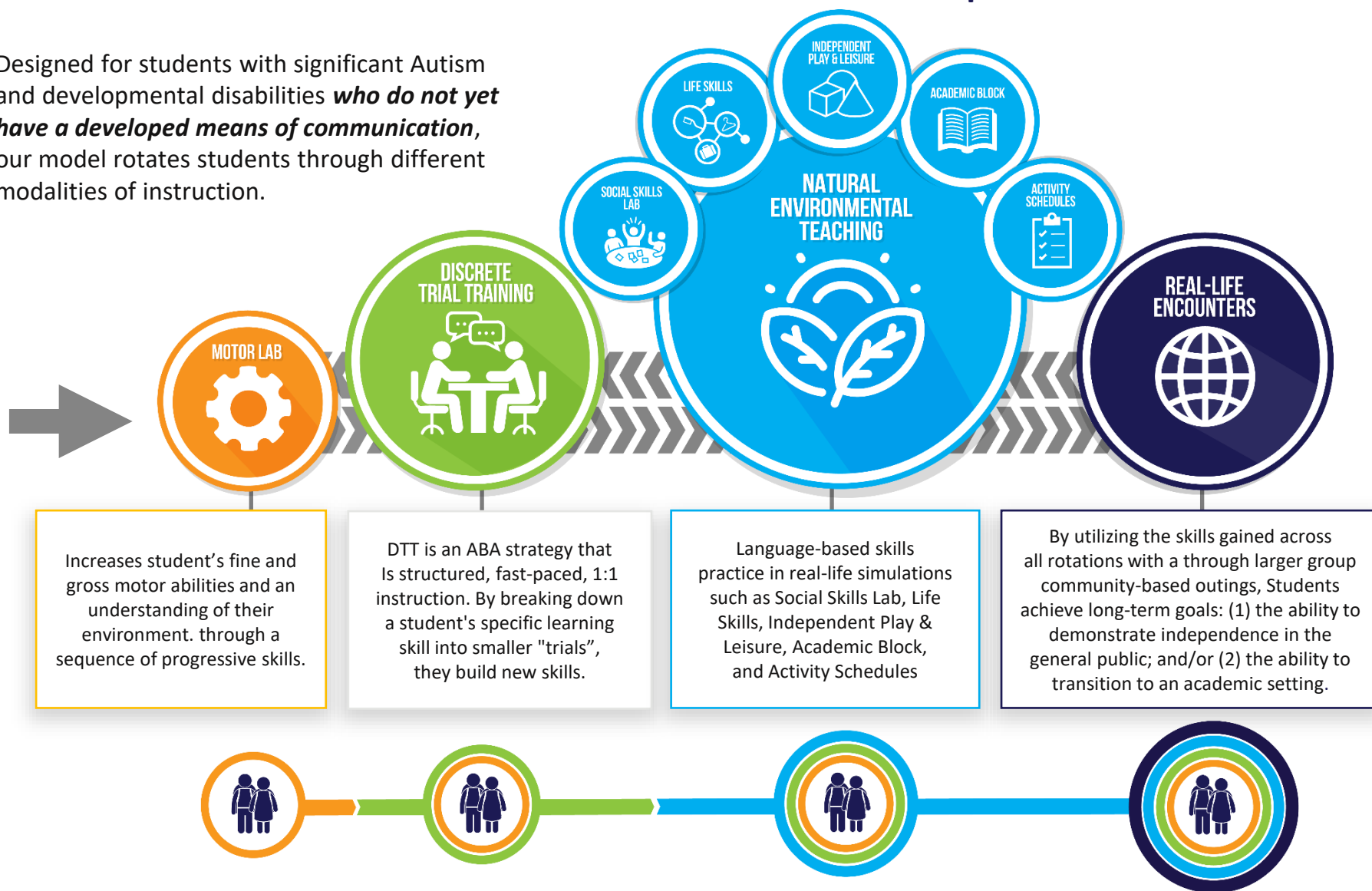




BEST: A Language Acquisition Model

Broad-based Educational Services & Therapies

Designed for students with significant Autism and developmental disabilities ***who do not yet have a developed means of communication***, our model rotates students through different modalities of instruction.



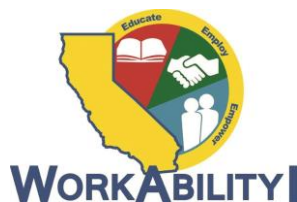


Preparing Students for Life and Independence



Life Skills Training

Helps students practice the skills necessary to function in mainstream social encounters



The WorkAbility grant provides comprehensive pre-employment training, employment placement, and follow-up for young adults in special education who are making the transition from school to work, to independent living and/or post-secondary education or training.



College Preparation

Admissions counseling, application support, campus tours, on-campus job placement





Development and Implementation: Progress & Timeline



Development and Implementation Progress

- Lease Signed for **1325 E. Cooley Dr., Colton, CA 92324** (December)
 - <https://goo.gl/maps/2zPPUDtW4oc2tekG8>
- Site and Floor Plans Finalized (January/February)
- Permitting and Construction (February-June)
- Recruitment and Hiring:
 - (1) School Director (March-May)
 - (3) Special Education Teachers (May-June)
 - (1) Licensed Mental Health Professional (May-June)
 - (4) Teaching Assistants + (1) BX Specialist/RBT (June-July)
 - Related-Service Providers: Speech and Occupational Therapy + BCBA (May-June)





Facility Floor Plans

[1st Floor Lobby.pdf](#)

- Discrete and Secure First Floor Entrance w/ Dedicated Bathrooms, Elevator, Stairs

[2nd Floor Layout V3 final.pdf](#)

- 2nd Floor Lobby/Foyer with Waiting Room and Reception Access
- Designated Spaces for Admin, Related-Services, and Meetings/Conferencing
- Dedicated Restrooms for Visitors, Staff, and Students (1st and 2nd Floors)
- (6) Classrooms (~600sf each); total capacity of 60-70 Students
- Designated Space for Sensory/Motor Lab (#201)
- Designated Space for Workforce Development/Student Transition Activities (#219)
- Designated Spaces for Student Support/Recoveries (#215 through #218)
- Fenced-in Green Space/Play Yard at Front of Bldg: [Site Plan_playground area.pdf](#)



Development and Implementation Timeline

- **May Focus**

- Construction Continues
- Recruitment & Hiring: Identify School Director
- Stakeholder Engagement
 - Master Contracting & Rate Setting

- **June Focus**

- Finalize Construction
- Recruitment & Hiring
- Stakeholder Engagement
 - Direct Meetings with EV School Districts
 - Engage/Inform West End and Riverside County SELPAs



Development and Implementation Timeline

■ July Focus

- Finalize Recruitment & Hiring
- CDE NPS Certification
- Pre-Service Training Begins (Week of July 20th)
 - Academic Rotation Model & BEST Model Trainings
 - PBIS and MTSS Trainings for Behavior Management
 - PCM Certification
- Open House & Meet the Team with School System Partners (July 31, 2020)

■ August Focus

- Parent Open House & Enrollment/Intake Meetings (August 3rd through 7th)
- **Monday, August 10th: First Day of School (Draft Calendar Forthcoming)**



Planning for SY 2020-2021



Planning for SY 2020-2021

- **Identification of Students for SY 2020-2021**
 - Students Needing an NPS Placement from District's LRE
 - Students Considered for an NPS Change of Location
 - Students Returning to District from Residential or Congregate Care Settings

- **Student Enrollment & Intake Process**
 - Presentation to and/or Participation in the Student's IEP/Placement Meeting
 - [Sierra School of East Valley.Student Intake Packet.DRAFT.2020-2021.docx](#)

- **COVID Considerations and Contingencies**
 - Distance Learning Platform
 - Blended Learning Model(s)



Next Steps

Master Contracting & Rate Setting with East Valley SELPA (May/June)

Meetings with East Valley School Districts to Review/Confirm Needs (June)

Outreach & Education Local Stakeholders and School System Partners (June/July)

Wrap-up Construction and Take Occupancy (June/July)

Finalize Recruitment & Hiring (June)

Train Program Personnel (July/August)



Contact Information

- **Danielle Beecham, Regional Director for Southern California**
 - Phone/Messaging: 510-228-9662
 - Email: danielle.Beecham@sischools.com

- **Erik Ryan, Regional Vice President for SESI West**
 - Phone/Messaging: 623-261-0255
 - Email: erik.ryan@sischools.com

Website: www.sischools.com

4.9 CALPADS EOY4 Data Submission

CALPADS Update Flash #176



Date: May 4, 2020

To: Local Educational Agency (LEA) Representatives

From: California Department of Education (CDE) —
California Longitudinal Pupil Achievement Data System (CALPADS) Team

Input and Certification Validation Errors for End-of-Year 4 - Special Education

In order to facilitate LEAs in certifying the data for students with disabilities (SWD) during the 2019–2020 Fall 1 submission which included, for the first time, data previously submitted to the California Special Education Management Information System (CASEMIS), the CDE determined it was necessary to relax or disable several input and certification validations that were preventing LEAs from either posting or certifying their data in CALPADS. Many of the fatal errors were relaxed because they were triggering due to the lack of historical records in CALPADS.

In preparation for the **End-of-Year (EOY) 4** submission for special education, the errors that were triggering in Fall 1 due to the lack of historical records will be re-enabled as fatal errors. In addition, other validations have been modified to accommodate additional data scenarios identified during Fall 1 and will change from warnings back to fatal errors. Also, certification validation rules (CVRs) will be implemented for EOY 4, many of which are the same as Fall 1 CVRs for special education data.

Specifically:

- **Table 1: Input Validation Rules:** This table includes all of the **SPED and SSRV** input validation rules (IVRs) that have been re-enabled, changed from a warning to fatal and/or have changed. In addition, a new Student Enrollment (SENR) IVR has been implemented that warns LEAs that the student had a SPED record in a previous LEA.
- **Table 2: EOY 4 Certification Validation Rules:** This table includes all the CVRs that are being implemented for EOY 4. Of the EOY 4 CVRs, three are new in EOY 4, nine were in Fall 1 (one is moving from a warning to a fatal error), and six were disabled in Fall 1 and are being re-enabled for EOY 4.

Table 1: Modified/Re-enabled Input Validation Rules Related to SWD

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
SPED0438	Education Plan Amendment Date Mismatch	Fatal	<p>If an LEA populates the Amendment Date in a SPED record being submitted, then there must be a SPED record in CALPADS that matches on the following fields:</p> <ul style="list-style-type: none"> • SSID • Education Plan Type Code • Special Education Meeting Type Code • Special Education Meeting Date • Special Education Referral Date • Initial Evaluation Parental Consent Date • Special Education Program Type Code • Parental Involvement Facilitation Code 	Re-enabled this validation and removed Disability 1 and 2 codes from triggering this error	<p>If a plan is being amended, CALPADS expects to have an existing record in the system of the plan that is being amended.</p> <p>Disability 1 and 2 codes were removed from the trigger because there are instances where only a student's disability code changes because the disability can only apply to a certain age and the student is no longer that age.</p>

SPED0441	Missing Education Plan Amendment Date	Fatal	<p>Alerts user that if any of the following fields (as compared to an existing SPED record in CALPADS) have changed, then the Amendment Date field should be populated:</p> <ul style="list-style-type: none"> • Primary Residence Code • Special Education Program Setting Code • Preschool Program Setting Service Location Code • Ten or More Weekly Hours in setting Indicator • General Education Participation Percentage Range Code • IEP Includes Postsecondary Goals Indicator • Postsecondary Goals Updated Annually Indicator • Postsecondary Goals Age Appropriate Transition Assessment Indicator • Transition Services in IEP Indicator 	Modified severity from warning to fatal	<p>The noted components of a special education plan should be formally changed through the amendment process, and therefore the record requires an Amendment Date.</p>
	<div>Development Center</div> <div>Foster Family Home (FFH)</div> <div>Health Institution</div> <div>Homeless</div> <div>Incarceration Institution</div> <div>Licensed Children Institute (LCI)</div> <div>Parent/Guardian's Home</div> <div>Residential School</div> <div>State Hospital</div>				
					<div>Correctional</div> <div>General Education/Public Day School</div> <div>Home school per IEP/Independent study charter</div> <div>Home/Hospital (not home-schooled)</div> <div>Parentally Placed In Private School (incl. home schooled)</div> <div>Residential</div> <div>Separate School (NPS or State Special School)</div>
					<div>Home</div> <div>Regular Early Childhood Program or Kindergarten</div> <div>Residential Facility</div> <div>Separate Class</div> <div>Separate School</div> <div>Service Provider Location</div>

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
			<ul style="list-style-type: none">• Support Services Indicator• Transition Services Goals in IEP Indicator• Student IEP Participation Indicator• Agency Representative IEP Participation Code• Special Transportation Indicator		

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
SPED0450	Missing Special Education Referral Date	Fatal	Ensures all SPED records submitted to CALPADS have the Referral Date populated if the Meeting Date is greater than 7/1/2006. Prior to that date, the Referral Date was not a required data element.	Modified trigger to require Referral Date to be populated for Pending plan type.	LEAs were submitting SPED records with a Pending plan type where the Referral Date field was blank. If a student is pending evaluation, they have to have been referred and must have a referral date.
SSRV0444	Mismatch of SELPA Code	Fatal	Prevents an LEA from submitting a SSRV record with a Meeting or Amendment Identifier that is the same as a SPED record for that LEA but the SELPA code on the two records is different	Modified severity from warning to fatal	The SELPA code listed on the SPED and SSRV records from the same LEA with the same Meeting or Amendment Identifier should be the same.

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
SENR#### NEW	Add an IVR warning that no Active SPED plan exists (similar to CVR)	Warning	When an enrollment record is submitted to CALPADS (SENR), this warning will trigger to warn the LEA that the student has an active special education plan at another LEA and will require a SPED record from the current LEA.	Added	This will assist LEAs in the immediate identification of a SWD upon submission of an enrollment record into CALPADS even if the student's cumulative file has not arrived or does not reflect that the student is on an active special education plan.

Table 1: EOY 4 Certification Validation Errors

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
CERT056	Special Education Exit Code for Non-Special Education Student	Fatal	<p>Prevents an LEA from submitting a School Completion Status Code that is reserved for only SWD in the enrollment record (SENR) for a student who is not on an active special education plan.</p> <p>The following completion statuses can only be submitted for students with disabilities who have active SPED records on the SENR Enrollment Exit Date:</p> <ul style="list-style-type: none"> • 120 – Special Education Certificate of Completion • 125 – Prior Special Education Completer 	Added new validation for EOY 4	Improves data integrity.
CERT### NEW	Special Education Program Exit Date Or Special Education Exit Reason Code Mismatch	Fatal	Prevents the same LEA from submitting two SPED records for the same student with different Special Education Program Exit Reasons or Special Education Program Exit Dates	Added new validation for EOY 4	Improves data integrity.

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
CERT### NEW	Invalid Education Plan Type Code for student enrolled in Private School (school code 0000002)	Fatal	Prevents an LEA from submitting a SPED record with a Special Education Plan Type of 100 (IEP) or 150 (IFSP) for students enrolled in a private school (school code 0000002)	Added new validation for EOY 4	Students with disabilities enrolled at private schools (school code 0000002) must have an Education Plan Type Code of 200 (ISP).
CERT132	Missing SPED record for Enrolled Student at Reporting LEA	Warning	Ensures all students with disabilities have a SPED record at each LEA in which they were enrolled in the academic year	Existing Fall 1 validation added to EOY 4	Increases data integrity by ensuring that each LEA in which the student was enrolled has an overlapping SPED record.
CERT133	Invalid Student Special Education Exit Reason and Student Enrollment Exit Reason combination	Fatal	Prevents an LEA from submitting an exit reason in the SENR that conflicts with the Special Education Program Exit Reason Code submitted in the SPED record	Disabled in Fall 1, being re-enabled for EOY 4	CDE requested that special education data system vendors cease sending up the following Special Education Exit Reason Codes after the Fall 1 submission concluded; however, there may be erroneous data currently in the system that will have to be cleaned up for EOY 4: <ul style="list-style-type: none"> • 76 - Transfer • 71 - HS Completer • 74 - Dropout

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
CERT134	Missing Student Exit Reason Code for Student with Disabilities who left program after Completing HS	Fatal	If an LEA has indicated in the SPED record that a student exited special education because they are a high school completer, then the SENR record should reflect an Exit Code or Completion Status Code that is equivalent to high school completion.	Disabled for Fall 1, being re-enabled for EOY 4	CDE requested that special education data system vendors cease sending up the following Special Education Exit Reason Codes after the Fall 1 submission concluded; however, there may be erroneous data currently in the system that will have to be cleaned up for EOY 4: <ul style="list-style-type: none"> • 76 - Transfer • 71 - HS Completer • 74 - Dropout
CERT135	Part B Initial Evaluation for a student with an IFSP occurred late (after child's 3rd Birthday)	Warning	Warns an LEA that based on information in the SPED records in CALPADS the student's Initial Evaluation for Part B appears to be late.	Existing Fall 1 validation added to EOY 4	Warns an LEA about a compliance issue. (Data Identified Non-compliant [DINC]).
CERT136	Special Education Meeting Should Occur within 60 Days from Parental Consent	Warning	Warns an LEA that based on information in the SPED records in CALPADS the student's Initial Evaluation for Part B or Part C appears to be late.	Existing Fall 1 validation added to EOY 4	Warns an LEA about a compliance issue. (Data Identified Non-compliant [DINC].)

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
CERT137	Late Triennial Meeting	Warning	Warns an LEA that based on information in the SPED records in CALPADS the student's Triennial evaluation appears to be late.	Existing Fall 1 validation added to EOY 4	Warns an LEA about a compliance issue. (Data Identified Non-compliant [DINC].)
CERT138	Missing Student Enrollment Exit Reason for Student With Disabilities Dropping from Program	Fatal	If an LEA has indicated in the SPED record that a student exited special education because they are a dropout, then the SENR record should reflect an Exit Code or Completion Status Code that is equivalent to a dropout.	Disabled for Fall 1, being re-enabled for EOY 4	CDE requested that special education data system vendors cease sending up the following Special Education Exit Reason Codes after the Fall 1 submission concluded; however, there may be erroneous data currently in the system that will have to be cleaned up for EOY 4: <ul style="list-style-type: none"> • 76 - Transfer • 71 - HS Completer • 74 - Dropout
CERT139	Late Annual Meeting	Warning	Warns an LEA that based on information in the SPED records in CALPADS the student's annual meeting appears to be late.	Existing Fall 1 validation added to EOY 4	Warns an LEA about a compliance issue. (Data Identified Non-compliant [DINC].)

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
CERT140	Missing SPED record for a student with a SSRV record	Fatal	Prevents an SSRV record from being certified if it does not have an associated SPED record.	Disabled in Fall 1, being re-enabled for EOY 4	Services were not required to be certified for Fall 1 but will be required to be certified for EOY 4.
CERT141	Invalid Enrollment Information for Student with Disabilities leaving program due to Max Age Reached	Warning	If an LEA has a SPED record with a Special Education Program Exit Reason Code of MaxAge then the student should have an Exit Reason Code in the enrollment record (SENR) that reflects the student's exit from the school.	Existing Fall 1 validation added to EOY 4	Enforces data integrity between the enrollment exit reason and the special education program exit reason.
CERT142	Missing Special Education Service for Education Plan Type Code 100, 150, or 200	Fatal	For students on IEPs, ISPs, and IFSPs, all of their associated SPED records must have associated services (SSRV) submitted.	Existing Fall 1 validation added to EOY 4 and changed severity from warning to fatal	Services were not required to be certified for Fall 1 but will be required to be certified for EOY 4.

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
CERT143	Missing SENR Record for a student with SPED Record	Fatal	Ensures every SPED record has an overlapping SENR record.	Disabled in Fall 1, being re-enabled for EOY 4	For LEAs that inadvertently delete enrollment records for students that have SPED records that overlapped that enrollment, this forces the LEA to create corresponding enrollments. All SPED records must have overlapping SENR records.
CERT144	SPED record missing for student enrolled at NPS school	Fatal	Ensures all students at NPS schools in CALPADS (school code 0000001) have corresponding SPED records with a plan type of 100 (IEP) at the same LEA	Existing Fall 1 validation added to EOY 4	Needed for EOY 4 certification.
CERT145	SPED record missing for student enrolled in Private School	Fatal	Ensures all students enrolled in private schools in CALPADS (school code 0000002) have corresponding SPED records with a plan type of 200 (ISP)	Existing Fall 1 validation added to EOY 4	Needed for EOY 4 certification.

Error Number	Error Description	Error Severity	Intent	Change	Rationale for Change
CERT147	Invalid Postsecondary/Transition Status Indicator	Fatal	Ensures students who are adult age students with disabilities in transition programs are appropriately identified in CALPADS.	Existing Fall 1 validation added to EOY 3 and EOY 4	Ensures students in transition are appropriately identified for purposes of calculating the graduation rate for schools with a Dashboard Alternative School Status (DASS).

4.10 State Performance Plan Indicators (SPPI) Guide

State Performance Plan Indicator Guide

*A Resource for Understanding the California
State Performance Plan Indicators*

Companion to the 2018-19 Annual Performance Report
Updated May 2020



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Document Updates:

The State Performance Plan Indicator (SPPI) Guide will be periodically updated to reflect changes to the State Performance Plan indicators, data sources and calculations as they arise. **Therefore, it is recommended that the online version be utilized whenever possible** by visiting <https://systemimprovement.org/>. As of May 2020, two notable changes are the *CASEMIS to CALPADS* transition and adoption of a new State Performance Plan for the 2019-2020 through 2024-2025 school years.

CASEMIS to CALPADS Transition: In order to streamline data collection and support programmatic efforts to include students with disabilities in the general education environment, CASEMIS was gradually phased out during the 2018-2019 school year. Therefore, data fields from both systems are included in this document, as appropriate. This version of the SPPI Guide serves as a helpful tool for understanding the current State Performance Plan (SPP) as well as the 2018-2019 Annual Performance Report (APR). Data previously maintained by CASEMIS was fully integrated into the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2019-2020 school year and will be reflected in the 2019-2020 APR. This document will be updated again during the 2020-2021 school year to reflect the necessary changes for interpreting the 2019-2020 APR.

State Performance Plan: The State Performance Plan (SPP) is a six-year plan submitted to the U.S. Department of Education, Office of Special Education Programs (OSEP) by the California Department of Education (CDE). The current SPP spans Federal Fiscal Years (FFY) 2013-2018 (school years 2013-2014 to 2018-2019). However, OSEP has announced that it will not be implementing a new six-year cycle until 2020-2021 and directed states to create extension targets for the 2019-2020 school year. Approval of California's extension targets is pending at the time of publication. Extension targets, to accompany the 2019-2020 APR, will be included in the next version of this guide. This document will also be updated once the new SPP is made available.



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This resource was developed by the System Improvement Leads (SIL) project. SIL is supported by the California Department of Education and the California Collaborative for Educational Excellence.

Updated May 2020

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Introduction to the State Performance Plan Indicator Guide

The State Performance Plan Indicator Guide provides convenient access to information on the California State Performance Plan Indicators. This resource includes a collection of individual handouts for each of the 14 State Performance Plan indicators reported in the local-level Annual Performance Report (APR), as shown below. Each handout will outline the essential elements of the specified indicator including definition, data source, calculation, targets, and connections to related processes. The goal of this guide is to support school leaders in analyzing the wide range of valuable data provided within the APR in order to improve the quality of education for all students, with an emphasis on students with disabilities. Additional information and tips on the use of this guide are included below:



Comprehensive Guide

Use this document in its entirety for a comprehensive guide to understanding the local-level State Performance Plan indicators.



SPP Indicators At-A-Glance

Refer to [Appendix C](#) for a helpful one-page, two-sided quick guide to the 14 local-level State Performance Plan indicators.



Individual Grab-and-Go Handouts

Each indicator handout and appendix resource is provided in a one-page, two-sided format to allow for easy grab-and-go use of the specific information you need.

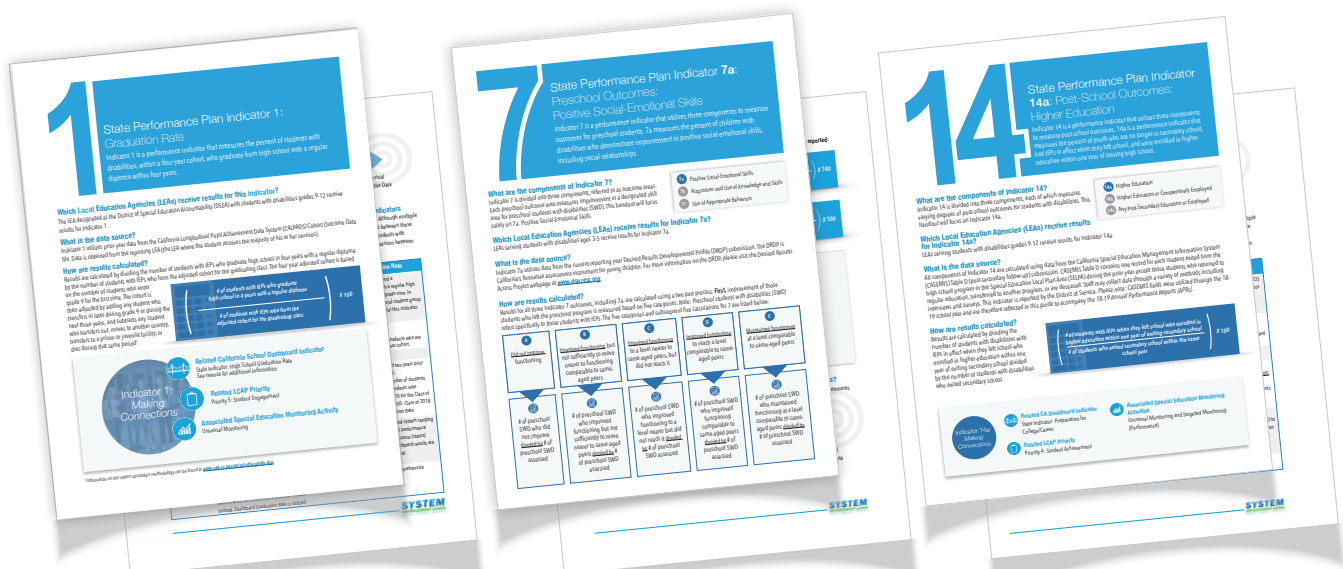


Access Updates Online

This document will be periodically updated as new information becomes available. For this reason, please refer to the online version by visiting <https://systemimprovement.org/>.



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Getting to Know the State Performance Plan

State Performance Plan: At-A-Glance



The Individuals with Disabilities Education Act (IDEA) requires that each state develop and submit a State Performance Plan (SPP) every six years.



The SPP includes 17 indicators determined by the Office of Special Education Programs (OSEP) based on requirements of IDEA.



Once a year, the California Department of Education (CDE) is required to collect state-wide data on each indicator and report performance to OSEP in a **state-level** Annual Performance Report (APR).



Using a similar process, the CDE, Special Education Division (SED) uses indicators 1-14 to measure the outcomes and compliance of each Local Educational Agency¹ (LEA) within the state.



Once a year, the CDE uses data collected for each LEA and reports results in a **local-level** APR.



SPP/APR and the California School Dashboard are separate reporting processes.



Data on selected SPP and Dashboard indicators is used to inform CDE's special education monitoring activities.

State Performance Plan: An Overview

The **Individuals with Disabilities Education Act (IDEA)**

requires that the US Department of Education, Office of Special Education Programs (OSEP) monitor states' implementation of IDEA. In order to do so, each state is required to develop and submit a **State Performance Plan (SPP)**. The State Performance Plan is a six-year plan that includes 17 measures referred to as **indicators**. The indicators are determined by OSEP and are related to either IDEA compliance or student performance. Within the SPP, the state must set rigorous and measurable annual targets for each of the 17 indicators. States must report their progress in relation to these targets in an annual update referred to as the **Annual Performance Report (APR)**.

The SPP is the overall six-year plan. The APR provides annual progress data on the SPP.

State Performance Plan Indicators: A Closer Look

The State Performance Plan includes 17 state-level indicators drawn from components of IDEA. With the exception of indicator 17, all indicators are divided into two types: **compliance indicators** and **performance indicators**. Compliance indicators focus on whether a specific requirement of IDEA was met. Therefore, targets for compliance indicators are set at either 0 or 100 percent. Performance indicators focus on student and family outcomes. Targets for performance indicators vary and are determined by each state. A list of the 17 state-level indicators by type is included below:

SPP Compliance Indicators	SPP Performance Indicators
4b: Discipline Rate by Race/Ethnicity 9: Disproportionate Representation 10: Disproportionate Representation by Disability 11: Timely Eligibility Evaluation 12: Timely Part C to B Transition 13: Secondary Transition Goals and Services	1: Graduation Rate 2: Dropout Rate 3: Statewide Assessment 4a: Discipline Rate: Overall 5: Least Restrictive Environment 6: Preschool Least Restrictive Environment 7: Preschool Outcomes 8: Parent Involvement 14: Post-School Outcomes 15: Resolution Sessions ² 16: Mediation ²
17: State Systemic Improvement Plan ² <i>Indicator 17 is neither a performance nor compliance indicator.</i> For more information on the SSIP, please refer to: https://osep.grads360.org/#program/ssip	

¹ The term LEA refers to school districts, county offices of education, and charter schools. As of SY 17-18, all charter schools receive a local-level APR.

² The SPP Indicator Resource Guide is intended as a local-level resource, therefore handouts are not included for indicators 15-17.

Data Collection and Reporting

State Performance Plan indicator data collected through the 2018-2019 school year is pulled from both the California Special Education Management Information System (CASEMIS) and California Longitudinal Pupil Achievement Data System (CALPADS), amongst other data sources. Beginning in the 2019-2020 school year, CASEMIS has been phased out and special education data is now reported exclusively in the CALPADS system. This guide will be updated to reflect changes to Data Field names and/or reporting periods utilized for SPP indicators to align with the 2019-2020 Annual Performance Report (APR). The current version of this document will continue to serve as an helpful tool for interpreting the 2018-2019 APR.

Data for each State Performance Plan indicator is reported by either the **District of Special Education Accountability (DSEA)** (previously known as District of Residence) or the **Reporting LEA** (previously known as District of Service). Consideration of which entity is responsible for reporting data is particularly helpful for LEAs with students placed in other district, county or charter school programs through the IEP process. Comprehensive definitions of DSEA and Reporting LEA are provided within [Appendix A](#) of this guide. Please note that LEAs with students attending a nonpublic school or residential program maintain status as both the DSEA and Reporting LEA for those students. Therefore, students attending a nonpublic or residential program will be included in the LEA's State Performance Plan indicator calculations. Please refer to the indicator handouts for information on whether a specific indicator is reported by the DSEA or Reporting LEA.

Annual Performance Report: One Name, Two Reporting Processes

The Annual Performance Report (APR) is prepared by the California Department of Education (CDE) each year to report progress on annual targets set in the State Performance Plan (SPP). Based on the data collected, CDE prepares two reports: a state-level APR that is provided to the Office of Special Education Programs (OSEP) and a local-level APR provided to LEAs. Please see below for more information on each report.

State-Level APR

Each year, states are required to collect data on each SPP indicator and report performance to OSEP in a state-level APR. Performance is based on whether the state as a whole has met the designated target outlined in the SPP. OSEP uses the information included in the SPP and APR to determine if the state has met requirements or requires assistance and/or further intervention.



The CDE collects data annually on each of the SPP indicators and prepares two reports.

Local-Level APR

The CDE uses an aligned APR process to measure the outcomes and compliance of each individual LEA within the state using 14 of the SPP indicators (excluding state-level indicators 15, 16 and 17). In addition to determining compliance status, the reports provide information that can be used by school leaders to examine programs and focus efforts in areas of needed improvement.

Examining Indicators within the Local-Level Annual Performance Report (APR)

The goal of the State Performance Plan Indicator Resource Guide is to support school leaders in analyzing the wide range of valuable data provided within the local-level APR in order to improve the quality of education for all students, with an emphasis on students with disabilities. For information on the indicators included within your LEA's APR, please refer to the indicator handouts included in this guide. As a reminder, this resource will be updated to reflect changes to the California State Performance Plan indicators, data sources and calculations as they arise. It is recommended that the online version be utilized whenever possible by visiting <https://systemimprovement.org/>.

Making Connections to the State Performance Plan Indicators

The State Performance Plan and subsequent Annual Performance Reports (APRs) are one of multiple federal, state and local monitoring and accountability processes. Therefore, each indicator handout included in this guide will include a **Making Connections** section to illustrate the possible relationship between the State Performance Plan indicator and related processes (*Figure 1*). **The Local Control Funding Formula/Local Control Accountability Plan (LCFF/LCAP), California School Dashboard** and the California Department of Education's (CDE's) **special education monitoring activities** each serve a unique purpose with a common goal of improving educational outcomes for students. Therefore, each Making Connections section will highlight related LCAP priorities, Dashboard indicators and QAP activities, when applicable.

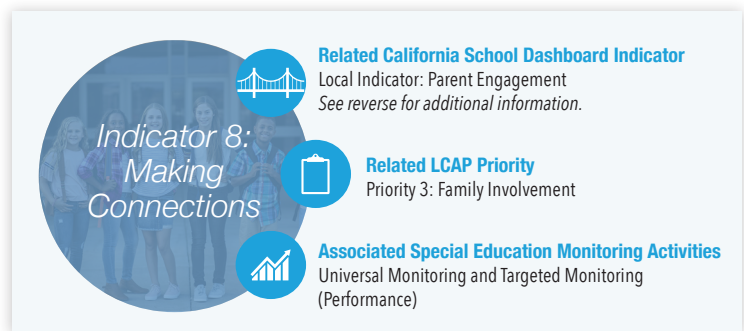


Figure 1: Making Connections Section Sample

State Performance Plan Indicators and Local Control Accountability Plan Development

The Local Control Funding Formula (LCFF) is California's current funding system. Under the LCFF, all Local Educational Agencies (LEAs) are required to prepare and submit a Local Control Accountability Plan (LCAP) with input from a variety of stakeholders. The LCAP provides a template for LEAs to set goals, plan actions, and leverage resources to improve student outcomes in ten state and local priority areas. Please note that priorities 9 and 10 apply to County Offices of Education (COEs) only.

Analysis of State Performance Plan indicator data may support identifying areas of need or growth during the planning stages of LCAP development. Therefore, when applicable, potential connections between a specific indicator and a related LCAP priority will be provided within the Making Connections section of each indicator handout. Please note that the potential connections to LCAP priorities within this guide are included for consideration only and are not prescriptive.

LCFF/LCAP Priorities									
Parent Involvement (Priority 3)	School Climate (Priority 6)	Student Engagement (Priority 5)	Basic Services (Priority 1)	State Standards (Priority 2)	Course Access (Priority 7)	Foster Youth (Priority 9: COE only)	Foster Youth (Priority 10: COE only)	Student Outcomes (Priority 8)	Student Achievement (Priority 4)
Engagement			Conditions of Learning				Student Outcomes		

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system which utilizes its own unique set of indicators for monitoring and reporting. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences in the calculation methodologies and targets for the two sets of

accountability indicators. When examined together, the State Performance Plan and Dashboard indicators provide invaluable information about educational access for students with disabilities¹ and ensures that their experiences are considered among data for all students. In cases where a State Performance Plan indicator shares similarities with a Dashboard indicator, the individual handouts included in this guide will provide a summary comparison table to support in navigating differences and similarities between the two indicator types. For more information on the California School Dashboard, please visit www.caschooldashboard.org.

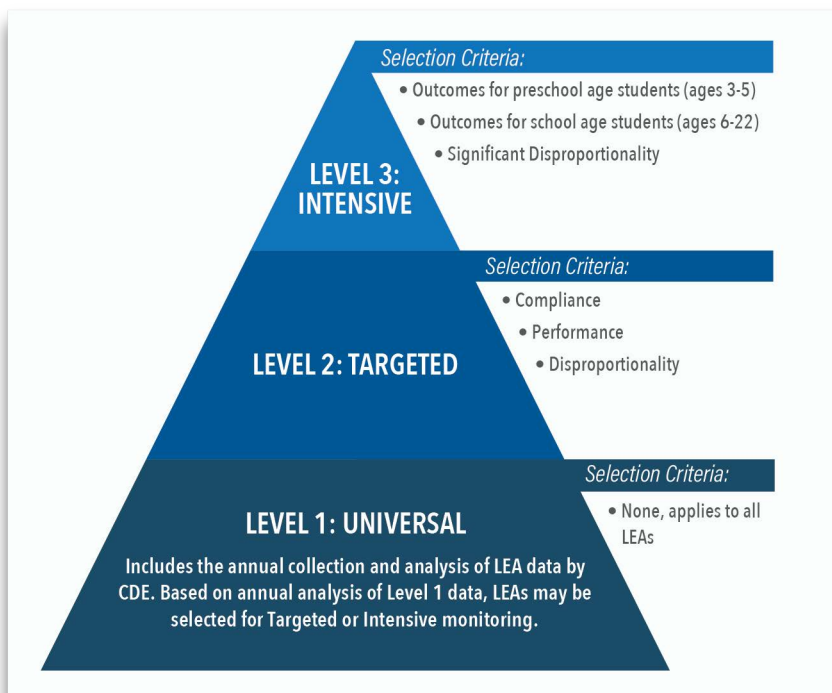
	State Performance Plan	California School Dashboard
Description	Federal process required by IDEA , specific to students with disabilities.	An online tool that provides information on multiple measures of school success for all students, not specific to students with disabilities.
Origin of Indicators	17 federal indicators drawn from IDEA Part B.	11 state and local indicators drawn from the ten priority areas of the Local Control Funding Formula (LCFF) and approved by the State Board of Education (SBE).
Indicator Types	Compliance and Performance Indicators (please see the Getting to Know the State Performance Plan Indicators document).	State indicators: based on data collected consistently across the state. Local indicators: based on data collected and reported by LEAs using SBE-approved self-reflection tools.
Results	Results are provided annually to school districts, county offices of education, and charter schools ² within the local-level APR. SPP indicators are measured in relation to targets aligned with IDEA and approved by the SBE. For more information on targets, please refer to the individual indicator handouts included in this guide.	Results are updated annually on the Dashboard website. Dashboard state indicators utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). For local indicators, SBE-approved standards are used to support an LEA in both measuring and reporting progress. The LEA will select Met or Not Met based on whether the standard for a local indicator was achieved.

State Performance Plan Indicators and the CDE Special Education Monitoring Activities

Data reported on the State Performance Plan indicators and Dashboard indicators provide the CDE with information needed to measure LEA outcomes. LEAs may be selected for further monitoring based on their performance on specified indicators. The CDE has made updates to its monitoring system beginning in the 2019-20 school year. As shown in the corresponding figure, the CDE's special education monitoring activities now fall within three levels of monitoring; Universal, Targeted and Intensive.

Eligibility for each of the monitoring activities is determined annually using data reported in the local-level APR, on the Dashboard, or using an alternative calculation. Each year, CDE provides an annual determination letter to LEAs designating whether they have been selected to participate in one or more of the special education monitoring activities.

The 2019-2020 monitoring activity levels represent a shift in nomenclature from the six monitoring activities previously utilized



in the Quality Assurance Process (QAP). The table below illustrates the evolution of monitoring names from those previously used within the 18-19 monitoring year to the current special education monitoring types.

Monitoring Activity <u>NAME</u> in the 18-19 Monitoring Year ¹	Monitoring Activity <u>TYPE</u> in the 19-20 Monitoring Year ²
<i>Review of identified monitoring priorities included in the local-level APR, Dashboard and other data sources</i>	NEW Universal Monitoring
Data Identified Non-Compliance (DINC)	Targeted Monitoring (Compliance)
Performance Indicator Review (PIR)	Targeted Monitoring (Performance)
Disproportionality Review	Targeted Monitoring (Disproportionality)
Comprehensive Review	Intensive Monitoring (School Age)
Preschool Review	Intensive Monitoring (Preschool Age)
Significant Disproportionality Review	Intensive Monitoring (Significant Disproportionality)

A brief summary of each of the three 2019-2020 special education monitoring levels, including selection criteria and activities, are provided in [Appendix B: Special Education Monitoring Activities Summary](#). When applicable, connections between a specific State Performance Plan (SPP) indicator and the associated special education monitoring activity will be provided in the Making Connections section of each SPP indicator handout. For more information on monitoring activities, please visit: www.cde.ca.gov/sp/se/qa/.

Additional Resources

For more information on the topics included in this section, please reference the table below.

State Performance Plan and Annual Performance Report	U.S. Department of Education information on IDEA SPP/APR: https://sites.ed.gov/idea/spp-apr/ California's State Performance Plan: https://www.cde.ca.gov/sp/se/qa/index.asp California's State Level APRs: https://www.cde.ca.gov/sp/se/qa/index.asp Local-Level APRs: https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp
LCFF/LCAP	LCFF Priorities Whole Child Resource Map: https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp CDE LCFF Overview and Information: https://www.cde.ca.gov/fg/aa/lc/
California School Dashboard	CDE California School Dashboard and System of Support page: https://www.cde.ca.gov/ta/ac/cm/ California School Dashboard Website: https://www.caschooldashboard.org California School Dashboard Technical Guide: https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf
Special Education Monitoring Activities	CDE Quality Assurance Process page: https://www.cde.ca.gov/sp/se/qa/ CDE Services and Resources page: https://www.cde.ca.gov/sp/se/sr/

¹ Aligns with the 17-18 Annual Performance Report (APR) and 2018 Dashboard

² Aligns with the 18-19 APR and 2019 Dashboard

Appendix C: State Performance Plan Indicators At-A-Glance

SPP Indicator	Definition	Data Source	Making Connections		
			Monitoring ¹	LCAP	Dashboard
1: Graduation Rate	Performance indicator that measures the percent of SWD in a 4-year cohort, who graduate from high school with a regular diploma within 4 years.	CALPADS	Universal	Student Engagement	Graduation Rate
2: Dropout Rate	Performance indicator that measures the percent of students in grades nine and higher who exited special education services by dropping out of high school.	CALPADS CASEMIS ²	Universal Targeted (P)	Student Engagement	None
3: Statewide Assessment	Performance indicator that measures the participation and performance of SWD on statewide assessments using three components:			Student Achievement	Academic Performance
	3a: No longer calculated as it was a percentage tied to Annual Yearly Progress (AYP), which has been discontinued.	N/A	N/A	Course Access	
	3b: Performance Indicator that measures the participation rate of SWD in the CAASPP.	CAASPP	Universal, Targeted (P)	Student Outcomes	
	3c: Performance indicator that measures the percent of SWD scoring proficient on the CAASPP in ELA and Math, calculated separately.	CAASPP	Universal, Intensive (SA)		
4: Discipline	Performance indicator that measures the discipline rate of SWD using two components:			School Climate	Suspension Rate
	4a: Performance indicator that measures the number of SWD who were disciplined for greater than 10 cumulative days in a school year.	CALPADS CASEMIS ²	Universal		
	4b: Compliance indicator that measures the discipline rate of SWD by race/ethnicity.	CALPADS CASEMIS ²	Universal		
5: Least Restrictive Environment	Performance indicator that measures whether SWDs are educated within the LRE using three components:			Basic Services Course Access	Access to Broad Course of Study
	5a: Rate of SWD in regular classroom 80% or more of day.	CASEMIS ²	Universal, Targeted (P), Intensive (SA)		
	5b: Rate of SWD inside the classroom less than 40% of the day.	CASEMIS ²	Universal, Targeted (P)		
	5c: Rate of SWD in Separate Setting.	CASEMIS ²	Universal, Targeted (P), Intensive (SA)		
6: Preschool Least Restrictive Environment	Performance indicator that utilizes two components to measures whether preschool students with disabilities are educated within the LRE:			Basic Services Course Access	None
	6a: % of preschool SWD receiving majority of services in regular setting	CASEMIS ²	Universal, Targeted (P), Intensive (PA)		
	6b: % of preschool SWD in a separate setting	CASEMIS ²	Universal, Targeted (P), Intensive (PA)		



SWD: Students with Disabilities; **Monitoring:** California Department of Education Special Education Monitoring Activities; **LCAP:** Local Control Accountability Plan; **CASEMIS:** California Special Education Management Information System; **CALPADS:** California Longitudinal Pupil Achievement Data System; **P:** Performance; **C:** Compliance; **D:** Disproportionality; **SD:** Significant Disproportionality; **SA:** School Age; **PA:** Preschool Age

Appendix C: State Performance Plan Indicators At-A-Glance, continued

SPP Indicator	Definition	Data Source	Making Connections		
			Monitoring ¹	LCAP	Dashboard
7: Preschool Outcomes	Performance indicator that utilizes three components to measure outcomes for preschool students with disabilities:			Course Access	None
	7a: Positive Social-Emotional Skills	DRDP	Universal, Intensive (PA)		
	7b: Acquisition and Use of Knowledge and Skills	DRDP	Universal, Intensive (PA)		
	7c: Use of Appropriate Behaviors	DRDP	Universal, Intensive (PA)		
8: Parent Involvement	Performance indicator that measures the percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for SWD.	CASEMIS ²	Universal, Targeted (P)	Parent Involvement	Parent Engagement
9: Disproportionate Representation: Overall	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in special education.	CALPADS CASEMIS ²	Universal, Targeted (D), Intensive (SD)	Basic Services, State Standards, Student Ach, Course Access	None
10: Disproportionate Representation by Disability Category	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.	CALPADS CASEMIS ²	Universal, Targeted (D), Intensive (SD)	Basic Services, State Standards, Student Ach, Course Access	None
11: Timely Eligibility Evaluation	Compliance indicator that measures the percent of students whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation.	CASEMIS ²	Universal, Targeted (C)	Basic Services	None
12: Timely Part C to B Transition	Compliance indicator that measures the percent of children referred by the infant program (IDEA Part C) who are found eligible for school age special education services (IDEA Part B) and who have an IEP developed and implemented by their third birthday.	CASEMIS ²	Universal, Targeted (C)	Basic Services	None
13: Secondary Transition Goals/ Services	Compliance indicator that measures the percent of SWD ages 16 and above with an IEP that includes appropriate measurable post-secondary goals.	CASEMIS ²	Universal, Targeted (C)	Student Outcomes	None
14. Post-School Outcomes	Performance indicator that utilizes three components to measure post-school outcomes:			Student Achievement	College/Career
	14a. Higher Education	CASEMIS ²	Universal, Targeted (P)		
	14b. Higher Education or Competitively Employed	CASEMIS ²	Universal, Targeted (P)		
	14c. Higher Education or Competitively Employed or other training or employment program	CASEMIS ²	Universal, Targeted (P)		

¹ As of SY 19-20 monitoring activities

² CASEMIS continues to be used for data collection through SY 18-19. This table will be updated during the 20-21 SY to align with the 19-20 APR.

4.11 EV SELPA Occupational Therapy Staffing 2020-2021

EV SELPA OT Augmentation Data
(May 2020)

Numbers of Students Receiving OT Services

District	Number of Students April 2019	Number of Students December 2019	Number of Students April 2020	Change over One Year April 2019-April 2020
Colton	56	65	72	+16
Redlands	81	101	112	+31
Rim	12	12	15	+3
YCJUSD	37	49	48	+11
Total	186	227	247	+61

OT Assessment Data (as of 5/4/2020)

District	Pending Initials	Pending Tri's (w/signed APs)	Pending Tri's (no signed APs) due by 6/2020	Pending Assessments (OT rec's to exit)	Total Pending Assts due by 6/4/20	Triennials due in 2020- 2021	Total Pending Assessments (2019-2020 & 2020-2021)
Colton	11	3	4	1	19	26	45
Redlands	18	6	7	0	31	30	61
Rim	1	0	0	0	1	7	8
YCJUSD	3	4	2	1	10	24	34
Total	33	13	13	2	61	87	148

Challenges with OT Contract Staff

- Inconsistent quality
- For every 20 referred and files reviewed, 10 interviewed, 1 hired
- Time spent training, over and over again as each one is added
- Commitment to EV SELPA (team, practices, culture)

**FY 20-21 PROJECTED PROPORTIONATE SHARE OF COST
with 1 FTE for OCCUPATIONAL THERAPIST**

	COLTON		REDLANDS		RIM		YUCAIPA		TOTAL	
Count / Proportionate Share	72	\$50,956	112	\$79,265	15	\$10,616	48	\$33,971	247	\$174,809
Percentage	29%		45%		6%		19%		100%	

	Salary/Stipend	H&W	PERS	FICA/MED	SUI	WORK COMP	TOTAL COST
1 FTE - Occupational Therapist	\$ 123,223.12	\$ 17,871.72	\$ 28,094.87	\$ 1,786.74	\$ 61.61	\$ 3,770.63	<u>\$ 174,808.69</u>

PROJECTED COST OF A CONTRACT OCCUPATIONAL THERAPIST (ARDOR HEALTH SOLUTION)

	COLTON		REDLANDS		RIM		YUCAIPA		TOTAL	
Count / Proportionate Share	72	\$47,162	112	\$73,363	15	\$9,825	48	\$31,441	247	\$161,792
Percentage	29%		45%		6%		19%		100%	

* Based on 19/20 rate of the highest paid Contract OT through June 30th

4.12 Private School Consultation Meeting – May 21, 2020



Please Join Us for a

Virtual Private School Consultation Meeting

Thursday, May 21, 2020 1:30 pm

Meeting will be held via WebEx

Phone number: 415-655-0003

Meeting number: 282 589 752

Meeting password: PrivateSchool1

Representatives from private schools located within the boundaries of the East Valley Special Education Local Plan Area's member school districts (Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, and Yucaipa-Calimesa Joint Unified) are invited to attend. The meeting will include a presentation of federal and state regulations regarding parentally placed private school students. Additionally, the range of equitable services available through public education will be discussed. For further information or to register, please call (909) 252-4507.

4.13 SBCSS East Valley Operations

OTHER

5.1 2020-2021 EVSELPA Steering Committee Meetings

2020/2021
East Valley SELPA
Steering/Finance Committee Meeting Schedule

All meetings will be held at the Dorothy Inghram Learning Center
670 E. Carnegie Drive, San Bernardino CA 92408
Conference Room E
Home of the East Valley SELPA
beginning at 8:00 a.m. & ending at 2:00 p.m., unless otherwise notified.

JULY 16, 2020

AUGUST 2020 – NO MEETING

SEPTEMBER 10, 2020 (Conference Room D)

OCTOBER 15, 2020

NOVEMBER 12, 2020

DECEMBER 10, 2020

JANUARY 2021 – NO MEETING

FEBRUARY 11, 2021

MARCH 18, 2021

APRIL 15, 2021

MAY 13, 2021

JUNE 10, 2021

5.2 2020-2021 EV SELPA Board of Directors Meetings

**2020/2021
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE**

September 16, 2020

November 18, 2020

February 24, 2021

March 24, 2021

May 19, 2021

June 16, 2021

**All meetings will be held at 2:00 p.m. at the
Dorothy Ingrham Learning Center
670 E. Carnegie Drive,
San Bernardino CA 92408
home of the
EAST VALLEY SELPA**

5.3 2020-2021 EV SELPA Community Advisory Committee Meetings

**2020/2021
East Valley Special Education Local Plan Area**

CAC Meeting Schedule

All meetings will held at the Dorothy Inghram Learning Center
Home of the East Valley SELPA
beginning at 9:30 a.m. & ending at 11:00 a.m.

SEPTEMBER 21, 2020

NOVEMBER 16, 2020

FEBRUARY 22, 2021

APRIL 19, 2021

